



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Bengali

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR GENERAL)

Programme Specific Outcome (PSO)

- (a) Students will acquire an understanding about the literature-language- history and culture of Bengal and gain perspective on the diachronic evolution of the same.
- (b) Through the study of Bengali literature, the aesthetic and intellectual sensibilities of the students will be nurtured.
- (c) On the one hand, such pedagogy will accentuate the respect for one's own heritage. On the other, it will foster senses of nationalism and fraternity and instill in the students an international perspective on issues.
- (d) The students will be acquainted with a historic-materialistic-psychological and philosophical analysis of social issues that stand the test of time and space.
- (e) They will gain professional skills required in arenas ranging from journalism and publication to elocution and research.
- (f) Most significantly, the student through a multi-dimensional intellectual development will be able to perform in the capacity of an able citizen working tirelessly towards the upliftment and betterment of the larger society.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	BNG-G-CC1/ GE1 Bangla Sahityer Itihas (Adhunik yug) AECC 1	Module I: Goddyo Probondho Module II: Kabyo Kabita o Natok Module III: Uponyash o Chhotogolpo Module I: Prabandho Module II: Chhoto Galpo Module III: Kabyo	Students get acquainted with the basic history of Bengali literature of modern times. All under-graduate students across departments will acquire fundamentals of Bengali literature and language.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Module IV: Paribhasha	
2 nd	BNG-G-CC2/ GE2 Oitihashik Bhasha Bigyan, Chhando o Alonkar	Module I: Oitihashik Bhasha Bigyan Module II: Chhando Module III: Alonkar	This paper constitutes the basic knowledge of Bengali language and its development.
3 rd	BNG-G-CC3/ GE3 Bangla Kabita o Natok	Module I: Pragadhunik Kabita Module II: Adhunik Kabita Module III: Bangla Natok	Students through selected pieces understand the essence of both ancient as well as modern poetry and drama.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	BNGG SECA 2 Byaboharik Bangla	Module I: Module II: Module III:	The students will gain the opportunity to develop professional skills useful in the fields of cinema, elocution and drama.
4th	BNG-G-CC4/ GE4 Bangla, Kotha Sahitya o Probondho BNGG SECB 2 Byaboharik Bangla	Module I: Uponyash Module II: Chhoto golpo Module III: Prabondho Module I: Module II: Module III:	Students will be acquainted with novel, short story and essay through some selected works of eminent writers. This paper provides students with a hands on knowledge in acing creative writing.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	BNGG LCC 2 Bangla Bhasha bigyan Sahityer Rupbhed o Kabyo	Module I: Bangla Bhasha Bigyan Module II: Sahityer Rupbhed Module III: Kabya	<p>The students are acquainted with the basics of Bengali language, types of literature through select texts.</p>
5th	BNGG DSE A 1 Banglar Samaj o Sanskritir Itihas	Module I: Module II: Module III: Module IV:	<p>This paper makes students aware of the socio-economic political history and the evolution of Bengalee as a race.</p>
6th	BNGG DSE B 2 Folk Literature and Folk Culture	Module I: Broto, Basic concept of Folk culture and literature.	



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>BNGG LCC 2</p> <p>Samoyik Potro o Katha Sahityo</p>	<p>Module II:</p> <p>Chhara, nrityo, loknatak</p> <p>Module III:</p> <p>Prabad, Sangeet, Lok Katha</p> <p>Module I:</p> <p>Samoyik Potro</p> <p>Module II:</p> <p>Uponyash</p> <p>Module III:</p> <p>Chhotogolpo</p>	<p>Students get exposed to the relatively unknown yet the quite significant field of Folk Literature and culture.</p> <p>The undergraduate students get a glimpse of Bengali literature through select works.</p>
--	--	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Bengali

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR HONOURS)

Programme Specific Outcome (PSO) -- The capabilities developed by students after completing an under-graduate course in Bengali Language and Literature

- Students will acquire an understanding about the literature-language- history and culture of Bengal and gain perspective on the diachronic evolution of the same.
- Through the study of Bengali literature, the aesthetic and intellectual sensibilities of the students will be nurtured.
- On the one hand, such pedagogy will accentuate the respect for one's own heritage. On the other, it will foster senses of nationalism and fraternity and instill in the students an international perspective on issues.
- The students will be acquainted with a historic-materialistic-psychological and philosophical analysis of social issues that stand the test of time and space.
- They will gain professional skills required in arenas ranging from journalism and publication to elocution and research.
- Most significantly, the student through a multi-dimensional intellectual development will be able to perform in the capacity of an able citizen working tirelessly towards the upliftment and betterment of the larger society.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	<p>BNG-A-CC1 Bangla Sahityer Itihas (upto 1800 AD)</p> <p>BNG-A-CC2 Barnanamulak bhasa bigyan o bangla bhasha</p>	<p>Module I: Prachin yug</p> <p>Module II: Madhya yug</p> <p>Module III: Madhya yug</p> <p>Module I: Dhwani,Barna etc.</p> <p>Module II: Sabdo bibartan etc</p> <p>Module III: Morphology</p>	<p>Students will acquire knowledge of the many stages of the development of Bengali Literature up till 1800 AD.</p> <p>-</p> <p>Students will acquire knowledge about the historic evolution of the Bengali language, it's morphology and phonology.</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	AECC-1	BNGL Module I: Prabandho Module II: Chhoto Galpo Module III: Kabyo Module IV: Paribhasha	All under-graduate students across departments will acquire fundamentals of Bengali literature and language.
2nd	BNG-A-CC3 Bangla Sahityer Itihas (19 th century)	Module I: Kabyo and Natok Module II: Samoyik patra and Katha-Sahitya Module III:	The students will be acquainted with the many changes in the various facets of Bengali literature that was impacted by the Renaissance.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>BNG-A-CC4</p> <p>Bangla Sahitya: Probeshok Path.</p>	<p>Gaddyo-Prabandhyo</p> <p>Module I: Kabyo</p> <p>Module II: Katha Sahitya</p> <p>Module III: Gadyo-Prabandhyo, Natok</p>	<p>Through selected literary topics, students will be able to enjoy the true essence that lies in literature.</p>
--	---	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



3 rd	BNG-A-CC5 Bangla Sahityer Itihash: Bingsho Satak	Module I: Kabya-Kabita o Natok Module II: KathaSahitya Module III: Natok o godyoprobondho o samoyik potro	The students will be acquainted with the different aspects of the 20th century literature.
	BNG-A-CC6 Oitihashik Bhasha Bigyan	Module I: Module II: Module III:	The students will be acquainted with the evolution of the Bengali language through specific literature
	BNG-A-CC7 Katha Sahitya	Module I: Upanyash: ‘Jogajog’ Module II: Upanyash: “Aranyer Adhikar” Module III: Chhotogolpo	The students will be acquainted with the socio – economic scenario and also get to experience literature as practiced by eminent authors of repute.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



4th	BNG-A-SECA 2 Byaboharik Bangla	Module I: Module II: Module III:	The students will gain the opportunity to develop professional skills useful in the fields of cinema, elocution and drama.
	BNG-A-CC8 Pragadhunik Sahitya	Module I: Baishnob Podaboli Module II: Chandi Mangal Module III: Shakto Padaboli	In this paper, the students gain critical insights into the literature of pre-modern era through the study of three vital aspects of Bengali literature
	BNG-A-CC9 Chhando, Alankar,	Module I: Chhando	



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>Kabyo Tattyo</p> <p>BNG-A-CC10</p> <p>Prabandha and Bibidha Rachana</p> <p>BNG-A-SEC B 2</p> <p>Byaboharik Bangla</p>	<p>Module II:</p> <p>Alonkar</p> <p>Module III:</p> <p>Kabyotottyo</p> <p>Module I:</p> <p>Kamalakanter Daptar- Prabondho Sanchayan</p> <p>Module II:</p> <p>Sahityo, Sahityo Somalochona</p> <p>Module III:</p> <p>Chhinno Patra</p> <p>Module I:</p> <p>Srijansil Rachona</p> <p>Module II:</p> <p>Banan</p>	<p>The students will get acquainted with the theoretical aspects that is vital in properly analysing and reviewing literature.</p> <p>These selected essays of eminent writers provide students with an understanding of the micro as well as macro aspects of time and space of 19th and 20th century Bengal and Bengali literature.</p> <p>This paper provides students with a hands on knowledge in acing creative writing.</p>
--	---	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Module III: IPA, Roman Alphabets	
5th	BNG-A-CC11 Sahityer Rup o riti BNG-A-CC12 Natok o Natyomancha	Module I: Kabya, Kabita o Natak Module II: Upanyash o chhotogolpo Module III: Prabandha, Samalochana o onnyano Sangrup Module I: Drama: 1. Ekei ki bole sobhyota 2. Buro shaliker ghare ro	This paper acquaints students with the structural aspects of different types of literature.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>3. Muktohdhara</p> <p>Module II:</p> <p>Drama:</p> <ol style="list-style-type: none">1. Tiner talawar2. Karagar <p>Module III:</p> <p>History of Bengali Theatre</p>	<p>This paper acquaints students with some of the best written Bengali dramas over time and also get to know the history of Bengali theatre and it's evolution.</p>
	<p>BNG- A DSE A 1</p> <p>Banglar Samaj o Sanskritir Itihas</p>	<p>Module I:</p> <p>Module II:</p> <p>Module III:</p>	<p>This paper makes students aware of the socio-economic political history and the evolution of Bengalee as a race.</p>
	<p>BNG- A DSE B 1</p> <p>Bangla Sishu Kishor Sahitya</p>	<p>Module I:</p> <p>Khirer Putul, Thakumar Jhuli.</p> <p>Module II:</p> <p>Abol Tabol, Annada Shankarer Chhara</p>	<p>This paper acquaints students with great traditions of children literature through a structured curriculum.</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Module III: Badshahi Angti, Sabuj Dwiper Raja	
6th	BNG-A-CC13 Adhunik Bangla Kabyo Kabita	Module I: Birangana Module II: Sonar Tori, Sanchita Module III: Akaler Kabita Sanchayan	The students will get a taste of the essence of modern Bengali poetry while simultaneously getting to understand the evolutions that the period witnessed in Bengali poetry
	BNG-A-CC14 Sanskrit, English o Hindi Sahityer Itihash	Module I: Brief History of Sanskrit Literature Module II: Brief History of English Literature Module III: Brief History of Hindi Literature	Students get to know the broader aspects of national and international literature by getting acquainted with the history of it.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>BNG- A DSE A 3</p> <p>Bangla Goyenda Sahitya, Kalpo Bigyan, Aloukik Kahini Asroyi Rachana</p> <p>BNG- A DSE B 4</p> <p>Folk Literature and Folk Culture</p>	<p>Module I:</p> <p>Sajarur Kata</p> <p>Module II:</p> <p>Sanku Samagra</p> <p>Module III:</p> <p>Sab Bhutur</p> <p>Module I:</p> <p>Broto, riddles, Basic concept of Folk culture and literature.</p> <p>Module II:</p> <p>Chhara, nrityo, loknatak</p> <p>Module III:</p> <p>Prabad, Sangeet, Lok Katha</p>	<p>Through selected texts of detective novel, scientific fiction and horror stories, students get a different essence of literature in a specialized manner.</p> <p>Students get exposed to the relatively unknown yet the quite significant field of Folk Literature and culture.</p>
--	---	--	---

Dept. Of English

Programme Outcomes (PO)

The recently introduced CBCS syllabus by Calcutta University has given primacy to interdisciplinarity so that emphasis is not only on English language and literature but also on world literature, from Classical to Contemporary. New additions like literary theory, autobiography, partition literature, popular literature, text & performance (to name a few) have broadened the scope for better career in higher studies.

Skill enhancement in business communication, academic writing, ELT, through the SEC courses can endorse their writing and communication proficiency, a requirement in all stages of life.

Interested students might pursue higher studies in their preferred area, eventually taking up academics or research. Others might opt for jobs with their honed communication abilities, e.g in journalism or content-writing

B. A. English (Honours):-

An In-depth comprehension and appreciation of English Literature across genres, regions and periods; along with an understanding of the development of English as a major component of the Indo-European language family, can be achieved.

B. A. English (General):-

To help students Obtain a comprehensive concept of English Literature of chiefly Elizabethan, Romantic, Victorian and Modern era.

Ability Enhancement Compulsory Course in Language:

Acquiring adequate knowledge in Basic English Grammar.

B. Course Outcomes:-

Courses in BA Honours Programme in English

Core Courses

CC1 (History of Literature):- Obtaining extensive exposure to the History of English Literature starting from the Old English Period to the Modern Period.

- 2)CC1 (Philology):- Obtaining adequate concept of development and enrichment of the English Language.
- 3)CC2 (European Classical Literature):- Selective exposure to, and appreciation of, texts of European Classical Literature in English translation.
- 4)CC3 (Indian Writing in English):- Analysis and Appreciation of certain representative texts of Indian English Literature covering various genres of poetry, fiction and drama.
- 5)CC4 (British Poetry and Drama:14th-17th Century):- Obtaining an in-depth idea of the social and intellectual background of British Poetry and Drama from 14th to 17th Century.
- 6)CC5 A (American Literature):- Critical Appreciation of various representative texts of American Literature (Poetry, fiction and drama).
- 7)CC6 (Popular Literature):- Appreciation of unique texts of popular literature, encompassing genres of children's fantasy, detective fiction, nonsense literature, graphic adventure fiction etc.
- 8)CC7 (British Poetry and Drama:17th-18th Century):- Obtaining extensive, in-depth awareness of social and intellectual background of British poetry and drama of 17th and 18th centuries.
- 9)CC8 (British Literature 18th Century):- Obtaining extensive, in-depth awareness of social and intellectual background of 18th Century British literature.
- 10)CC9 (British Romantic Literature):- Appreciation of various renowned texts of British Romantic Literature with the relevant socio-intellectual perspectives in mind.
- 11)CC10 (19th Century British Literature):- Obtaining extensive, in-depth awareness of social and intellectual background of 19th Century British literature.
- 12)CC11 (Women's Writing):- Appreciation and critical analysis of various texts of Women's Writings, encompassing the genres of poetry, fiction, nonfiction and autobiography.
- 13)CC12 (Early 20th Century British Literature):- Obtaining extensive, in-depth awareness of social and intellectual background of early 20th Century British Poetry, Fiction and Drama.
- 14)CC13 (Modern European Drama):- Extensive exposure and critical approach to Modern European Drama.
- 15)CC14 (PostColonial Literature):- Comprehensive exposure and appreciation of certain representative texts of Postcolonial Literature covering the genres of Poetry and Fiction.

Discipline Specific Elective Courses (DSE)

- 1)DSE-A1 (Modern Indian Writing in English Translation):- In-depth exposure to certain famous texts of Modern Indian Writing in English Translation.

2)DSE-B1 (Literary Types, Rhetoric and Prosody):- Acquiring adequate ideas regarding the various Literary Types and English Rhetoric and Prosody.

3)DSE-A3 (Partition Literature):- Appreciation and critical analysis of some renowned texts, belonging to Indian Partition Literature: Novels, Short Stories and Poetry.

4)DSE-B3 (Autobiography):- Appreciation and critical analysis of some renowned Indian autobiographies (both originally in English and in English translation).

Skill Enhancement Courses (SEC)

1)SEC-A2 (Business Communication):- Obtaining extensive exposure to nature and application of Business Communication like official letters, memos, meeting minutes, C.Vs. to name a few

2)SEC-B1(Creative Writing):- Understanding the importance of Creative Writing in development of personality and creativity, acquiring actual proficiency in Creative Writing and obtaining exposure to various modes of publishing.

Ability Enhancement Compulsory Course in Language (AECC)

1)AECC 1 (Communicative English):- Acquiring adequate practical knowledge in Basic English Grammar.

Courses in BA General Programme in English

Core Courses (CC/GE):

1)CC1/GE1:- Exposure and appreciation of some renowned Poems and Short Stories.

2)CC2/GE2:- Exposure and appreciation of some renowned texts (Poems, Essays, Novels).

3)CC3/GE3:- Obtaining thorough analytic awareness of certain texts of Women's Writing and exposure to the history of Women's Empowerment.

4)CC4/GE4:- Introduction to Academic Writing, obtaining knowledge of citing sources. LCC

Courses: 1)LLC (L1)-1:- Acquiring proficiency in Official and Personal Communication. Obtaining knowledge of difference between British English and American English.

2)LCC (L1)-2:- Understanding the difference of plain language and Figurative language, chiefly, the language of poetry with reference to specific poems.

Discipline Specific Elective Courses (DSE)

1)DSE-A1:- Obtaining In-depth exposure to certain famous texts of British Literature (Poetry, Drama and Fiction).

2)DSE-B1:- Appreciation and critical analysis of some renowned texts, belonging to Indian Partition Literature: Novels, Short Stories and Poetry.

Skill Enhancement Courses (SEC)

1)SEC-A2 (Business Communication):- Obtaining extensive exposure to nature and application of Business Communication like official letters, memos, meeting minutes, C.Vs. to name a few

2)SEC-B1(Creative Writing):- Understanding the importance of Creative Writing in development of personality and creativity, acquiring actual proficiency in Creative Writing and obtaining exposure to various modes of publishing.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of History

Programme Specific Outcome (PSO)

HONOURS

Programme specific outcome (PSO)

- (a) Possess vast reading skills.
- (b) Be aware of the world history, and India's standpoints since ancient times.
- (c) Knowledgeable about the age old traditions, culture, ethics and ethnic character.
- (d) Aware of how different social races have come up for the quest of power, struggle, victory and loss over throne and thus, the changing economy.
- (e) Strengthen values, virtues and principles by learning and realizing the lessons from history.
- (f) Transforming into a knowledgeable man/woman with strong views and arguments having strong understanding and grip of history.

Semester	Core Course	Content of CU syllabus	Course Outcome(CO)
1 st Semester	CCH01. History of India (From the Earliest times to C300BCE)	<p>Module I. Reconstructing Ancient Indian History:</p> <p>a) Early Indian notions of History</p> <p>b) Sources and tools of historical reconstruction.</p> <p>c) Historical interpretations (with special reference to gender, environment, technology and regions)</p> <p>Module II. Hunter-gatherers and the advent of food products</p> <p>a) Paleolithic cultures—sequence and distribution; stone industries and other technological developments.</p> <p>b) Mesolithic cultures—regional and chronological distribution; new developments in technology and economy;.</p> <p>c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern</p> <p>Module III</p> <p>.The Harappan civilization: Origins; settlement patterns and town planning; agriculture ;craft production and trade; social and political organization; religious beliefs and practices; art; the prelude of urban decline and the late/post-Harappan traditions.</p> <p>Module IV .Cultures in transition Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.</p> <p>a) North India (circa 1500 BCE–300 BCE)</p> <p>b) Central India and the Deccan (circa 1000 BCE–circa 300 BCE)</p>	<p>CO 1. Periodisation of history</p> <p>CO 2. Source materials of ancient Indian history: Archaeological and Literary sources.</p> <p>CO 3. Prehistory and Proto-historic period of ancient India.</p> <p>CO 4. The salient features of Indus Valley Civilisation and post-Harappan Civilisation.</p> <p>CO 5. Sources to reconstruct history of the early and later Vedic period. Features of Non-iron, Iron using phase of Vedic Culture.</p>

<p>CCH02 Social Formations and Cultural Patterns of the Ancient World other than India</p>	<p>Module I. Evolution of humankind: Paleolithic and Mesolithic cultures – Role of kinship social institutions in the development of early societies.</p> <p>Module II. Food production: beginnings of agriculture and animal husbandry.</p> <p>Module III. Bronze Age civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); economy, social stratification, state structure, religion.</p> <p>Module IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications.</p> <p>Module V. Slave society in ancient Greece & Rome: agrarian economy, urbanization, trade.</p> <p>Module VI. Polis in ancient Greece: Athens and Sparta; Greek culture.</p>	<p>CO 1. Stone age culture- Identify Paleolithic, Mesolithic and Neolithic settlements, tool technology.</p> <ul style="list-style-type: none"> • CO 2. Nature of pre-historic societies. • CO 3. Steps from Hunter gatherer to Food producer. • CO 4. Settled agriculture – use of metal- Neolithic Chalcolithic culture. • CO 5. Bronze age - step towards larger civilisation – Egypt—Egyptian culture headed by Pharaoh. • CO 6. The conflict between the Nomads and the settled people in and Central Asia. • CO 7. Use of Iron, its impact and socio-political changes.
---	---	---

**CCH03
History
of India
(c300
BCE
to c.750CE
)**

Module I.

Economy and Society (circa 300 BCE to circa CE 300)

Expansion of

agrarian economy: production relations

Urban growth: north India, central India and the Deccan; craft

Production: trade and trader routes; coinage

c) Social stratification: class,

Varna, Jati, untouchability; gender; m

arriage and property relations.

Module II. .

Changing political formations (circa 300 BCE to circa CE 300)

a) The Mauryan Empire

b) Post-

Mauryan Politics with special reference to the Kushan

as and the Satavahanas; Gana-Sanghas

Module III. Towards early medieval

India (circa CE fourth century to CE 750):

a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.

b) The problem of urban decline: patterns of trade, currency, and urban settlements.

c) Varna, proliferation of Jatis: changing norms of marriage and property

d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, and Vardhanas.

Module

IV. Religion, philosophy and society (circa 300 BCE – CE 750)

a) Consolidation of the Brahmanical tradition:

dharma, Varnashram, Purushastras, Samskaras. b) Theistic cults (from

circa second century BC): Mahayana; the Puranic tradition. c) The beginnings of Tantricism.

Module V.

.Cultural developments (circa 300 BCE to circa CE 750):

a) A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific

and technical treatises. b) Art and architecture and forms and patronage; Mauryan, Post-Mauryan, Gupta, Post-Gupta

- CO 1. In Maurya Period political unification over a vast part of India and proliferation of many new tribes changes the settlement pattern and social stratification.
- CO 2. Rise of 'empire' in ancient India.
- Increasing Foreign invasions from the west including Greeks, Sakas and Kushans.
- CO 3. Conflict between the Sakas (western India) and Satavanas of Deccan to control traderoute.
- CO 4. Elements of change and land transfer over time and space, Agrahar
- CO 5. Regional variations of language, literature, art and architecture, cave paintings. Rock cut sculptures and architectures were mostly built under royal patronage.
- CO 6. Golden Age Debate.

<p>CCH04 Social Formations and Cultural Patterns of the Medieval World other than India</p>	<p><u>GROUP-B</u> Module . I Crisis of the Roman Empire and its principal causes: Historiography</p> <p>Module II. Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance, 12th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture. The feudal society its origins and its crisis: Historiography <u>GROUP-C</u> Judaism and Christianity under Islam</p>	<ul style="list-style-type: none"> • CO 1. Sources/ writings of eminent Roman scholars. • CO 2. Barbarian invasion and causes of decline of Roman empire • CO 3. Feudalism the dominant social system which controlled the mediaeval Europe. • CO 4. Three major religions- Judaism (Jews), Christianity (Christians) and Islam (Muslims) – impact over medieval World. • CO 5. Acquire knowledge about how the economic, social and religious development happened during the medieval times in Europe.
<p>CCH05 History of India (c. 750 – 1206)</p>	<p>Module I. Studying Early Medieval India: Historical geography sources: texts, epigraphic and numismatic data. Debates on Indian Feudalism, rise of the Rajputs and the nature of the state.</p> <p>Module II. Political Structures: a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas. b) Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili Dawah d) Cause and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur.</p> <p>Module III. Agrarian structure and social change: a) Agricultural expansion; crops b) Landlords and peasants c) Proliferation of castes: status of untouchables d) Tribes as peasants and their place in the Varna order</p> <p>Module IV. Trade and Commerce a) Inter-regional trade b) Maritime trade c) Forms of exchange d) Process of urbanization e) Merchant guilds of South India</p> <p>Module V. Religious and Cultural developments:</p>	<ul style="list-style-type: none"> • CO 1. Sources of early mediaeval India comprising mostly literary works and archaeological also. • COO 2. Controversy over land-ownership and feudalism. • CO 3. In absence of one central power India was ruled by regional powers- Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas. • CO 4. Advent of Islam / Series of Turki attack from western part of India. • CO 5. Village administration. • CO 6. Social stratification and status of lower castes. • CO 7. Contribution of Pallavas and Cholas to Art and Architecture

		<p>a) Bhakti, Tantrism, Puranic traditions Buddhism and Jainism; Popular religious cults. b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri c) Regional languages and literature d) Art and architecture: Evolution of regional styles.</p>	<ul style="list-style-type: none"> • CO 8. Spread of Indian culture in South-East Asia.
	<p>CCH06 Rise of the Modern West-I</p>	<p>I. Module I. Transition Debate on transition from feudalism to capitalism: problems and theories.</p> <p>Module II. a) The exploration of the new world: motives. b.) Portuguese and Spanish voyages.</p> <p>Module III. .a) Renaissance: its social roots b.) Renaissance humanism c.) Rediscovery of classics d.) Italian Renaissance and its impact on art, culture, education and political thought. e.) Its spread in Europe</p> <p>Module IV. a.) Reformation movements: Origins & courses b.) Martin Luther & Lutheranism c.) John Calvin & Calvinism d.) Radical reformation: Anabaptists and Huguenots e.) English reformation and the role of the state f.) Counter Reformation</p> <p>Module V. a) Economic developments b.) Shift of economic balance from the Mediterranean to the Atlantic c.) Commercial Revolution d.) Price Revolution e.) Agricultural Revolution and the Enclosure Movement</p> <p>Module VI. a) Development of national monarchy b.) Emergence of European states system</p>	<ul style="list-style-type: none"> • CO 1. Disintegration of feudal system in Europe ushered a new social and economic order and marked the beginning of a new era. • CO 2. Rise of Capitalism • CO 3. Renaissance – meaning, causes and growth of Renaissance. • CO 4. Impact of Art, Literature, Science—Humanism, Rationalism and spirit of Inquiry • CO 5. Meaning of Reformation, Assess the causes and effects of and Reformation counter-reformation movement. • CO 6. Change in economic field with increasing trade and commerce and emerged rich merchant class.
	<p>CCH07 History of India(c. 1206 – 1526)</p>	<p>Module I. Interpreting the Delhi Sultanate: Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy</p> <p>Module II. Sultanate Political Structures: a. Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and fall of Syed dynasty; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat; b. Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage c. Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal d. Consolidation of regional identities: regional art, architecture and literature</p>	<ul style="list-style-type: none"> • CO 1. Importance of Persian and Vernacular literature along with monuments, inscriptions and coins. • CO 2. Attraction to Indian wealth and absence of indigenous monarchical power paved the way of Turkey invasion. • CO 3. Phases of sultani rule in India: the Slave dynasty, the Khaljis, the Tughluq, the Syed dynasty, and the Lodi dynasty-battle of Panipath. • CO 4. New land grant system as a part of administration, agrarian economy and changed revenue pattern. • CO 5. Increasing trade and commerce, helped

		<p>Module IV. Society and Economy: a. Iqta and the revenue-free grants b. Agriculture production; technology c. Changes in rural society; revenue systems d. Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade</p> <p>Module V. Religion and Culture: a. Sufi silsilas: Chishti and Suhrawardi; doctrines and practices; social roles. b. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition c. Sufi literature; Malfuzat; Premakhayans d. Architecture of the Delhi Sultanate</p>	<p>to grow new urban centers; monetisation, Market control policy- an attempt to state controlled economy.</p> <ul style="list-style-type: none"> • CO 6. Doctrines and impact of Sufi and Bhakti; Nathpanthis. • CO 7. Indo-Islamic style of Architecture— Identify cultural synthesis.
1 th	CCH08 Rise of the Modern West–II	<p>Module I. a) Printing Revolution. b) Revolution in war techniques</p> <p>Module II. a.) Crisis in Europe in the 17th century b.) Its economic, social and political dimensions</p> <p>Module III. a.) The English Revolution: major issues b.) Political and intellectual issues</p> <p>Module V. a.) Scientific Revolution b.) Emergence of scientific academies c.) Origins of Enlightenment</p> <p>Module VI. a.) Mercantilism and European economics b.) Prelude to the Industrial Revolution</p> <p>Module VII. a.) European Politics in the 17th & 18th Century b.) Parliamentary monarchy c.) Patterns of Absolutism in Europe</p>	<ul style="list-style-type: none"> • CO 1. Printed books, more education helped to develop scientific attitude, power of reasoning. • CO 2. Spread of education • CO 3. Impact of Industrial Revolution—urbanization, factory system, slums, more trade. • CO 4. Growth of Capitalism.
	CCH09 History of India (c. 1526-1605)	<p>Module I. Sources and Historiography: a) Persian literary culture; translations; Vernacular literary traditions b) Modern Interpretations</p> <p>Module II. Establishment of Mughal rule: a) India on the eve of Babur's Invasion b) Firearms, military technology and warfare c) Humayun's struggle for empire d) Sher Shah and his administrative and revenue reforms</p> <p>Module III. Consolidation of Mughal rule under Akbar: a) Campaigns and conquests: tactics and technology b) Evolution of administrative institutions: Zabt, Masnab, Jagir, Madad-i-Maash c) Revolts and resistance</p> <p>Module IV. Expansion and Integration: a) Incorporation of Rajputs and other indigenous groups in Mughal nobility. b) North-West frontier, Gujarat and the Deccan c) Conquest of Bengal</p> <p>Module V. Rural Society and Economy: a) Land rights and revenue system; Zamindars and</p>	<ul style="list-style-type: none"> • CO 1. Approach of different historical schools to the source materials: coins, monuments Persian as well as Vernacular literature and accounts of foreigners. • CO 2. Importance of series of wars starting from 1st battle of Panipath. • CO 3. Competitor-Conflict between Humayun and Sher Shah Suri. • CO 4. Administration of the Afghan ruler Sher Shah. • CO 5. Some important steps of Akbar:- mansabdari, friendship with Rajputs, religious tolerance and propagation of Din-e-Ilahi.

		<p>Peasants; rural tensions b) Extension of agriculture; agricultural production; crop patterns c) Trader routes and patterns of internal commerce; over sea trade; rise of Surat</p> <p>Module VI. Political and religious ideals: a) Inclusive political ideas: theory and practice b) Religious tolerance and Sulh-i-kul; Sufi mystical and intellectual interventions c) Pressure from the Ulama</p>	
	<p>CCH10 History of India (c. 1605 – 1750s)</p>	<p>Module I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues</p> <p>Module II. Political Culture under Jahangir and Shah Jahan a) Extension of Mughal rule; changes in Mansab and Jagir systems; imperial culture b) Orthodoxy and syncretism – Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Samrad</p> <p>Module III. Mughal Empire under Aurangzeb a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions b) Conquests and limits of expansion c) Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts.</p> <p>Module IV. Visual Culture: Paintings and Architecture</p> <p>Module V. Patterns of Regional Politics: a) Rajput political culture and state formation b) Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas c) Mughal decline; emergence of successor states d) Interpreting eighteenth century India: recent debates</p> <p>Module VI. Trade and Commerce a) Crafts and technologies; Monetary system b) Markets, transportation, urban centres c) Indian Ocean trade network</p>	<ul style="list-style-type: none"> • CO 1. Recognise the importance of Archaeological and literary- Persian, Vernacular and Accounts of foreign travelers. • CO 2. Activities of Jahangir and Shah Jahan including change in administration, Use of white Marble in Mughal architecture. • CO 3. Conflict execution of Sikh Guru Arjun Deb by Jahangir was turned the Sikhs into a Martial community. • CO 4. War of succession. • CO 5. Arrival of British East India Company, Ambassador Sir Thomas Rao – received permission from Jahangir, establishment of factories in Surat & Broach. • CO 6. Emergence of independent states- Hyderabad, Carnatic, Bengal, Oudh, Mysore, Punjab.
5 th	<p>CCH11 History of Modern Europe (c.1780-1939)</p>	<p>Module I. The French Revolution and its European repercussions: a) Crisis of ancien régime b) Intellectual currents c) Social classes and emerging gender relations. d) Phases of the French Revolution e) Art and Culture of French Revolution f) Napoleonic consolidation – reform and empire.</p> <p>Module II. Restoration and Revolution: c.1815-1848 a) Forces of conservatism and restoration of old hierarchies. b) Social, Political and intellectual currents. c) Revolutionary and Radical movements, 1830-1848</p> <p>Module III. Capitalist Industrialization and Social and</p>	<ul style="list-style-type: none"> • CO 1. The causes and results of French revolution. • CO 2. Phases of exploitation, and reign of terror. • Achievements of Napoleon Bonaparte. • CO 3. Series of confrontations in Europe, Revolt of July and February. • CO 4. Industrial Revolution-its effect—Mercantile economy— Spread of colonialism. • CO 5. Role of Cavour and Bismarck for the unification of Italy and Germany respectively.

	<p>Economic Transformation (Late 18th century to AD 1914)</p> <p>a) Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.</p> <p>b) Evolution and Differentiation of social classes: Bourgeoisie, proletariat, Landowning class and peasantry.</p> <p>c) Changing trends in demography and urban patterns</p> <p>d) Family, gender and process of industrialization.</p> <p>Module IV. Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries.</p> <p>a) Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.</p> <p>b) Specification of economic development, political and administrative Reorganization—Italy; Germany.</p> <p>c) Revolutions of 1905; the Bolshevik Revolution of 1917</p> <p>d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918-39.</p> <p>Module V. Imperialism, War and Crisis: c.1880-1918</p> <p>a) Theories and mechanisms of imperialism;</p> <p>b) Growth of Militarism;</p> <p>c) Power blocks and alliances;</p> <p>d) Expansion of European empires</p> <p>e) War of 1914-1918</p> <p>VI. Europe between Two World Wars:</p> <p>a) Post War Europe: A Diplomatic History</p> <p>b) The Great Depression</p> <p>c) Rise of Fascism in Italy and Nazism in Germany</p> <p>d) The Spanish Civil War</p> <p>e) Policy of Appeasement and Russo German Non-Aggression Pact</p> <p>f) Origins and Course of the Second World War</p>	<ul style="list-style-type: none"> • CO1. First World War-causes and impact. • CO 2. Impact of Nazism and Fascism in Germany and Italy respectively. • CO 3. Factors led Civil War in Spain. • CO 4. Causes of World War II • CO 5. The exhibition of devastating atomic power in World War II.
<p>CCH12 History of India (c.1750s–1857)</p>	<p>Module I. India in the mid 18th Century; Society, Economy, Polity</p> <p>Module II. Expansion and Consolidation of Colonial Power:</p> <p>a) Mercantilism, foreign trade and early forms of exactions from Bengal</p> <p>b) Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh.</p> <p>Module III. Colonial State and Ideology:</p> <p>a) Arms of the colonial state : army, police, law</p> <p>b) Ideologies of the Raj and racial attitudes.</p> <p>c) Education: indigenous and modern.</p> <p>Module IV. Rural Economy and Society:</p> <p>a) Land revenue systems and forest policy</p> <p>b) Commercialization and indebtedness</p> <p>c) Rural society: change and continuity.</p> <p>d) Famines</p> <p>e) Pastoral economy and shifting cultivation.</p>	<ul style="list-style-type: none"> • CO 1. Independent states of India: Hyderabad, Karnatic, Mysore, Kerala, Oudh, Bengal <p>CO 2. The great social evils of 18th century.</p> <ul style="list-style-type: none"> • CO 3. New painting style in Kangra, Rajputana • CO 4. English defeated the French to become the main European nation here. • CO 5. Beginning of British political sway over India by the battle of Plassey. • CO 6. Stages of consolidation of power of Company under the leadership of Lord Cornwallis, Lord Warren Hastings

	<p>V.TradeandIndustry a) Deindustrialization b) Tradeandfiscalpolicy c) DrainofWealth d) Growthofmodernindustry</p> <p>VI.PopularResistance: a) Santhal uprising (1857); Indigo rebellion (1860);PabnaAgrarianLeagues(1873);Deccanriots(1875) b) Uprisingof1857</p>	<p>Lord Wellesley, Lord Dalhousie.</p> <ul style="list-style-type: none"> CO 7. Restrictions over exporting finished –products, India was forced to export raw materials.
<p>CCH13 History of India (c.1857– 1964)</p>	<p>Module I.Cultural changes and Social and Religious Reform Movements: a) Growth of a new intelligentsia – the Press and Public Opinion b) Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. c) Debates around gender d) Making of religious and linguistic identities) Caste : Sanskritising and anti-Brahminical trends</p> <p>Module II.Nationalism: Trends upto 1919 a) Formation of early political organizations b) Moderate and extremists c) Swadeshimovement d) Revolutionaries</p> <p>Module III.Gandhi nationalism after 1919: Ideas and Movements: a) Mahatma Gandhi: his Perspectives and Methods b) i) Impact of the First World War ii) Rowlatt Satyagraha and Jalianwala Bagh iii) Non-Cooperative and Civil Disobedience iv) Provincial Autonomy, Quit India and INA c) Left wing movements d) Princely India: States people movements</p> <p>Module IV.Nationalism and Social Groups: Interfaces: a) Landlords, Professionals and Middle Classes b) Peasants c) Tribals d) Labourers e) Dalits f) Women g) Business groups</p> <p>Module V.Communalism : Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League</p> <p>Module VI. Independence and Partition a) Negotiations for independence and partition b) Popular movements c) Partition riots</p> <p>Module VII.Emergence of a New State: a) Making of the Constitution b) Integration of princely states c) Land reform and beginnings of planning d) The Nehru years.</p>	<ul style="list-style-type: none"> CO 1. New Intelligentsia, Reform movements, causes of extension of Railways, Telegraph system. CO 2. Congress beginning of nationalist movement. CO 3. Partition of Bengal- Swadeshimovement, boycott, militant nationalism. CO 4. Struggle for Independence- Satyagraha—impact of three nationalist movements lead by of M.K.Gandhi. CO 5. Leftist movements. CO 6. 1947- Independence- birth of two separate states
	<p>Module I. The Cold War: Weakening of European balance of</p>	<ul style="list-style-type: none"> CO 1. Acquire knowledge of 20th century

<p>CUH14 History of World Politics:(1945-1994)</p>	<p>power: Origins of the Cold War: Yalta and Potsdam Conferences; End of wartime alliance.</p> <p>Module II. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.</p> <p>Module III. The USSR in World Politics: Molotov Plan, COMECON and Cominform; Sovietisation of Eastern Europe; Berlin Blockade; Warsaw Pact.</p> <p>Module IV. Manifestation of Cold War: The Korean Crisis- End of French Colonial rule in Indo-China and the Vietnam War – Cuban Crisis.</p> <p>Module V. De-Stalinisation; Thaw in Cold War; Détente and road to the ending of Cold War.</p> <p>Disintegration and Decline of the Soviet Union – Glasnost and Perestroika – Crisis of Socialist regimes in other East European Countries: Poland, Germany, Czechoslovakia, Hungary – Response of the USA; Rise of a Unipolar World system, Globalization.</p> <p>Module VI. Emergence of the People’s Republic of China – China and the USA – Sino-Soviet rift.</p> <p>Module VII. West Asian Crisis – Palestine and Western Powers – Birth of Israel – Arab-Israel Conflict – The Suez Crisis (1956); Origin and Formation of PLO; Yom Kippur War (1973) ; Camp David Accord (1979); Oslo Peace Accord (1993).</p> <p>Module VIII. Decolonization: The African Case Study: Ghana, Algeria, Congo, Kenya.</p> <p>Protest Politics: Civil Rights Movement, Anti-Apartheid Movement and the end of Apartheid (1994), Second Wave Feminist Movement.</p>	<p>world-</p> <ul style="list-style-type: none"> • CO 2. Post war conferences proved the wartime unity. • CO 3. Emergence of Bipolarism and Cold War. • CO 4. Changed role of UNO and need to restructure • CO 5. Decline of Soviet Union, crisis in Socialist regime. • CO 6. Rise of Unipolar World system and Globalization • CO 7. Understanding Decolonization. • Co 8. Worldwide protest movements on socio-economic, religious and human rights.
---	---	--

Course -Skill Enhancement Courses

Semester	Core Course	Content of CU syllabus	Course Outcome (C O)
3rd	Sec—a (1): Archives and Museums	<p>Module I. Definition and history of development (with special reference to India)</p> <p>Module II. Types of archives and museums: Understanding the traditions of preservation in India, Collection policies, ethics procedures, Collection: field exploration, excavation, purchase, gift and bequest, loans and deposits, exchanges, treasure trove confiscation and others.</p> <p>Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration</p> <p>Module III. Museum Presentation and Exhibition:</p> <p>Module IV. Museums, Archives and Society: (Education and communication Outreach activities).</p>	<ul style="list-style-type: none"> • CO 1. Identify archives and museums as one of the central source of information, guidance • CO 2. Techniques /Method of preserving different artifacts • CO 3. Identify methods of collecting data • CO 4. Can arrange Exhibition on collected sources • CO 5. Feel proud of our own culture and encouraged to take part in archaeological excavations

4th	SEC-B(2):	<p>Module I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts</p> <p>Module II. Indian art (600 BCE-600 CE): Notions of art and craft Canons of Indian paintings Major developments in stupa, cave, and temple art and architecture, Early Indian sculpture: style and iconography Numismatic art</p> <p>Module III. Indian Art (c. 600 CE-1200 CE): Temple forms and their architectural features, Early illustrated Manuscripts and Mural painting traditions, Early medieval sculptures: style and iconography, Indian Bronzes or metal icons.</p> <p>Module IV. Indian Art and Architecture (c. 1200 CE-1800 CE): Sultanate and Mughal Architecture, Miniature painting traditions, Rajasthani, Pahari, Introduction to fort, palace and haveli architecture</p> <p>Module V. Modern and Contemporary Indian Art and Architecture: The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group etc. Major Artists and their artworks, Popular art forms (folk art traditions)</p>	<ul style="list-style-type: none"> • CO 1. Understand / recognize art as a cultural expression of human being from ancient times. • CO 2. The medium/material of art object varied according to the availability of it. • CO 3. Most of the sculptures and architectures are associated with the popular religion. • CO 4. Till Mughal period royal families were the patrons of art & Architecture. • CO 5. Recognise the change of forms, style, medium/ material in Colonial India
-----	-----------	--	--

Semester	Core Course	Content of CU syllabus	Course Outcome
5th	Paper-1.A-1 History of Bengal	<p>Module I. Political history of Bengal under the Nawabs: Rise of British power in Bengal from the battle of Plassey.</p> <p>Module II. Administrative history: 1765-1833</p> <p>Module III. Colonial economy: Agriculture, trade and industry.</p> <p>Module IV. Cultural changes and Social and Religious Reform Movements: Christian Missionaries- The advent of printing and its implications, education- Indigenous and Western- Hindu and Muslim religious revivalist movements.</p> <p>Module V. Social Reforms and the women's question.</p> <p>Module IV. Protest Movements and insurgencies against the Raj: the Fakir and Sannyasirevolts, Indigo Revolt (1859-1860), Pabna Peasant Uprisings (1873-76)</p> <p>Module V. Partition of Bengal 1905: Curzon and the administrative blueprint.</p>	<ul style="list-style-type: none"> • CO 1. Emergence of independent Bengal. • Nawabs and internal conflicts. • CO 2. Historical importance of battle of Plassey and Buxar. • CO 3. Dual System of administration • CO 4. The Commercial Policy of East India Co. guided by the needs of British industries and restricting exports of finished products India was forced to export raw materials. • CO 5. Spread of Indigenous and English education, foundation of Calcutta University. • CO 6. New intelligentsia and social reforms- abolition of Sati, Widow Remarriage and Act of 1813. • CO 7. Permanent Settlement- local protest movements against Raj.
	Paper- B-1 History of Modern East Asia – I China (1840-1949)	<p>Module 1. Imperialism and China during the 19th and 20th century:</p> <ol style="list-style-type: none"> a) Chinese feudalism: Gentry, Bureaucracy and peasantry; the Confucian value system; Sinocentrism; the canton commercial system b) The transformation of China into an informal colony; Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy. c) Agrarian and Popular Movements: Taiping and Yi Ho Tuan d) Attempts at Self-Strengthening (Tzu-Chiang): <p>Module 2. The Emergence of Nationalism in China</p> <ol style="list-style-type: none"> a) The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun yat-sen and his contribution; the formation of the Republic; Yan Shih Kai; War Lordism. b) May Fourth Movement of 1919: Nature and Significance. 	<ul style="list-style-type: none"> • CO 1. Society, Monarchy, Economy and Religious belief in 19th cent. China. • CO 2. Intrusion of Western World, unequal treaties and revolts. • CO 3. Attempt to Westernisation and growth of capitalism. • CO 4. End of Dynastic rule and Emergence of Nationalism in China. • CO 5. Contribution of Sun Yat – Sen and rule of Yuan Shih Kai in War Lordism. • CO 6. Rise of Communism, impact of civil war in China.

		<p>Module III. History of China (1919-1949)</p> <p>i) Nationalism Communism in China (1921-1937)</p> <p>a) Formation of CCP; and</p> <p>b) The First United Front</p> <p>i) The Communist Movement (1938-1949)</p> <p>ii) The Jiangxi Period and the rise of Mao Tse Tung.</p>	
5 th Semester	<p>Paper 2.A-3 History of Bengal (1905-1947)</p>	<p>I. Module I. Partition of Bengal and Swadeshi Movement (1905-08) Political ideology and organisations, rise of Extremism in Bengal, Swadeshi movement, Revolutionary terrorism.</p> <p>II. Module II. Communal Politics: 1906-30 Birth of Muslim League and the Hindu Response.</p> <p>III. Module III Gandhian nationalism after 1919, Non-Cooperation and Khilafat Movement, Swaraj party, Civil Disobedience movement, Revolutionary Nationalists and beginnings of Left politics in the 1920s, Rise of Krishak Praja Party, Muslim League in Bengal.</p> <p>IV. Module IV. Government of India Act 1935 and its aftermath:</p> <p>V. Module V. Peasant Movements in Bengal in 1920-46, Labour Movement in Bengal in 1920-46, Caste Movement in 1920-46, Women's Movement in 1920-46.</p> <p>Module VI. Subhash Chandra Bose and the Congress, Quit India Movement in Bengal, Post war upsurges in Bengal- Left wing Movements.</p> <p>Module VII. Independence and Partition: Communal Riots, the great Calcutta killing and Noakhali riots, Hindu Mahasabha, Muslim League, freedom and partition, Birth of West Bengal and East Pakistan.</p>	<ul style="list-style-type: none"> • CO 1. Partition of Bengal, Beginning of active politics, Swadeshi and Boycott Movement • CO 2. . Beginning of communal politics – Birth of Muslim League • Effect of Ahimsa and Satyagraha in national as well as regional politics. • CO 3 Rise of Regional Parties • Effect of Government of India Act of 1935 • • CO 4. Role of Subhash Chandra Bose in Indian politics and Left Party. • CO 5. Bengal Province finally divided into two separate States:- West Bengal (belongs to India) and East Pakistan (belongs to Pakistan).
	<p>Paper 6 – B-3: History of Modern East Asia – II Japan (1868-1945)</p>	<p>Module I. Transition from Feudalism to Capitalism:</p> <p>a) Crisis of Tokugawa Bakuhans system</p> <p>b) Meiji Restoration: Its nature and Significance</p> <p>c) Political Reorganization</p> <p>d) Military Reforms</p> <p>e) Social, Cultural and educational reforms</p> <p>f) Financial reforms and educational development in Meiji era</p> <p>g) Meiji Constitution</p> <p>Module II. Japanese Imperialism</p> <p>a) China</p> <p>b) Manchuria</p> <p>c) Korea</p> <p>Module III. Democracy and Militarism</p>	<ul style="list-style-type: none"> • CO 1. Meiji Restoration and shift from Feudalism to Capitalism. • CO 2. Reforms in education, Development of industries, democratic movements and Meiji Constitution. • CO 3. Labour Movement and rise of Communist Party • CO 4. Rise of Imperialism • From militancy to Fascism • CO 5. World War II – Potsdam Conference – devastating destruction. Surrender.

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">a) Popular/Peiple'sRightsMovementb) Nature ofpoliticalpartiesc) Rise of Militarism- Nature
andsignificanced) SecondWorldWar;Americano
ccupatione) Post-warChanges. | |
|--|--|--|



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of -----

DEPARTMENT OF HISTORY

(General)



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1ST	CC/GE 01.	<p>Module I. Sources and Interpretation: Module II. A broad Survey Module Paleolithic, Mesolithic and Neolithic Culture: Module III. Harappn Civilisation: Module IV. The Vedic Peeriod Module V. Territorial States and the Rise of Magadha: Module VI. Iranian and Macedonian Invasions: Module VII. Jainism and Buddhism: Module VIII. The Emergence and Growth of Mauryan Empire: Module IX. The Satbahan Phase: Module: X The Sangam Age:</p> <p>Module XI. The Age of Indo-Greek and Shaks, Parthian and Kushan:</p>	<p><i>CO 1. Understand the source materials</i> <i>CO 2. Get knowledge about our past glory</i> <i>CO 3. A broad idea of our heritage</i> <i>CO 4. How the first empire in India established and developed</i> <i>CO 5. Getting knowledge about the age of 'Imperial Unity'</i> <i>CO 6. South Indian History and culture</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



2ND	CC/GE 02. -----	Module I: The Rise of the Guptas Module II: Harsha & His Times Module III: South India Module IV: Towards The Early Medieval Module V: Evolution of Political Structures of Rashtakutas, Pala &Pratiharas Module VI: Emergence of Rajput States in Northern India Module VII: Arabs in Sindh Module VIII: Struggle for power in Northern India &establishment of Sultanate	<i>CO 1. Debe on Golden Age theory</i> <i>CO 2. Knowledge of South Indian Society ,economy, culture</i> <i>CO 3. How emerged several regional powers</i> <i>CO 4. Glory of Rajputs in the North- western India</i>
3RD	CC/GE 03. -----	Module I: Foundation, Expansion &consolidation of the Delhi Sultanate Module II: Military, administrative &economic reforms under the Khiljis &the Tughlaqs Module III: Bhakti &Sufi Movements Module IV: Provincialkingdoms Module V: Second Afghan State Module VI: Emergence and consolidation of Mughal State, C.16th century to mid 17th century Module VII: Akbar to Aurangzeb Module VIII: Economy, Society &Culture under the Mughals	<i>CO 1. How did Muslim invade in India</i> <i>CO 2. Know about the Turko- Afgan rulers</i> <i>CO 3. Impact of Bhakti movement on the Indian Society</i> <i>CO 4. How Mughals established their rule in this country</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Module IX: Emergence of Maratha Power	
4TH	CC/GE 04. -----	Module I: Interpreting the 18th Century Module II: Emergence of Independent States & establishment of Colonial power Module III: Expansion & consolidation of Colonial Power up to 1857 Module IV: Uprising of 1857 Module V: Colonial economy Module VI: Socio-Religious Movements in the 19th century Module VII: Emergence & Growth of Nationalism with focus on Gandhian nationalism Module VIII: Communalism Module IX: Advent of Freedom	<i>CO 1. Get knowledge about the 18th century India</i> <i>CO 2. How colonial power gradually expanded their rule</i> <i>CO 3. Uprising of 1857 and its courses</i> <i>CO 4. A vivid knowledge of our glorious renaissance in the 19th century</i> <i>CO 5. Growth of Nationalism in India</i> <i>CO 6. Get knowledge of Gandhian movement</i>
5TH	DSE A2	Module I: The French Revolution: Genesis Nature &	<i>CO 1. Get a general conception about the modern world</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Consequences Module II: Napoleonic Era and aftermath Module III: Revolutions of 1830 & 1848 Module IV: Unification of Italy & Germany Module V: Social and economic Changes Module VI: Imperialist Conflicts: World War I Module VII: Rise of Fascism and Nazism Module VIII: Origins of World War II	<i>CO 2. Perception about a few revolutions in the world history</i> <i>CO 3. Extreme ideas among some world leaders</i> <i>CO 4. How the first world war began</i>
6TH	DSE B2	Module I: Historiographical Trends Module II: Feudal Crisis: Main Strands Module III: Renaissance: Origin, Spread & Dominant Features Module IV: European Reformation: Genesis, nature & Impact Module V: Beginning of the era of colonization: motives; mining and plantation; the African slaves Module VI: Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic Module VII: Transition from	<i>CO 1. Knowledge regarding the early modern Europe</i> <i>CO 2. Conception about some main courses of early modern Europe</i> <i>CO 3. What was the economic situation in the said period</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Feudalism to Capitalism: Industrial Revolution in England	
5TH	SEC A1	Module I: Defining Heritage: Art & Architecture in India: An overview: Field Work: Visit to historical sites & Museums Module II: Understanding Build Heritage: Stupa Architecture Temple Architecture Indo Persian Architecture, Forts, Palaces, Mosques Colonial Architecture Present day Structures Module III: Field Work: Visit to site & Conducting of research Module IV: Modalities of conducting tourism	<i>CO: The course helps the students to achieve practical knowledge regarding historically significance places. Also learns that how to preserve our heritage.</i>
6TH	SEC B1	Module I: Definitions Module II: History of setting up of Museums and Archives: Some case Studies Module III: Field Work; Studying of structures & Functions Module IV: Training & Employment	<i>CO: This course introduces students to the institution that house and maintain documentary, visual and material remains of past. Museums and archives are among the most important such repositories.</i>

Semester	Core Courses (HONOURS)	Content of CU Syllabus	Course Outcomes(CO)
SEM 1	CC1 Indian Epistemology	<p>A. Introduction: Division of Indian Philosophical Schools: Āstika and Nāstika</p> <p>B. Cārvāka School— Epistemology, Metaphysics, Ethics.</p> <p>C. Jainism—Concept of Dravya, Sat, Guṇa, Paryāya Anekāntavāda, Syādvāda and Saptabhaṅginaya.</p> <p>D. Buddhism— Four noble Truths, Theory of Dependent Origination (Pratītyasamutpāda), Definition of Reality (Arthakriyākāritva), Doctrine of Momentariness, (Kṣanabhangavāda), Theory of no-soul (Nairātmyavāda), Four Schools of Buddhism (Basic tenets).</p> <p>E. Nyāya –Pramā and Pramāṇa, Pratyakṣa (Definition), Sannikarṣa, Classification of Pratyakṣa: Nirvikalpaka, Savikalpaka, Laukika, Alaukika;</p> <p>F. Anumiti, Anumāna (Definition), vyāpti, parāmarśa, Classification of Anumāna: pūrvavat, śesavat, smānyatodrsta, kevalānvayī, kevalavyātirekī, anvayavyātirekī, svārthānumāna, parārthānumāna,</p>	<p>a. This course helps the students to enrich their knowledge about a clear comprehensive and critical account of various systems of Indian philosophy.</p> <p>b. Students can concentrate in their career by yoga process of Buddhist Philosophy.</p> <p>c. It increases interest in the mind of students about the epistemological and metaphysical views of the schools of Indian Philosophy.</p>

	<p>CC2 (History of Western Philosophy)</p>	<p>Upamāna (definition), Śabda(definition),</p> <p>G.Vaiśeṣika—Seven Padārthas, dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva,</p> <p>H. Different types of causes: samavayi, asamavayi and nimitta. Asatkāryavāda.</p> <p>A. Pre Socratic Philosophy: A brief outline</p> <p>B. Plato: Theory of Knowledge, Theory of Forms.</p> <p>C. Aristotle : Critique of Plato’s theory of Forms, Doctrine of four causes, Form and Matter</p> <p>D.St. Thomas Aquinas: Faith and Reason, Essence and Existence.</p> <p>E. Descartes: Cartesian method of doubt, cogito ergo sum, criterion of truth, types of ideas, Proofs for the existence of God, Mind- body dualism Proofs for the existence of the external world,</p> <p>F. Spinoza: Doctrine of substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing.</p> <p>G. Leibniz: Monads, Truths of</p>	<p>a. This course helps the student to learn the theories of Western Philosopher</p> <p>b. As a result the students can compare theories of Indian Philosophers with that of Western Philosophers.</p> <p>c. Students enriches their interest in the metaphysical entity like substance, self, god etc. and they can compare the philosophical notions with the scientific notions.</p>
--	--	--	---

		<p>reason, Truths of facts, Innate ideas, Some metaphysical principles : Law of Identity</p> <p>Of indiscernible, Law of sufficient reason, Law of continuity, Doctrine of Pre-established harmony.</p>	
SEM 2	CC3 Outlines of Indian Philosophy – II (90 Credits)	<p>A. Sāmkhya—Satkāryavāda, Nature of Prakṛti, its constituents and proofs for its existence. Nature of Puruṣa and Proofs for its existence, Plurality of Puruṣas, theory of evolution.</p> <p>B. Yoga—Citta, Cittavṛtti, Cittabhūmi. Eight fold path of Yoga, God.</p> <p>C. Mīmāṃsā (Prābhakara and Bhāṭṭa) :Anvitābhīdhānvāda and avihitānvayavāda, Arthāpatti and Anupalabdhi as sources of knowledge.</p> <p>D. Advaita Vedānta—Sankara’s view of Brahman, Saguṇa and Nirguṇa Brahman, Three grades of Sattā: prātibhāsika, vyavahārika and pāramārthika, Jīva, Jagat and Māyā.</p> <p>E. Viśistādvaita—Rāmānuja’s view of Brahman, Jīva, Jagat. Refutation of the doctrine of Māyā.</p>	<p>a. This course teaches the students the oldest systems of Indian Philosophy.</p> <p>b. Students can explain the evolution system of the Universe by Prakṛti and Purusatattva.</p> <p>c. By studying Sankaras Advaitavedanta Students can learn that Ultimate Reality Atman or Brahman.</p>

	<p>CC4</p> <p>History of Western Philosophy – II (90 Credits)</p>	<p>A. Locke : Refutation of innate ideas, the origin and formation of ideas, simple and complex ideas, substance, modes and relations, nature of knowledge and its degrees, limits of knowledge, primary and secondary qualities, representative realism</p> <p>B. Berkeley: Refutation of abstract ideas. Criticism of Locke’s distinction between primary and secondary qualities, Immaterialism, esse-est-percipi, role of God.</p> <p>C. Hume: Impression and ideas, association of ideas, distinction between judgements concerning relations of ideas and judgements concerning matters of fact, theory of causality, theory of self and personal identity, skepticism.</p> <p>D. Kant :Conception of critical Philosophy, distinction between a priori and a posteriori judgements, distinction Between analytic and synthetic judgements. Synthetic a priori judgements, General problem of the Critique, Copernican Revolution in Philosophy, Transcendental Aesthetic : Space & time—Metaphysical & Transcendental Expositions of the ideas of space & time.</p>	<p>a. From this course students learn the theories of modern empiricist Philosophers.</p> <p>b. Students know the origin of knowledge, Nature and limits of knowledge from the stand point of western philosophers.</p>
--	---	--	---

SEM 3	CC5 Philosophy of Mind (90 Credits)	<p>A. Psychology: Definition, Nature and Scope.</p> <p>B. Methods of Psychology: Introspection, Extrospection, Experimental Methods—variables—dependent & independent, controls in experiment, limitations of experimental method.</p> <p>C. Sensation and Perception: Nature of sensation, nature of perception, relation between sensation and perception, Gestalt theory of perception. Illusion and Hallucination.</p> <p>D. Learning: Theories of Learning—Trial and error theory, Thorndike’s laws of learning, Gestalt Theory, Pavlov’s theory of conditioned response, B.F. Skinner’s theory of Operant Conditioning (reinforcement, extinction, punishment).</p> <p>E. Philosophical Theories of Mind: Interactionism, Double-aspect theory, Philosophical Behaviorism, Materialism mind-brain identity theory, The Person theory (Strawson).</p> <p>F. Consciousness: Levels of mind—Conscious, Sub-conscious, Unconscious, proofs for the existence of Unconscious, Freud’s theory of Dream.</p> <p>G. Personality: Types, Factors and Traits of Personality.</p>	<p>a. This course helps the students to know the different theories of learning process and measuring process of intelligence.</p> <p>b. This course creates and interest about the various psychological concepts in the mind of students.</p> <p>c. Students also understand the minds of other persons.</p>
-------	--	--	--

	<p>CC6</p> <p>Social and Political Philosophy (90 Credits)</p>	<p>A. Nature and Scope of i) Social Philosophy ii) Political Philosophy iii) Relation between social and Political Philosophy.</p> <p>B. Primary concepts: Society, community, association, institution, family: nature, different forms of family, role of family in the society.</p> <p>C. Social Class and Caste: Principles of class and caste, Marxist conception of class, Varnaśrama dharma.</p> <p>D. Theories regarding the relation between individual and society:</p> <p>i) Individualistic theory</p> <p>ii) Organic theory</p> <p>iii) Idealistic theory</p> <p>E. Secularism—its nature, Secularism in India.</p> <p>F. Social Change: Nature, Relation to Social progress, Marx-Engels on social change, Gandhi on social change.</p> <p>G. Political Ideals: Nature of Democracy and its different forms, direct and indirect democracy, liberal democracy, democracy as a political ideal, Socialism: Utopian and Scientific, Anarchism.</p>	<p>a. This course helps the students to get a brief sketch of society and political view.</p> <p>b. They learn roles of different forms of family, community, institutions etc.</p> <p>c. Students understands what is social change according the view of M.K. Gandhi and Marx Engels.</p>
--	---	--	---

	<p style="text-align: center;">CC7</p> <p style="text-align: center;">Philosophy of Religion (90 Credits)</p>	<p>A. Nature and scope of Philosophy of Religion. Doctrine of karma and rebirth, doctrine of liberation, (Hindu, Bauddha and Jaina views).</p> <p>B. The Philosophical teachings of the Holy Quran: God the ultimate Reality, His attributes, His relation to the world and man.</p> <p>C. Some basic tenets of Christianity: The doctrine of Trinity, The theory of Redemption</p> <p>D. Religious Pluralism, Inter-religious dialogue and Possibility of Universal Religion.</p> <p>E. Arguments for the existence of God: Cosmological, Teleological and Ontological arguments, Nyāya arguments</p> <p>F. Grounds for Disbelief in God: Sociological theory (Durkheim), Freudian theory, Cārvāka, Bauddha and Jaina</p> <p>G. The Peculiarity of Religious Language: The doctrine of analogy, Religious statements as Symbolic, Religious language as Non-Cognitive (Randal's view), the language game theory (D.Z. Phillip).</p>	<p>a. This course develops interest the students mind regarding religious theories like the rebirth and liberation of Hinduism, Buddhism and Jainism.</p> <p>b. The Philosophical teaching of holy Quran, basic tenants of Christianity and the arguments in the favor of existence of god and also arguments for disbelief for god helps the students to build an unprejudiced mind about religion.</p> <p>a. The uniqueness of this</p>
--	---	--	---

	<p style="text-align: center;">SEC A</p> <p style="text-align: center;">Man and Environment</p>	<p>a) Classical Indian Attitude to Environment</p> <p>i) The Upanisadic world – view ,ii) Tagore’s understanding of nature, iii) The post-Upanishadic view of nature</p> <p>b) Respect for Nature</p> <p>i) The attitude of respect ii) Bio-centric outlook to nature iii) Ethical standards and rules that follow from the attitude of respect to nature iv) the idea of inherent worth of nature</p> <p>c) Intrinsic value of nature</p> <p>i) Moor’s talk of intrinsic proposition ii) Chilsom’s Idea of intrinsic value iii) Attfield on the intrinsic value of nature iv) Callicott’ idea of intrinsic value of nature v) Rolston III on intrinsic value of nature vi) intrinsic value and objective value</p> <p>d) Deep ecology and its Third World Critique</p> <p>i) Arne Naces on Deep ecology ii) Ramchandra Guha’s critique of Deep ecology</p> <p>e) Ecofeminism</p> <p>I) Understanding nature and the feminine ii) Dualism in Western</p>	<p>course is that it explains the role and importance of environment in human life.</p> <p>b. It helps the students to realize the Indian classical attitude towards environment, respect for nature.</p> <p>c. This course teaches the students that men and women are equal in every field of life.</p>
--	---	--	---

		tradition iii) Masculinity, humanity and nature	
SEM4	CC8 Western Logic –I (90 Credits)	<p>A. Logic and Arguments, Deductive and Inductive Arguments, Argument forms and arguments, statement forms and statement, Truth and Validity. Categorical propositions and classes: quality, quantity and distribution of terms, Translating categorical propositions into standard form.</p> <p>B. Immediate inferences: Conversion, Obversion and Contraposition, Traditional square of opposition and Immediate Inferences based there on; Existential Import, symbolism and Diagrams for categorical propositions.</p> <p>C. Categorical Syllogism: Standard Form categorical Syllogism; The Formal nature of Syllogistic Argument, Rules and Fallacies, General Rules; To test Syllogistic Arguments for validity (by applying general rules for syllogism); To solve problems and prove theorems concerning syllogism.</p> <p>D. Boolean Interpretation of categorical propositions; Review of the Traditional Laws of Logic concerning immediate inference and syllogism; Venn Diagram Technique for Testing</p>	<p>a. This course helps to learn the nature of argument and the relation between the truth and the validity of the argument.</p> <p>b. This course particularly motivate the students to prepare the competitive examinations in future since logical reasoning is an important topic of the said examination.</p>

		<p>Syllogisms, Hypothetical and Disjunctive</p> <p>Syllogisms, Enthymeme, The Dilemma.</p> <p>E. Induction: Argument by Analogy, Appraising Analogical Arguments, Refutation by Logical Analogy.</p> <p>F. Causal Connections: Cause and Effect, the meaning of “Cause”; Induction by Simple Enumeration; Mill’s Method of Experimental Inquiry; Mill’s Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Residues, Method of Concomitant Variations; Criticism of Mills Methods, Vindication of Mill’s Methods.</p> <p>G. Science and Hypothesis: Explanations; Scientific and Unscientific, Evaluating Scientific Explanations; The pattern of Scientific Investigation; Crucial Experiments and Ad Hoc Hypotheses.</p> <p>H. Probability: Alternative Conception of Probability; The Probability Calculus; Joint Occurrences; Alternative Occurrences</p>	
	CC9	A. Symbolic Logic: The value of special symbols; Truth-	a. This course is an advancement of the

	<p>Western Logic – II (90 Credits)</p>	<p>Functions; Symbols for Negation, Conjunction, Disjunction, Conditional Statements and Material Implication; Material Equivalence and Logical Equivalence; Dagger and stroke functions; inter-definability of truth factors.</p> <p>B. Tautologies, Contradictory and Contingent Statement-Forms; The Paradoxes of Material Implication; The Three Laws of Thought.</p> <p>C. Testing Argument Form and Argument for validity by</p> <p>a) The Method of Truth-table.</p> <p>b) The Method of Resolution (Fell swoop & Full Sweep) [dot notation excluded]; Determining the logical character of statement form and statements by</p> <p>a) The Method of Truth-table.</p> <p>b) The Method of Resolution [dot notation excluded]</p> <p>C. The Method of Deduction: Formal Proof of Validity: Difference between Implicational Rules and the Rules of Replacement; Construction of Formal Proof of Validity by using nineteen rules; Proof of invalidity by Assignment of truth-values.</p> <p>F. Quantification Theory: Need for Quantification Theory,</p>	<p>previous course i.e. CC8</p> <p>b. This course learns the students a purely mechanical method for testing the validity of syllogism of the compound statements.</p> <p>c. This particular portion of western logic helps the students to be enriched with the advanced logical aptitude.</p>
--	--	---	---

		<p>Singular Propositions; Quantification; Translating Traditional subject predicate proposition into the logical notation of propositional function and quantifiers;</p> <p>G. Quantification Rules and Proving Validity; Proving Invalidity for arguments involving quantifiers.</p>	
<p>CC10</p> <p>Epistemology and Metaphysics (Western) (90 Credits)</p>	<p>A. Concepts, Truth.</p> <p>B. Sources of Knowledge.</p> <p>C. Some Principal uses of the verb “To know”, Conditions of Propositional Knowledge, Strong and weak senses of “know”.</p> <p>D. Analytic truth and logical possibility.</p> <p>E. The apriori.</p> <p>F. The Problem of Induction.</p> <p>G. Cause and Causal Principles</p> <p>H. Realism, Idealism.</p> <p>I. Phenomenalism</p> <p>J. Substance and Universal</p>	<p>a. From this course the students get the basic knowledge of western epistemological views and the nature of ultimate reality from the perspective of western philosophy.</p> <p>b. It creates an interest about propositional knowledge, causal principals, realism, idealism, phenomenalism, logical possibility in the students’ mind.</p>	
<p>SEC B</p> <p>Philosophy of Human Rights</p>	<p>A Definition and Nature of Human Rights</p> <p>B. The Idea of Human Rights: Its Origins and Historical</p>	<p>a. The effectiveness of this course rests on the students understanding about the nature of human rights which is a</p>	

		<p>Developments during Ancient period, Modern period and Contemporary period</p> <p>C. The Idea of Natural Law and Natural Rights: Thomas Hobbes and John Locke.</p> <p>D. The Natural Rights Tradition: Some Reactions from Jeremy Bentham, Edmund Burke and Thomas Paine</p> <p>E. Natural Right, Fundamental Right and Human Right</p> <p>F. Preamble, Fundamental Rights and Duties (Indian Constitution)</p> <p>G. Contemporary Perspectives: Joel Feinberg—Basic Rights</p>	<p>very useful and relevant issue in today’s world.</p> <p>b. It is an overall orientation course to the students about natural rights, fundamental rights and human rights.</p>
SEM 5	CC11 Nyaya Logic and Epistemology –I (90 Credits)	<p>A. Definition of buddhi or jñāna (cognition), its two kinds; Definition of smṛti; Two kinds of smṛti (memory); Definition of anubhava, its division into veridical (yathārtha) and non-veridical (ayathārtha); Three kinds of nonveridical anubhava; Definitions clarified in TarkasaṁgrahaDīpikā.</p> <p>B. Four-fold division of pramā and pramāṇa. Definition of “Kāraṇa” (special causal condition) and “kāraṇa” (general causal condition). The concept of anyathāsiddhi (irrelevance) and</p>	<p>a. This course renders a deep and critical study of Indian logic and epistemology from the perspective of nyayadarshana.</p> <p>b. The concepts of this course viz buddhi (cognition), smṛti (memory), Prama (valid knowledge), pramana (means of valid knowledge) enhance analytical mind of the students.</p>

		<p>its varieties. The definition of kārya</p> <p>(Effect). Kinds of cause: smavāyi, a-samavāyi and nimittakāraṇa (definitions and analysis).</p> <p>C. Definition of pratyakṣa and its two-fold division: nirvikalpaka and savikalpakajñāna. Evidence for the actuality of nirvikalpaka.</p> <p>D. Sannikarsa and its six varieties. Problem of transmission of sound; the claim of “anupalabdhi” as a distinctive pramāṇa examined.</p>	
	<p>CC12</p> <p>Ethics (Indian) (90 Credits)</p>	<p>A. Introduction: Concerns and Presuppositions, Concept of Sthitaprañjna, Karmayoga: (Gīta) Puruṣārthas and their inter-relations.</p> <p>B. Meaning of Dharma, Concept of ṛṇa and ṛta. Classification of Dharma: sādharmaṇadharmā and AsadharanaDharma, Varnasrama Dharma</p> <p>C. Vidhi and Niṣedha</p> <p>D. Buddhist Ethics: Pancaśīla, Brahmavihārabhāvanā (Buddha) Anubrata, Mahābrata, Ahimsā.</p> <p>E. Jaina Ethics: anubrata, mahābrata</p> <p>F. Mimāṃsa Ethics: nityanaimittika karma and kāmya</p>	<p>a. Ethics is an essential study of the conduct of the human being in the social life.</p> <p>b. This course provides the ethical studies of dharma, purusharthas, bidhi, nishedha, anubrata and mahabrata, panchashila etc. from the stand point of Indian philosophy.</p> <p>c. From this course a student can transform him to a dutiful man in every field of society.</p>

		karma, the imperative in kāmya karmas and in kāmya karmas involving Ahimsā.	
	DSE A1 Philosophy of Language	A. Definition and classification of pada B. Introduction of concepts of āsatti, yogyatā, tātparya, ākāmṣā C. Different types of lakṣaṇā D. śābdabodha E. anvitābhīdhānvāda and abhihitānvayavāda.	a. This course develops a sound skill of language which is very useful for academic purpose. b. This course also enriches the basic knowledge of language namely definition of pada, concept of āsatti, yogyatā, tātparya, ākāmṣā and definition of lakṣana which help the students to be more analytical and thoughtful.
	DSE B1 Srimadbhagabatgita	A. Karmayoga (third chapter) B. Guṇatrayabibhāga (fourteenth chapter)	a. This course focuses on the importance of improving the person's karma with the help of selfless action and meditation b. In the modern times when students are more confused and misdirected, this course becomes relevant for the students.
SEM 6		A. Definition of anumāna, anumiti and parāmarśa. Analysis of pakṣatā. Definition of vyāpti,	a. This course is a deep and critical study of Indian Logic and Epistemology

	<p>CC13</p> <p>Nyaya Logic and Epistemology –II (90 Credits)</p>	<p>Vyāptigraha.</p> <p>B. Definition of pakṣadharmatā—svārthānumiti and parārthānumiti; Analysis of pañcāvayavīNyāya. Necessity of parāmarśa. Three kinds of linga or hetu: kevalānvayī, kevalavyātirekī and anvayavyātirekī. Definiton of pakṣa, Sapakṣa and vipakṣa with illustrations. Marks of sadhetu.</p> <p>C. Hetvābhāsa-two types of definition. Five kinds of hetvābhāsa: (1) “Savyābhicāraand its three kinds-defined and illustrated; (2) “Viruddha” defined and illustrated: (3) “Satpratipakṣa” defined and illustrated; (4) Three kinds of “Asiddha” enumerated; (a) āśrayāsiddha (b) svarūpāsiddha and (c) vyāpyatvāsiddha. Vyāpyatvāsiddha defined as“sopādhikahetu”. Upādhi and its four kinds (definition and illustration) (5) “Bādhita” (definition and illustration).</p> <p>D. “Upamānapramāṇa” : Definition and analysis.“Śabdapramāṇa” : Definition and analysis. “Śakti” (the direct signifying power), the padapadārtha- sambandha considered as Īśvara-saṁketa, Controversy between the Mīmāṃsakas and the Naiyāyikas regarding the nature of Śakti as</p>	<p>from the perspective of Nyaya Darshana.</p> <p>b. The concepts of this course include Anumana(inference, Hetvābhāsashabda(testimony), Upamana(comparism), shaktigraha, Arthapattietc enhances the analytic mind of the students.</p>
--	--	--	---

		<p>universal or particular.</p> <p>E. “Śaktigraha” (ascertainment of the meaning-relation), lakṣaṇa, varieties of lakṣaṇa, Analysis of “Gauṇī-vṛtti” (the secondary signifying power of a term), “Vyājanā-vṛtti” (the suggestive power of a term) analysed as a kind of śaktior lakṣaṇā.</p> <p>F. The definition of lakṣaṇā, The concept of “yoga-rūḍhi”. The conditions of “śābda-bodha”, ākāṅkṣā, yogyatā and sannidhi. Two kinds of statements distinguished— Vaidika and Laukika.</p> <p>G. “Arthāpatti” as a distinctive pramāṇa: Controversy between the Mīmāṃsakas and the Naiyāyikas.</p> <p>H. The theory of prāmāṇya: the issue between svataḥ-prāmāṇyavāda and parataḥ-prāmāṇyavāda regarding utpattiAndjñapti; The Prābhākara theory of akhyāti.</p>	
CC14 Ethics (Western) (90 Credits)	<p>A. Nature and Scope of Ethics, Classification of Ethics: a: Prescriptive, b: Meta Ethics, c: Applied Ethics.</p> <p>B. Moral and Non-moral actions, Object of Moral Judgement— Motive and Intention</p>	<p>a. Ethics is an essential sphere of human conduct and behavior in social life.</p> <p>b. Ethical studies of moral and non-moral action, object of moral</p>	

		<p>C. Moral Theories: Plato and Aristotle</p> <p>D. Standards of Morality: Hedonism—Ethical, Psychological. Utilitarianism: Act—utilitarianism, Rule utilitarianism. Deontological Theories: Act-Deontological Theories, Rule-Deontological Theories—Kant’s Theory.</p> <p>D. Theories of Punishment</p> <p>E. Environmental Ethics: Its nature, Concepts of Anthropocentrism and Non anthropocentrism, value beyond sentient beings, reverence for life.</p>	<p>judgement, theories of punishment etc provide a very sound understanding of morality from the standpoint of Western philosophy in the students’ mind.</p> <p>c. This makes the students to be a dutiful man in every field of service.</p>
	<p>DSE A2</p> <p>Philosophy Of Language (Western)</p>	<p>1. Syntax, Semantics, Pragmatics</p> <p>2. Word-meaning, Definitions,</p> <p>3. Vagueness</p> <p>4. Sentence meaning</p> <p>5. Testability and Meaning</p>	<p>a. This course helps the students to get the basic knowledge of language, viz Syntax, Semantics, and Vagueness, Sentence meaning etc.</p> <p>b. It develops the thought process of the mind of the students</p>
	<p>DSE B2</p> <p>Contemporary Indian Philosophy</p>	<p>4.1 Swami Vivekananda (60 Credits)</p> <p>1. Real Nature of Man</p> <p>2. Nature of Religion</p>	<p>a. This particular course helps the students to get a clear idea of the philosophy illustrated by Swami Vivekananda.</p> <p>b. This course inspires the</p>

		3. Ideal of Universal Religion 4. Concept of Practical Vedanta.	students to follow the path of Swami Vivekananda in the practical field through the practical application.
--	--	--	--

Semester	Core course General	Content of core Course	Course Outcome(CO)
1	CC1/GE1 Indian Epistemology and Metaphysics	A. Cārvāka Epistemology: Perception as the only source of knowledge;Refutation of Inference and Testimony as source of knowledge. B. Nyāya Epistemology: The nature of perception; laukikasannikarṣa;Determinate (savikalpaka) and Indeterminate (nirvikalpaka):anumāna; sādhyā, pakṣa, hetu,vyāpti, parāmarśa and vyāptigraha.svārthānumitiandparārthānumiti, pañcāvayavīnyāya. C. Vaiśeṣika Metaphysics: Categories – dravya, guna, karma, sāmānya, viśeṣa, samavāya and abhāva. D. Advaita Metaphysics: Brahman, māyā, The relation between jīva and Brahman.	a. This course to acquire the basic knowledge of several system of Indian philosophy b. It creates an interest about the concepts of Indian philosophy in the students mind.
2	CC2/GE2 Western Epistemology and Metaphysics	A. Different senses of ‘Know’. Conditions of Propositional Knowledge,Origin of Concepts. Concept Rationalism-Views of Descartes and Leibniz, Concept Empiricism –Views of Locke,Berkeley and Hume.	a. This course helps the students to acquire the basic knowledge of western philosophy namely conditions of

		<p>B. Theories of the origin of Knowledge: Rationalism, Empiricism, Kant's Critical Theory.</p> <p>C. Realism: Naive Realism, Locke's Representative, Realism, Subjective Idealism (Berkeley).</p> <p>D. Causality: Entailment Theory, Regularity Theory.</p> <p>E. Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.</p>	<p>propositional knowledge, Rationalism, Empiricism, Kantian theory, theory of causality etc.</p> <p>b. It creates an interest about the concepts of western philosophy in the students' mind.</p>
3	CC3 /GE3 Western Logic	<p>A. Introductory topics: Sentence, proposition, argument, truth and validity.</p> <p>B. Aristotelian classification of categorical propositions, distribution of terms. Existential Import, Boolean interpretation of categorical Propositions. Immediate inference. Immediate inference based on the Square of opposition, conversion, obversion and contraposition.</p> <p>C. Categorical syllogism: Figure, mood, rules for validity, Venn Diagram method of testing validity, fallacies.</p> <p>D. Symbolic Logic: Use of symbols, Truth-functions: Negation, Conjunction, disjunction, implication, equivalence.</p> <p>E. Tautology, Contradiction, Contingent statement forms. Construction of truth-table, using truth-tables for testing</p>	<p>a. This course helps the students to be enriched with the power of logical reasoning.</p> <p>b. It enriches the students by providing basic knowledge of Aristotelian logic, Modern logic and inductive logic.</p>

		<p>the validity of arguments and statement forms.</p> <p>F. Mill's methods of experimental inquiry.</p>	
SEC A	<p>Logical Reasoning and Application</p>	<p>A. The main objective of logical reasoning.</p> <p>B. Definitions: Pakṣa, sādhya, hetu, sapakṣa and Vipakṣa</p> <p>C. Construction of kevalānvayī, kevalavyūṭirekīanvayvyūṭirekīanumiti.</p> <p>D. Hetvābhāsa and its different kinds, detection of hetvābhāsa.</p> <p>E. Reasoning in practice:</p> <p>(i). Fallacy of relevance, Fallacies of ambiguity, Fallacies of weak induction, Avoiding fallacies</p> <p>(ii) Logical applications of the concept of pakṣatā</p> <p>(iii) Functional applications of ordinary operative relations between sense-organs and respective objects.</p> <p>F. Inductive reasoning in Law</p> <p>(i) The method of Inquiry in Law</p> <p>(ii) Causation in Legal reasoning</p> <p>(iii) Analogical Reasoning in legal argument</p> <p>(iv) Probability in legal argument</p> <p>G. Deductive Reasoning in Law</p> <p>(i) Determining the correct rule of Law</p> <p>(ii) Identifying, formulating, and applying</p>	<p>a. This course helps the students to know the main objective of logical reasoning to distinguish between good and bad arguments , functional applications of ordinary operative relations between sense organs and objects, application of laws in inductive and deductive reasoning.</p>

		<p>rules of law.</p> <p>(iii) The law of libel</p> <p>(iv) Logic is right reasoning</p>	
4	<p>CC4/GE4</p> <p>Philosophy of Mind</p>	<p>A. Sensation: What is sensation? Attributes of sensation. Perception: What is perception? Relation between sensation and perception, Gestalt theory of perception, illusion and hallucination.</p> <p>B. Consciousness: Conscious, Subconscious, Unconscious, Evidence for the existence of the Unconscious, Freud's theory of dream.</p> <p>C. Memory: Factors of memory, Laws of association, Forgetfulness.</p> <p>Learning: The trial and Error theory, Pavlov's Conditioned Response theory, Gestalt theory.</p> <p>D. Intelligence: Measurement of Intelligence, I.Q., Test of Intelligence, Binnet-Simon test.</p>	<p>a. This course helps the students to acquire the basic concepts of psychology namely sensation, perception, consciousness, memory, learning, intelligence etc.</p>
	<p>SEC B</p> <p>Man and Environment</p>	<p>A. Classical Indian Attitude to Environment</p> <p>a) The Upanisadic world-view, b) Tagore's understanding of nature,</p> <p>c) The post-Upanisadic view of nature</p> <p>B. Respect for Nature</p> <p>a) The attitude of respect, b) Bio-centric outlook to nature, c) Ethical</p>	<p>a. The objective of this course is that it explains the role and importance of environment in human life.</p> <p>b. By studying this course students acquire conception about the Indian classical attitude</p>

		<p>standards and rules that follow from the attitude of respect to nature,</p> <p>d) The idea of inherent worth of nature.</p> <p>C. Intrinsic Value of nature</p> <p>a) Moore’s talk of ‘intrinsic properties’, b) Chilsom’s idea of intrinsic value, c) Attfield on the intrinsic value of nature, d) Callicott’s idea of intrinsic value of nature, e) Rolston III on intrinsic value of nature,</p> <p>f) intrinsic value and objective value</p> <p>D. Deep Ecology and its Third World Critique</p> <p>a) Arne Naess on Deep Ecology, b) RamchandraGuha’s critique of Deep Ecology</p> <p>E. Eco-feminism</p> <p>a) Understanding nature and the feminine, b) Dualisms in Western tradition, c) Masculinity, humanity and nature.</p>	<p>towards environment respect for nature, Ecofeminism, Deep ecology and its third world critique.</p>
--	--	---	--

5	DSE A Ethics: Indian and Western	<p>A. Four Purusarthās – dharma, artha, kāma and mokṣa and their interrelation. Karma (Sakāma&Niṣkāma), Cārvāka Ethics.</p> <p>1B. Buddhist Ethics: The Four Noble Truths and the Eight-Fold Path.</p> <p>C. Moral and Non-Moral Actions, Object of Moral Judgement.</p> <p>D. Teleological Ethics: Utilitarianism (Bentham and Mill).</p> <p>Deontological Ethics: Kant’s Moral Theory.</p> <p>E. Theories of Punishment.</p>	<p>a. The ethical studies in Purusharthas, Buddhist ethics, moral and non-moral actions, teleological ethics and theories of punishment provide a sound understanding of morality in the students’ mind from the standpoint of both Indian and Western Philosophy.</p>
6	DSE B Applied Ethics and Philosophy of Religion	<p>A. Concept of Applied Ethics</p> <p>B. Killing: Suicide, Euthanasia</p> <p>C. Feminine: Affluence and Morality</p> <p>D: Environmental Ethics: Value Beyond Sentient Beings, Reverence for life, Deep Ecology</p> <p>E. Nature and Concerns of Philosophy of Religion. Argument for the Existence of God: Cosmological Argument, Ontological Argument and Teleological Argument</p> <p>F. Problem of Evil and Suffering</p> <p>G. Grounds for disbelief in God: Sociological theory of Durkheim, Freudian theory, Carvaka View</p>	<p>a. This course enriches the students about some concepts of practical ethics namely killing, suicide, euthanasia.</p> <p>b. This course provides the arguments in favour of the existence of God and also the arguments for disbelief in God</p> <p>c. It helps the students to build unprejudiced life in religion.</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Political Science

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR GENERAL)

Program Specific Outcome (PSO)

- (a) To ensure effective general understanding of political processes, institutions, actors, behavior, and ideologies and ideas.
- (b) Develop ability to think systematically about political interactions in national, global and international contexts.
- (c) Develop awareness about the major arguments, problems and theories in the discipline.
- (d) Get a basic understanding of the structures and processes of government systems and theoretical underpinnings.
- (e) Understand their rights better and know what the elected representatives roles are regarding parliamentary procedures and constitutional positions of the country.
- (f) Cater service to people by opting for civil services



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1st	PLSG-CC-1-1. Introduction to Political Theory	Module I: <ol style="list-style-type: none">Political Science: nature and scope; Different approaches--- Normative, Behavioural, Post-Behavioural, Marxist, Feminist.State: Contract theory; Idealist theory; Liberal theory; Marxist theory; Gandhian theory. Sovereignty of the State: Monistic and Pluralist theories. Doctrine of Popular Sovereignty.Foundational concepts: Law; Right; Liberty; Equality--- meanings, sources, interrelationships.Key concepts: Nationalism and Internationalism—meanings and features; Democracy--- meaning and nature. Module II: <ol style="list-style-type: none">Marxism: Dialectical and Historical Materialism; Class and Class Struggle; Theory of Revolution; Lenin's Theory of Imperialism.Fascism: meaning, features, significance.Political parties and interest groups: functions and role; Methods of representation: territorial, functional, proportional.	<i>CO 1. Understand the scope and content of politics</i> <i>CO 2. Understand origin, evolution, features and objectives of state.</i> <i>CO 3. Evaluate Marxian Approach to politics</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



2nd	<p>PLS-G-CC-2-2-TH+TU</p> <p>Comparative Government and Politics</p>	<p>Module I:</p> <ol style="list-style-type: none">1. Political System: Liberal-democratic, Authoritarian .Socialist – forms of Political Systems: Unitary and Federal, Parliamentary and Presidential.2. U.K.: (a) Basic features with major focus on Conventions and rule of Law. (b) Legislature: composition and functions with major focus on the concept of parliamentary sovereignty. (c) Executive: composition and functions of the Cabinet with major focus on the role of the Prime Minister – the concept of Cabinet Dictatorship; (d) Role of the Crown; (e) Party system – role of the Opposition.3. U.S.A.: (a) Basic features (b) US federalism (c) Bill of rights (d) Legislature: composition and functions with major focus on the Presiding Officers and Committee System; (e) The Executive: The President: election, powers and functions. US Cabinet: composition and functions; (f) Supreme Court: composition and functions; (g) Party system. <p>Module II:</p> <ol style="list-style-type: none">4. PRC (1982 Constitution):(a) Significance of the Revolution (b) Basic features with special reference to General Principles(c) Communist Party: structure, functions, role (d) Rights and Duties of Citizen (e) The	<p><i>CO 1. Gain Knowledge about Comparative Politics.</i></p> <p><i>CO 2. Gain Knowledge of different world constitutions- UK, China, USA, Bangladesh, France, Switzerland.</i></p>
-----	---	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>National Government: i) The Executive: President, Premier, State Council, ii) The Legislature: National People' Congress, Standing Committee iii) The Judiciary.</p> <p>5. Salient features of the Constitutions of Bangladesh, France, Switzerland.</p>	
3rd	<p>PLS-G-CC-3-3-TH+TU Government and Politics in India</p>	<p>Module I:</p> <ol style="list-style-type: none">1. Evolution of the Constitution (brief). The Preamble; Fundamental Rights. Directive Principles;2. Union-State Relations – nature of federalism.3. Union Executive: President, Vice-President, Prime Minister, Council of Ministers.4. Union Legislature: Lok Sabha and Rajya Sabha--- organisation, functions, law Making procedure, Privileges, Committee System, Speaker.5. The Judiciary: Supreme Court and High Courts--- composition and functions; Judicial Activism in India.6. Constitutional amendment procedure. <p>Module II:</p> <ol style="list-style-type: none">7. Government in States: Governor; Council of Ministers and the Chief Minister; State Legislature: composition and functions.8. Local Government: rural and urban. Significance of 73rd and 74th Amendments.	<p><i>CO 1. Acquire knowledge regarding Indian Constitution.</i></p> <p><i>CO 2. Understand the Indian Party system</i></p> <p><i>CO 3. Comprehend the working of the Indian federal System.</i></p> <p><i>CO 4. Gain Knowledge of various social and political movements.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<ol style="list-style-type: none">9. Election Commission and election reforms.10. Party System in India: national political parties: Ideologies and programs. Recent trends in India: rise of regional political parties; coalition politics.11. Regionalism: Nature, roots, types.12. Varieties of social and political movements: a) caste; tribe; b) religion; c) environment; d) women's movements.	
	<p>PLS-G-SEC-3-A(1)-TH Legal Literacy</p>	<p>Module I:</p> <ol style="list-style-type: none">1. Legal Issues of Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure.2. Indian Penal Code: History, Definition. Major Aspects—Protection of Primary and Secondary Personal Rights, Criminal Conspiracy, Offences against the State, Offences related to Marriage.3. Personal Laws: Laws related to Marriage (examples from Hindu, Islam and Christian Laws). <p>Module II:</p> <ol style="list-style-type: none">4. Consumer Rights Laws: Definition of Consumer Rights, Process of filing a complaint. Right to Information Act: provisions; importance.5. Anti-Terror Laws: Meaning, Terrorist and Disruptive Activities (Prevention) (TADA) Act 1987, 2002 and Prevention of	<p><i>CO 1. Understand Legal Issues of Criminal Jurisdiction</i></p> <p><i>CO 2. Gain knowledge of Laws relating to consumer rights and Anti-terrorist laws.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Terrorism (POTA) Act 2002.</p> <p>6. Human Rights Laws: Meanings, Universal Declaration of Human Rights (UDHR), Human Rights Act of 1993, Issues of rights of Children and Women.</p>	
4th	<p>PLS-G-CC-4-4-TH+TU International Relations</p>	<p>Module I:</p> <p>1. International Relations as a field of study. Approaches: (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz) (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye) (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) (d) Feminist Perspective (J. Ann Tickner)</p> <p>2. Cold War: (a) Second World War & Origins of Cold War; (b) Phases of Cold War: First Cold War; Rise and Fall of Detente Second Cold War.</p> <p>Module II:</p> <p>3. End of Cold War and Collapse of the Soviet Union (b) Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)</p> <p>4. India's Foreign Policy (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic); (b) India's Policy of Non-Alignment; (c) India as emerging Power</p>	<p><i>CO 01. Understand the discipline of International Relations and its approaches.</i></p> <p><i>CO 02. Gain Knowledge of the evolution and decline of Cold war along with the collapse of USSR.</i></p> <p><i>CO 03. Understand the Post-Cold war era and emerging Centres of Powers.</i></p> <p><i>CO 04. Understand different aspects of making and objectives of Indian Foreign policy</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>PLS-G-SEC-4-B(1)-TH . Elementary Dimensions of Research</p>	<p>Module I:</p> <ol style="list-style-type: none">1. Concepts, variables (dependent and independent), propositions and hypothesis.2. Research design: definition, purpose of research, units of analysis, fallacies.3. Ethics in research---issues and problems.4. Research Report writing. <p>Module II:</p> <ol style="list-style-type: none">5. Sources and Techniques of data collection – quantitative and qualitative data6. Sampling: definition, probability and non-probability. Scales and Measurement7. Statistical method of data analysis: descriptive and inferential (Overview). Graphic representation of data (Bar graph, Histogram, Pie Chart)	<p><i>CO 01. Acquire basic knowledge of Research Designing.</i></p> <p><i>CO 02. Understand the essence of ethics in research</i></p> <p><i>CO 03. Understand the application of Statistical methods in Social science Research</i></p>
--	---	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



5 th	PLS-G-DSE-A-5-1B-TH+TU Indian Foreign Policy	Module I: <ol style="list-style-type: none">1. Foreign Policy: meaning and determinants.2. National Interest as key concept in foreign policy.3. Instruments of foreign policy: diplomacy; propaganda; military. Module II: <ol style="list-style-type: none">4. Evolution of Indian foreign policy.5. Basic principles of Indian foreign policy.6. India and her neighbours: Bangladesh; Pakistan; Nepal; Sri Lanka: basic contentions.	<i>CO 1. Understand the evolution of Indian foreign policy.</i> <i>CO 2. Gain Knowledge of India and her neighbours: Bangladesh; Pakistan; Nepal; Sri Lanka.</i>
	PLS-G-SEC-5- A(2)-TH Understanding the legal system	Module I: <ol style="list-style-type: none">1. Historical background, procedures of Supreme Court and High Court in India (special focus on writ jurisdictions), Judicial Activism and Judicial Restraint.2. Public Interest Litigation (PIL): Meaning, major features and Scope, principles, Major Guidelines for admitting PIL.3. Administrative Tribunals: Concepts and major Features, tribunals for other matters. Module II: <ol style="list-style-type: none">4. Subordinate Courts: Constitutional	<i>CO 1. Understand the historical background and Legal institutional hierarchy in India.</i> <i>CO 2. Acquire knowledge of Public Interest Litigations, Election Laws, Co-operative societies and Mahila courts</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>provisions, structure and jurisdiction, National Legal Services Authority, Lok Adalats, Family Courts and Gram Nyayalayas.</p> <p>5. Elections Laws: Representation of People Act 1950, Representation of People Act 1951, Delimitation Act 2002.</p> <p>6. Other Constitutional Dimensions: Anti-defection Laws (major provisions of 91st Amendment Act, 2003), Cooperative Societies (provisions of 97th Amendment Act), Mahila Courts.</p>	
6th	<p>PLS-G-DSE-B-6-2B-TH+TU Human Rights: Theory and Indian Context</p>	<p>Module I:</p> <ol style="list-style-type: none">1. History of the idea of human rights; Evolution of generations of human rights.2. Universal Declaration of Human Rights: provisions and significance.3. UN and human rights: charters; UN Human Rights Commission; Vienna Declaration and Programme of Action. <p>Module II:</p> <ol style="list-style-type: none">4. Indian Constitution and the foundation of rights.5. National and State Human Rights Commissions: structure and functions.6. Human rights in India: problems and remedies.	<p><i>CO 01. Understand the history and evolution of Human Rights.</i></p> <p><i>CO 02. Gain knowledge of the provisions and significance of Universal Declaration of Human Rights and other charters of Human Rights under United Nations.</i></p> <p><i>CO 03. Comprehend Human Rights under Indian Constitution.</i></p> <p><i>CO 04. Acquire knowledge about Institutional framework, problems and remedies of Human Rights in India.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>PLS-G-SEC-6-B(2)-TH Basic Research Method</p>	<p>Module I</p> <ol style="list-style-type: none">1. Case study.2. Survey Approach: Interviewing- different types and forms, qualities of a good interviewer; Preparing questionnaire, types of questionnaire. Pilot Survey.3. Focus Groups: role of researcher; uses and abuses. <p>Module II:</p> <ol style="list-style-type: none">4. Experimental research: types. Aggregate Data analysis: sources, utility and limitations.5. Content Analysis: major issues.6. Participant observation: modes, advantages and disadvantages.	<p><i>CO 1. Develop skills of basic research through methods like</i></p> <ol style="list-style-type: none">(i) Case study(ii) Survey Approach(iii) Focus group.(iv) Content Analysis <p><i>CO 2. Acquire skills of</i></p> <ol style="list-style-type: none">(i) Experimental research(ii) Participant Observation
--	---	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Political Science

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR HONOURS)

Program Specific Outcome (PSO)

- (a) To ensure effective understanding of political processes, institutions, actors, behavior, and ideologies and ideas.
- (b) Develop ability to think systematically about political interactions in national, global and international contexts.
- (c) Debate on, analyze, and critically evaluate major arguments, problems and theories in the discipline.
- (d) Comprehend the basic structures and processes of government systems and theoretical underpinnings.
- (e) Provide training to accumulate and interpret data applicable to the discipline of political science.
- (f) Sensitize the elected representatives about the parliamentary procedures and constitutional positions of the country.
- (g) Cater service to people by opting for civil services



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1st	PLSA-CC-1-1-TH+TU Political Theory: Concepts	Module I: <ol style="list-style-type: none"> 1. Conceptualizing politics: meaning of political. 2. Key concepts I: State; Nation; Sovereignty (evolution); Power and Authority--- types and linkages; 3. Key concepts II: Law. Liberty, Equality - interrelationships. Module II: <ol style="list-style-type: none"> 4. Key concepts III: Rights; Justice (with specialreference to Rawls); Freedom. 5. Key concepts IV: Democracy (with special reference to David Held); Authoritarianism. 6. Key concepts V: Citizenship. 	<i>CO 1. Understanding the meaning of political and the concept of politics</i> <i>CO 2. Understanding the definition, evolution and theories of the State</i> <i>CO 3. Understanding the concept of Nation and elements of nationhood</i> <i>CO 4. Explaining the concept of State Sovereignty and its evoluti</i> <i>CO 5. Understanding the basic political concepts</i> <i>CO 6. Analyzing theory of Justice</i> <i>CO 7. Analyzing the concept and evolution of Citizenship</i>
	PLSA-CC-1-2-TH+TU Political Theory: Approaches and Debates	Module I: <ol style="list-style-type: none"> 1. Approaches I: Normative; Legal-Institutional; Empirical-Behavioral--- Systems Analysis; Structural Functionalism. 2. Approaches II: Liberalism; Social Welfarism; Neo-Liberalism. 	<i>CO 1. Explaining various approaches to the study of Political Science</i> <i>CO 2. Explaining the conceptions of approaches to Political Theory</i> <i>CO 3. Describing the Marxist approach and comprehensive theory to Politics</i> <i>CO 4. Explaining Marxian theory of Revolution - Contribution of Lenin and Mao</i> <i>CO 5. Explaining Gramsci's theory of Hegemony and Civil Society</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>3. Approaches III: Postcolonial; Feminist.</p> <p>Module II:</p> <p>4. Marxian approach--- Dialectical Materialism and Historical Materialism.</p> <p>5. Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation.</p> <p>6. Party--- Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution--- Lenin and Mao. Hegemony and Civil Society: Gramsci.</p>	<p><i>CO 6. Explaining the concept of Democratic Centralism</i></p>
2nd	<p>PLSA-CC-2-3-TH+TU Constitutional Government in India</p>	<p>Module I:</p> <p>1. Evolution of the Indian Constitution. Role of the Constituent Assembly--- debates (overview). The Preamble.</p> <p>2. Citizenship. Fundamental Rights and Duties. Directive Principles.</p> <p>3. Nature of Indian Federalism: Union-State Relations.</p> <p>4. Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.</p> <p>Module II:</p> <p>1. Union Legislature: Rajya Sabha, Lok Sabha: Organization, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system.</p>	<p><i>CO 1. Understand the evolution and making of the constitution</i></p> <p><i>CO 2. Examining the concept of Indian Citizenship</i></p> <p><i>CO 3. Assessing the nature of Indian Federalism</i></p> <p><i>CO 4. Acquire an overview of the working of the Governmental structures</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Speaker.</p> <ol style="list-style-type: none"> Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions. Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism. Constitutional amendment. Major recommendations of National Commission to Review the Working of the Constitution. 	
	<p>PLSA-CC-2-4-TH+TU Politics in India: Structures and Processes</p>	<p>Module I:</p> <ol style="list-style-type: none"> Party system: features and trends – major national political parties in India: ideologies and programs. Coalition politics in India: nature and trends. Political parties in West Bengal: Overview. Electoral process: Election Commission: composition, functions role. Electoral reforms. Role of business groups, working class, peasants in Indian politics. <p>Module II:</p> <ol style="list-style-type: none"> Role of (a) religion (b) language (c) caste (d) tribe in Indian Politics Regionalism in Indian politics. New Social Movements since the 1970s: (a) environmental movements (b) women's movements (c) human rights movements. 	<p><i>CO 1. Understanding the Indian Party System</i></p> <p><i>CO 2. Evaluating the Electoral Process and Electoral Reforms in India</i></p> <p><i>CO 3. Evaluating the role of various forces on Indian Politics: religion, language, caste, tribe, business, working class and peasants</i></p> <p><i>CO 4. Analyzing the role of Social Movements in Indian Politics</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



3rd	PLS-A-CC-3-5-TH+TU Indian Political Thought –I	Module I: <ol style="list-style-type: none">1. Ancient Indian Political ideas: overview.2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.3. Medieval political thought in India: overview (with reference to Barani and Abul Fazal). Legitimacy of kingship.4. Principle of Syncretism Module II: <ol style="list-style-type: none">1. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on rule of law, freedom of thought and social justice.2. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism.3. M.K. Gandhi: views on State, Swaraj, Satyagraha.	<i>CO 1. Analyzing the political ideas in Ancient India</i> <i>CO 2. Examining the principle of Syncretism in India</i> <i>CO 3. Analyzing the liberal ideas of Raja Rammohan Roy and the nationalist thought of Bankim Chandra, Vivekananda and Rabindranath Tagore</i> <i>CO 4. Assessing the views of Gandhi on State, Swaraj, Satyagraha along with an insight into the Indian National Movement.</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>PLS-A-CC-3-6-TH+TU Comparative Government and Politics</p>	<p>Module I:</p> <ol style="list-style-type: none">1. Evolution of Comparative Politics. Scope, purposes and methods of comparison. Distinction between Comparative Government and Comparative Politics.2. Major approaches to the study of comparative politics---Institutional approach (dominant schools: Systems approach and Structural Functional approach) - limitations; New Institutionalism, Political Economy - origin and key features.3. Development and democratization: S.P. Huntington.4. Classification of political systems. Nature of liberal and socialist political systems; distinguishing features---conventions, rule of law (UK), separation of powers, checks and balances, judicial review (USA), democratic centralism (PRC), referendum, initiative (Switzerland).5. Political Parties: Typology, features and roles (UK, USA, PRC and Bangladesh). Interest groups: roles (UK and USA). <p>Module II:</p> <ol style="list-style-type: none">1. Unitary system: UK, Bangladesh. Federal	<p><i>CO 1. Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government along with an understanding of both's nature and scope.</i></p> <p><i>CO 2. Analyzing the approaches the approaches and models of Comparative Politics.</i></p> <p><i>CO 3. Analyzing the totality of liberal and socialist political systems with focus on UK, USA and the People's Republic of China</i></p> <p><i>CO 4. Describing the political system of Switzerland</i></p> <p><i>CO 5. Analyzing the Unitary system of UK and Bangladesh</i></p> <p><i>CO 6. Explaining the Federal system of USA and Russia</i></p> <p><i>CO 7. Analyzing the committee system in UK and USA</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>system: USA, Russia.</p> <ol style="list-style-type: none"> 2. Legislature in UK, USA and PRC: composition and functions of legislative chambers; Committee System in UK and USA 3. Executive in UK, USA, France and Russia: A comparative study of (i) Russian, French and American Presidency; (ii) British and French cabinet systems. 4. Judiciary in UK, USA and PRC (with focus on the Procuratorate): comparative study. 5. Rights of the citizens of UK, USA and PRC: A comparative study. 	
	<p>PLS-A-CC-3-7-TH+TU Perspective on International Relations</p>	<p>Module I:</p> <ol style="list-style-type: none"> 1. Understanding International Relations: outline of its evolution as academic discipline. 2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory. 3. Emergent issues: (a) Development (b) Environment (c) Terrorism (d) Migration. <p>Module II:</p> <ol style="list-style-type: none"> 1. Making of foreign policy. 2. Indian foreign policy: major phases: 1947-1962; 1962-1991; 1991-till date. 3. Sino-Indian relations; Indo-US relations. 	<p><i>CO 1. Explaining scope and subject matter of International Relations as an autonomous academic discipline</i></p> <p><i>CO 2. Examining the approaches and methods to study the International Relations through the outstanding theories in the discipline.</i></p> <p><i>CO 3. Examine the outstanding non-traditional security issues of International Relations</i></p> <p><i>CO 4. Studying the Making of Foreign Policy</i></p> <p><i>CO 5. Examining the Indian Foreign policy: 1947- till date</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>PLS-A-SEC-3-A(1)-TH Democratic Awareness through Legal Literacy</p>	<p>Module I</p> <ol style="list-style-type: none"> Laws relating to Criminal jurisdiction- provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure Code. Offences under IPC. India: Personal laws. Customary Laws Laws relating to Dowry, sexual harassment and violence against women. <p>Module II</p> <ol style="list-style-type: none"> Laws relating to consumer rights. Right to Information. Laws relating to Cybercrimes. Anti-terrorist laws: Implications for security and human rights. 	<p><i>CO 1. Understand the IPC and Laws relating to Criminal jurisdiction.</i></p> <p><i>CO 2. Gain Knowledge of Laws relating to consumer rights, right to Information, laws relating to Cybercrimes and Antiterrorist laws</i></p>
4th	<p>PLS-A-CC-4-8-TH+TU Indian Political Thought –II</p>	<p>Module I:</p> <ol style="list-style-type: none"> M.N. Roy: Radical Humanism. Narendra Deva Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas Syed Ahmed Khan and Iqbal: views on colonialism and nationalism. <p>Module II:</p> <ol style="list-style-type: none"> Nehru: views on Socialism and Democracy. Subhas Chandra Bose: views on Socialism and Fascism. Contested notions of 'nation' --- Savarkar, 	<p><i>CO 01. Understanding the political views of</i></p> <ol style="list-style-type: none"> <i>Radical Humanism</i> <i>Socialist Ideas</i> <i>Colonialism and Nationalism</i> <i>Socialism and democracy</i> <i>Socialism and fascisms</i> <i>Notion of Nation</i> <i>Views on Social Justice</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Jinnah.</p> <p>6. Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai's views on social justice</p>	
	<p>PLS-A-CC-4-9-TH+TU Global Politics since 1945</p>	<p>Module I:</p> <ol style="list-style-type: none"> 1. Cold War and its evolution: outline. Emergence of Third World: NAM; Pan Africanism. Post-Cold War world: overview. Globalization: conceptions and perspectives. 2. Europe in transition: European Union, Brexit (overview). 3. Major institutions of global governance: World Bank, IMF, WTO--- overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS. West Asia and the Palestine question. <p>Module II:</p> <ol style="list-style-type: none"> 1. India and her neighbours I: Pakistan; Bangladesh. 2. India and her neighbours II: Nepal; Bhutan; Sri Lanka. 3. UNO: background; Major organs--- General Assembly, Security Council and Secretariat (with focus on Secretary General). Role of UNO in peace- keeping, human rights, and development (Millennium Development Goals and Sustainable Development Goals). 	<p><i>CO 1. Gain idea of the Cold War Politics</i></p> <p><i>CO 2. Gain idea of the the Post Cold World War Politics and Globalisation</i></p> <p><i>CO 3. Understand major international institutions - IMF, WB, WTO, ASEAN OPEC, SAFTA, SAARC, BRICS</i></p> <p><i>CO 4. Understand the Middle East</i></p> <p><i>CO 5. Understand Indian's relation with neighbours</i></p> <p><i>CO 6. Know about the UNO- its institutions and its actions.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>PLS-A-CC-4-10-TH+TU Western Political Thought & Theory I</p>	<p>Module I:</p> <ol style="list-style-type: none"> 1. Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions. 2. Roman political thought: theories of Law and Citizenship – contributions of Roman thought. 3. Medieval political thought in Europe: major features. 4. Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation. <p>Module II:</p> <ol style="list-style-type: none"> 5. Bodin: Idea of Sovereignty. 6. Hobbes: founder of science of materialist politics. 7. Locke: founder of Liberalism- views on natural rights, property and consent. 8. Rousseau: views on freedom and democracy. 	<p><i>CO 1. Understanding the Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato</i></p> <p><i>CO 2. Examining the features of Medieval Political Thought</i></p> <p><i>CO 3. Evaluating the Renaissance with focus on political thought Machiavelli.</i></p> <p><i>CO 4. Critically examining Bodin's Sovereignty.</i></p> <p><i>CO 5. Understanding ideas of Hobbes, Locke and Rousseau</i></p>
	<p>PLS-A-SEC-4-B(2)-TH Elementary Aspects of Social Research</p>	<p>Module I</p> <ol style="list-style-type: none"> 1. Fundamental issues in Research Methodology: concepts, variables, proposition and hypotheses; hypothesis construction and verification; measurement – scales; ethics in social research. 	<p><i>CO 1. Gain Knowledge of research design: definition, purpose of research, unit of analysis, fallacy (ecological fallacy and fallacy of reductionism), factors affecting research design</i></p> <p><i>CO 2. Understand fundamental issues in Research Methodology: concepts,</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>2. Research design: definition, purpose of research, unit of analysis, fallacy (ecological fallacy and fallacy of reductionism), factors affecting research design.</p> <p>3. Sources and techniques of data collection -- qualitative and quantitative; Sampling –different types; Basic statistical methods – types of statistics; measures of central tendencies and measures of dispersion; graphic representation of data.</p> <p>Module II:</p> <p>4. Participatory field research: Modes and methods of participant observation; advantages and limitations; Case study: definition; types; steps involved in the method; uses. Focus group method: nature and uses; role of the researcher.</p> <p>5. Survey method: Definition, types; techniques of survey research: Pilot survey; interviewing – techniques; Different types; qualities of a good interviewer; questionnaire – framing a questionnaire; problem of nonresponse; advantages and disadvantages of survey method.</p> <p>6. Aggregate data analysis: Sources of aggregate data; uses of aggregate data; advantages of aggregate data; Fallacy of inference. Experimental design: key concepts in experimental design; steps and planning the research; issues of equivalence and validity; classical experimental design.</p>	<p><i>variables, proposition and hypotheses; hypothesis construction and verification; measurement – scales; ethics in social research</i></p>
--	--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



5 th	<p>PLS-A-CC-5-11-TH+TU Western Political Thought & Theory II</p>	<p>Module I:</p> <ol style="list-style-type: none"> 1. Bentham: Utilitarianism. 2. John Stuart Mill: views on liberty and representative government. 3. Hegel: Civil Society and State. 4. T. H. Green: Freedom, Obligation. <p>Module II:</p> <ol style="list-style-type: none"> 5. Utopian and Scientific Socialism: basic characteristics. 6. Varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism. 7. Anarchism: overview. 8. Cultural Marxism: Frankfurt School (overview). Post-Marxism: emergence and basic contentions. 	<p><i>CO 1. Understand the main ideas of political philosophers such as Bentham, Mill, Hegel and Green.</i></p> <p><i>CO 2. Gain knowledge of Utopian and Scientific Socialism, Fabianism, Syndicalism, Guild Socialism. Bentham, Mill, Hegel and Green.</i></p>
	<p>PLS-A-CC-5-12 TH+TU Political Sociology</p>	<p>Module I:</p> <ol style="list-style-type: none"> 1. Social bases of politics. Emergence of Political Sociology. 2. Political culture and Political socialization: nature, types and agencies. 3. Political participation: concept and types. 4. Political development and social change. 5. Political Communication: Concept and structures. <p>Module II:</p> <ol style="list-style-type: none"> 4. Social stratification and politics: caste, tribe, class, elite. 	<p><i>CO 1. Understand the social bases of politics</i></p> <p><i>CO 2. Comprehend the concepts of political culture, political socialization and political participation</i></p> <p><i>CO 3. Acquire knowledge of gender, religion and military in politics. conditions and types of intervention</i></p> <p><i>CO 4. Assessing the Electorate and Electoral behaviour with special reference to the context of India</i></p> <p><i>CO5. Understand Gender Politics.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<ol style="list-style-type: none">5. Gender and politics: basic issues.6. Religion and politics: varying perspectives.7. Military and politics: conditions and modes of intervention.8. Electorate and electoral behaviour (with special reference to the Indian context).	
	<p><i>PLS-A-DSE-5-A(2)-TH+TU</i> Understanding South Asia</p>	<p>Module I I. South Asia- Understanding South Asia as a Region (a) Historical and Colonial Legacies (b) Geopolitics of South Asia II. Politics and Governance Regime types: democracy, authoritarianism, monarchy (b) Emerging constitutional practices: forms of government in India, Nepal, Bhutan, Sri Lanka and Pakistan</p> <p>Module II III. Socio-Economic Issues (a) Identity politics: challenges and impacts (case studies of India, Nepal, Sri Lanka) IV. Regional Issues and Challenges (a) South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism: Political and Social Consequences in South Asia; (c) Refugee crisis.</p>	<p><i>CO 1.</i> Understand the importance of South Asia as a region. <i>CO 2.</i> Acquire knowledge of issues specific to South Asia, such as terrorism, refugee crisis etc.</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>PLS-A-DSE-5-B(1)- TH+TU Indian Foreign Policy in a Globalizing World</p>	<p>Module I</p> <ol style="list-style-type: none"> 1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power 2. India's Relations with the USA and USSR/Russia 3. India's Engagements with China <p>Module II</p> <ol style="list-style-type: none"> 4. India in South Asia: Debating Regional Strategies 5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes 6. India in the Contemporary Multipolar World 	<p><i>CO 1. Understand the evolution of India's foreign policy.</i></p> <p><i>CO 2. Acquire knowledge of India's relations with Global and Regional powers such as USA, Russia and China</i></p>
<p>6th</p>	<p>PLS-A-CC-6-13-TH+TU Public Administration: Concepts and Perspectives</p>	<p>Module I:</p> <ol style="list-style-type: none"> 1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. Principles of Socialist Management. 2. Challenges to discipline of Public Administration and responses: New Public Administration, Comparative Public Administration, Development Administration (Indian context). 3. Major concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff. 4. Public Administration in the era of 	<p><i>CO 01. Understanding the various theories of Public Administration.</i></p> <p><i>CO 02. Analyzing the Administrative Processes: decision making; communication and control; leadership; co-ordination.</i></p> <p><i>CO 03. Public Policy and implementation</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>globalization, liberalization and privatization. Governance: conceptual emergence --- distinction with government. e-governance: features and significance.</p> <p>Module II:</p> <ol style="list-style-type: none"> 1. Bureaucracy: views of Marx and Weber. 2. Ecological approach to Public Administration: Riggsian Model. 3. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination. 4. Public Policy: definition, characteristics. Models. Policy implementation. 	
	<p>PLS-A-CC-6-14 TH+TU Administration and Public Policy in India</p>	<p>Module I</p> <ol style="list-style-type: none"> 1. Continuity and change in Indian administration: brief historical overview. 2. Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training. 3. Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat. 4. Organization of State Government: Chief Secretary – relations between Secretariat and Directorate. 5. District Administration: role of District Magistrate, SDO, BDO. <p>Module II:</p> <ol style="list-style-type: none"> 1. Local Self Government: Corporations, 	<p><i>CO 1. Acquire knowledge of Public Administration in India with reference to Organization of Union Government, State Government and District Administration</i></p> <p><i>CO 2. Understand concepts of planning and financial administration in India. conditions and types of intervention</i></p> <p><i>CO 3. Assessing the Electorate and Electoral behaviour with special reference to the context of India</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Municipalities and Panchayats in West Bengal, structure and functions.</p> <ol style="list-style-type: none"> 2. 73rd and 74th Amendment: overview. 3. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget--- concept and significance. 4. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG. 5. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information--- Citizen Charter. 6. Citizen and social welfare policies: MGNREGA; Sarva Shiksha Abhiyan (SSA); National Health Mission (NRHM). 	
	<p>PLS-A-DSE-6-A(4)- TH+TU Understanding Global Politics</p>	<p>Module I</p> <p>I. What Makes the World What it is</p> <ol style="list-style-type: none"> a. The Sovereign State System <ol style="list-style-type: none"> i Evolution of the state system ii The concept of Sovereignty b. The Global Economy <ol style="list-style-type: none"> i Discussing the Bretton Woods Institutions and WTO ii Ideological underpinnings iii Transnational Economic Actors 	<p><i>CO 01. Gain knowledge of :</i></p> <ol style="list-style-type: none"> (a) <i>Sovereign state system</i> (b) <i>Global economy</i> (c) <i>Global environment.</i> (d) <i>Global civil society.</i>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>c. Identity and Culture</p> <p>ii. What Drives the World Apart</p> <p>a. Global Inequalities</p> <p>b. Violence: Conflict, War and Terrorism</p> <p>III. Why We Need to Bring the World Together</p> <p>a. Global Environment</p> <p>b. Global Civil Society</p>	
	<p>PLS-A-DSE-6-B(3)- TH+TU Citizenship in a Globalizing World</p>	<p>Module I</p> <p>1. Classical conceptions of citizenship</p> <p>2. The Evolution of Citizenship and the Modern State</p> <p>Module II</p> <p>3. Citizenship and Diversity</p> <p>4. Citizenship beyond the Nation-state: Globalization and global justice</p> <p>5. The idea of cosmopolitan citizenship</p>	<p><i>CO 01. Acquire Knowledge of theories of Citizenship , historical development of the concept and its practice in a globalizing world.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Economics

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR GENERAL)

Programme Specific Outcome (PSO)

A 'General Graduate' of Economics of the college should possess the capability to

1. Be familiar with major theories of demand, supply and equilibrium, methods of analysis and empirical concepts in the subject.
2. Precisely explain and understand the past, present economic conditions of the country. They will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies.
3. They are equipped with the techniques to find solution of the problems like demand, supply, production, cost, national income, mobilization of manpower, banking and financial system and resources available in the country, need of credit/finance for initiating and accelerating projects.
4. Be able to analyze the problems of Economics using statistical quantitative analysis. The knowledge of different methods of data interpretation and statistical methods is imparted.
5. Develop their observational power through real world experience and in future they will be able to identify the socio-economic problems of a region and may even offer solutions.
6. Break an economic issue down into the various economic principles and concepts and identify the competing sides on the issue, compute and assess the real situation of



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



-
- the economy including the size and changes of demand, population, income pattern, nature of an extend of employment, rate of development with pattern of income, investments and savings, policies in relation to other countries, and social security measures adopted in the country. Disseminate the acquired
7. Knowledge of the Indian economy with its sectoral composition for the sake of sustainable development. Emphasis is given to entrepreneurship development so as to nurture the spirit of self-employment among the students.
 8. Introduction to financial economics, monetary policy and theoretical basis of imposition of taxes and workings of the finance commission. The objective is to provide a complete knowledge of workings of an economic system.
 9. Introduction of international economics, functions of international financial organisations and export import policy of the government of India.
 10. Visualize the real world situations and enhance them to initiate the programmes for pursuing studies and be alert with the importance of economics to improve the general attitude and living conditions of the common people.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	CC/GE 01 TH (Introductory Microeconomics) -----	<p>Module: I & II- Exploring the subject matter of Economics</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ➤ Why study economics? ➤ Basic Economic Problems ➤ Competitive model ➤ Property rights ➤ Rationing ➤ Opportunity cost ➤ The households ➤ The firms and perfect market structure ➤ Imperfect market structure <p>Module: III & IV- Production, Cost and Market Structure(Perfect and Imperfect)</p>	<p>Students would learn</p> <ol style="list-style-type: none"> 1. Develop ideas of the basic features of an economy, potential use of its natural resources. 2. Describe and differentiate between major economic systems. 3. Basic problems of economics and their solutions under different economic systems. 4. Opportunity cost. 5. Reading with graph. 6. Utility maximization in cardinal and ordinal approach 7. The production function. Relation between AP, MP 8. Concepts of Isoquants, equilibrium, costs (TC, TFC, TVC, AC, MC and relation) define and explain long-run costs, economies of scale, and diseconomies of scale. 9. Perfectly competitive market-functions, short run and long run equilibrium Understand the difference between the firm and the industry; explain and illustrate the differences between the demand curve for a perfectly competitive firm and that for a perfectly competitive industry. 10. Explain the difference between short-run and long-run equilibrium for firm and industry; explain the concepts of zero economic profit, abnormal profit and loss. 11. Define Monopoly, Causes of its emergence. Explain the process of short-run and long-run in Monopoly market. Define various forms of price discrimination, its workings. 12. Labour market, derived demand, land market Demonstrate marginal productivity theory of distribution, theory of wages, identify different types of



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



<p>2nd</p>	<p>CC/ GE 02 TH (Introductory Macroeconomics)</p>	<p>Module I: Introduction to Macroeconomics and National Income Accounting</p> <ul style="list-style-type: none"> ➤ Macroeconomics as a concept ➤ Various concepts of National Income ➤ Measurement of National Income <p>Module II:</p> <p>1. Simple Keynesian System in a Closed Model</p> <p>Module: III - The Classical System</p> <ul style="list-style-type: none"> • Say's Law • Quantity theory of money • Classical theory of income and employment <p>Module: IV - Money Supply and Money Demand</p> <ul style="list-style-type: none"> • Demand for money and its various aspects • Supply of money, in Classical and Keynesian Systems. 	<p>rent.</p> <p>Students should learn</p> <ul style="list-style-type: none"> • Define Macroeconomics as a subject, learn its various aspects. • Define and explain the process of calculating national income, identify its components, demonstrate circular flow of income, analyse the various income identities with government and international trade, To know in which process earth gets the heat from sun with different way • Explain the meaning of consumption function, relationship between APC and MPC, consumption and income, concept of multiplier and analyse the theory of absolute hypotheses. • Understand the relationship between investment and savings. • The principle of effective demand • Process of equilibrium income determination, demonstrate investment multiplier, government expenditure multiplier.
-----------------------	--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



<p>3rd</p>	<p>ECO-G-CC-3--TH Issues in Economic Development and India</p>	<p>Module: I – Meaning of Economic Development Key concepts:</p> <ul style="list-style-type: none"> Economic development Growth vs. Development Human development measures. <p>Module: II – Poverty, Inequality and Development Key concepts:</p> <ul style="list-style-type: none"> Poverty and inequality, poverty line. Measurement of poverty <p>Module: III – Development of the Dual Economy and Development Strategies Key concepts:</p> <ul style="list-style-type: none"> Surplus labour and disguised unemployment, Lewis model Balanced and unbalanced growth 	<p>Students would learn</p> <ul style="list-style-type: none"> How economic development is different from economic growth What are the different measures of human development in context of Indian economy. What are the basic causes of poverty and how poverty can be measured. How inequality arises in the economy. What are the policies regarding poverty and income inequality reduction. What are the basic causes of poverty and how poverty can be measured. How inequality arises in the economy. What are the policies regarding poverty and income inequality reduction. How surplus labour of an economy can be used for economic development How dual sector works for economic development.
	<p>Skill Enhancement Course A Introductory Methods of Field</p>	<p>Module 1: Basic Ideas of Economic Data Key concepts:</p> <ul style="list-style-type: none"> Types of Economic Data Field Survey methods <p>Module 2 : Methodology</p>	<p>Students would learn</p> <ul style="list-style-type: none"> Cross section, time series and pooled data concepts Advantages and disadvantages of field survey data Sampling techniques – stratified random sampling, circular sampling, sampling proportional to size Pre-requisites of blank tables Tabular representation of data



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	Survey (IMFS)	<p>of Collection of data</p> <ul style="list-style-type: none"> Complete enumeration and sample survey Practical methods of collection of sample <p>Module 3: Recording of Data</p> <ul style="list-style-type: none"> Recording of data Roles of measurement of units 	<ul style="list-style-type: none"> Cross checking of data after tabular representation
4 th	<p>ECO-G-CC-4--TH</p> <p>Indian Economic Policies</p>	<p>Module: I – Macroeconomic Policies and their impact</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Fiscal Policy Trade and Investment Policy Fiscal Policy and labour regulation <p>Module II – Policies and Performances of Agriculture</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Growth productivity Agarian structure and technology Capital formation and trade Pricing and procurement <p>Module III– Policies and Performances in Industry</p>	<p>Students would learn</p> <ul style="list-style-type: none"> How the different macroeconomic policies work for India. How the technologies and macroeconomic policies perform for agricultural development What are the different policies for growth and productivity of industrial sector How the foreign trade policy changes in the post liberalization period. What are the different kinds of export import policies for India's development study about the different types of topographical map



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Key concepts:</p> <ul style="list-style-type: none"> • Growth productivity • Diversification and small industry • Foreign investment <p>Module IV – Policies and Performances in oreign Trade</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • India’s foreign trade • Volume and direction of India’s foreign trade • Balance of Payments 	
5 th	<p>DSE –5 IA/2A TH</p> <p>Money and Banking</p>	<p>Module: I - Money Supply and Banking System with reference to India</p> <p>Key concepts:</p> <p>Money supply M_1, M_2, M_3 and M_4, balance sheet of the banking sector, balance sheet of the Reserve Bank of India, High powered money, sterilization, banking sector reforms.</p> <p>Instruments of monetary control, concepts of statutory liquidity ratio (SLR), cash reserve ratio (CRR) and repo rate, demonetization and its</p>	<p>Students would learn</p> <ul style="list-style-type: none"> • Different concepts of money supply in the context of Indian Economy. • How we measure money multiplier. • How the banking Sector changes its role and its structure after banking sector reforms. • How interest rate is determined in India. • How the interest rate structure is formed • How the different kinds of monetary instrument works in India for monetary control. • How demonetization effects Indian economy.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



impact on the Indian economy.

Skill Enhancement Course A

Economic Data and Report Writing (EDRAW)

Module 1: Graphical and Tabular representation of economic data

Key concepts:

- Types of Economic Data
- Field Survey methods

Module 2 : Descriptive Statistics

- Complete enumeration and sample survey
- Practical methods of collection of sample

Module 3: Recording of Data

Students would learn

- Cross section, time series and pooled data concepts
- Advantages and disadvantages of field survey data
- Sampling techniques – stratified random sampling, circular sampling, sampling proportional to size
- Pre-requisites of blank tables
- Tabular representation of data
- Cross checking of data after tabular representation



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<ul style="list-style-type: none"> Recording of data Roles of measurement of units 	
6 th	<p>DSE -6 IA/2A TH Public Finance</p>	<p>Module: I - Theory of Public Finance</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ➤ Money and capital markets. ➤ Pareto efficiency, Externalities. <p>Elementary Theories of Product and Factor Taxation</p> <p>Module: II - Issues from Indian Public Finance</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ➤ India's Tax System. <p>Analysis of Budget and</p>	<p>Students would learn</p> <ul style="list-style-type: none"> How we reach Pareto efficiency, equity and social welfare in the context of normative economics analysis. What are the causes of market failure. Different elementary theories of taxation. What are the current issues of India's tax system. How the monetary and fiscal policies work for India's public finance.
	<p>Skill Enhancement Course A Entrepreneurship and Development (ED)</p>	<p>Module: I - Basic Issues of Entrepreneurship and Development</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ➤ Basic features of Entrepreneurship <ul style="list-style-type: none"> Entrepreneurship and its linkage with economic development. Growth of Entrepreneurship in India 	<p>Students would learn</p> <ul style="list-style-type: none"> Basic features of Entrepreneurship Entrepreneurship and its linkage with economic development. Growth of Entrepreneurship in India Source of Finance Government support to Entrepreneurship



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		Elementary Theories of Product and Factor Taxation Module: II – Financial Issues for Entrepreneurship Key concepts: <ul style="list-style-type: none">➤ Source of Finance➤ Government support to Entrepreneurship	

DEPARTMENT OF EDUCATION

INTRODUCTION:

The CBCS syllabus adopted by the University of Calcutta provides a multi-faceted perspective on education as a process as well as on the Indian educational system. The new additions of Inclusive Education and Basic Concept of Educational Research as individual papers have enriched the curriculum, enabling students to acquire a holistic view of these new areas, hitherto unknown to them.

Skill Enhancement Courses incorporated into the syllabus helps students acquire communication skills and teaching skills and equip them with skills that may help them in their future professions.

Students taking up Education as their choice of subject at the undergraduate level may pursue higher studies in this area, take up academics or conduct research work. They also have the option to enroll in teachers' training courses and eventually take up teachers' training as a profession. PG Diploma courses in Counselling or Special Education are also available options for them.

PROGRAMME OUTCOMES (PO):

B.A. in Education (Honours):

- To help students acquire an in-depth understanding of the basics of an educational system
- To acquaint students with a detailed history of the Indian educational system and with the post-independence development of the Indian educational system
- To help students obtain a detailed perspective of the psychological, philosophical and sociological foundations of education
- To help students understand the details of educational organization, planning and management
- To help students understand how the process of guidance and counseling works
- To acquaint students with the nuances as well as the possibilities of adopting an inclusive educational system
- To equip students with the knowledge and practices of technology based education
- To help students obtain a detailed understanding of curriculum design and implementation
- To help students understand the process of educational measurement and evaluation
- To help students in developing statistical computational skills
- To acquaint students with various mental disorders, different therapies and stress-coping strategies
- To help students acquire a basic working knowledge of educational research methodology

- To enable students in practical organization and analysis of data using statistical techniques
- To enable students in practical administration of different psychological tests and interpretation of obtained results
- To help students learn how to write a research proposal

B.A. in Education (General):

- To help students acquire an in-depth understanding of the basics of an educational system
- To help students obtain a detailed perspective of the psychological and sociological foundations of education
- To acquaint students with the nuances as well as the possibilities of adopting an inclusive educational system

COURSE OUTCOMES (CO):

Courses in B.A. Honours Programme in Education

Core Courses (CC):

CC-1 (INTRODUCTION TO EDUCATION):

CO1 – Obtaining adequate knowledge about the meaning, nature, scope and aims of education, especially with reference to the recommendations of Delors Commission, 1992

CO2 – Knowing about the different indispensable factors of education

CO3 – Understanding the roles played by various agencies of education

CO4 – Getting acquainted with the concepts of Child-centricism and Play-way in education as well as learning about some popular child-centric methods of education

CC-2 (HISTORY OF INDIAN EDUCATION):

CO1 – Getting acquainted with the salient features of education in India during ancient and medieval times

CO2 – Getting acquainted with the development of education in British-ruled India from 1800 to 1946

CO3 – Getting acquainted with the significant recommendations of selected education commissions & the national policy of education in independent India

CC-3 (PSYCHOLOGICAL FOUNDATION OF EDUCATION):

CO1 – Understanding the meaning of and relation between Psychology and Education and also the nature of Educational Psychology as a separate discipline

CO2 – Getting acquainted with the process of human development through the learning of various theories of development

CO3 – Obtaining in-depth knowledge about the cognitive processes of learning, memory and intelligence

CC-4 (PHILOSOPHICAL FOUNDATION OF EDUCATION):

CO1 - Understanding the meaning and relation of philosophy and education

CO2 - Understanding the importance of philosophy in education

CO3 - Getting acquainted with the Indian schools of philosophy and their influence on education

CO4 – Getting acquainted with the western schools of philosophy and their influence on education

CO5 - Understanding of philosophy and need for education for the development of values, national integration, international understanding and promotion of peace and harmony

CC-5 (SOCIOLOGICAL FOUNDATION OF EDUCATION):

CO1 – Getting introduced to the concept of Sociology of Education

CO2 – Understanding the concept of social groups and the process of socialization

CO3 - Understanding the concept of social change and social interaction in education

CO4 - Becoming aware of social communication in education

CC-6 (EDUCATIONAL ORGANIZATION, MANAGEMENT AND PLANNING):

CO1 – Gaining in-depth knowledge about ideal organization of educational institutions

CO2 – Knowing the essential functions of educational management

CO3 – Understanding the different aspects of educational planning

CC-7 (GUIDANCE AND COUNSELLING):

CO1 – Knowing in details about the meaning, need and types of guidance

CO2 – Knowing in details about the meaning, types and techniques of counseling

CO3 – Understanding the sources and methods of collecting basic data required for providing guidance

CC-8 (TECHNOLOGY IN EDUCATION):

CO1 – Understanding the concepts of Educational Technology and System Approach

CO2 - Understanding of the role of computer in education and communication

CO3 – Getting acquainted with various instructional techniques and different models of teaching

CO4 - Understanding the concepts of ICT & e-learning, MOOCs, project-based learning, collaborative learning and co-operative learning

CC-9 (CURRICULUM STUDIES):

CO1 - Understanding the concept, nature, types and major approaches of curriculum

CO2- Understanding the relation among curriculum, pedagogy and assessment

CO3 – Getting acquainted with different aspects of curriculum development and National Curriculum Framework, 2005

CO4 - Getting acquainted with content selection and selected theories for curriculum development

CO5 - Understanding the various approaches and models of curriculum evaluation and the factors and obstacles of curriculum reform

CC-10 (INCLUSIVE EDUCATION):

CO1 – Understanding the concepts of inclusion and exclusion, the elements needed for creating an inclusive society and the barriers encountered during inclusion

CO2 – Knowing extensively about the differently abled and the socially disabled and why they are excluded from educational settings

CO3 – Getting an in-depth knowledge about the educational reforms needed for building inclusive and barrier-free schools

CC-11 (EVALUATION AND MEASUREMENT IN EDUCATION):

CO1 - Understanding of the concepts of measurement and evaluation in education.

CO2 – Getting acquainted with the process of evaluation

CO3 – Getting acquainted with different types of tools and techniques of evaluation and their uses.

CO4 - Understanding of the characteristics of a good test

CO5 – Getting acquainted with the principles of test construction and standardization

CC-12 (STATISTICS IN EDUCATION):

CO1 - Developing the concept of statistics and the skill for analysing descriptive statistical measures

CO2 – Getting acquainted with the concept of Normal Probability Curve and its uses in education

CO3 – Understanding the concept of divergence from normality and developing the skill to analyse non-normal distributions

CO4 – Understanding the concept, uses and computation of Derived scores

CO5 – Understanding the concepts of Bi-variate distribution and Linear correlation and developing the skill to calculate correlation

CO6 - Developing the ability to organize relevant educational data, representing educational data through graphs and developing skill in analysing, displaying and interpreting data

CC-13 (PSYCHOLOGY OF ADJUSTMENT):

CO1 - Understanding the concepts of adjustment, maladjustment and some commonly observed maladjustment problem behaviours

CO2 - Knowing the classification of mental disorders as per DSM-5 and gaining in-depth knowledge about various mental disorders as well as different therapies

CO3 - Becoming aware about different stress coping strategies

CO4 – Knowing how to administer, score and interpret psychological tests

CC-14 (BASIC CONCEPT OF EDUCATIONAL RESEARCH):

CO1 – Understanding the concept, types, problems and ethics of educational research

CO2 – Understanding the basic elements and steps involved in conducting educational research

CO3 – Obtaining in-depth knowledge about data collection procedures, data reporting techniques, referencing and bibliography

CO4 – Learning how to review research papers and how to write a research proposal

Discipline Specific Elective Courses (DSE):

DSE-A2 (EDUCATIONAL THOUGHT OF GREAT EDUCATORS):

CO1 - Developing an understanding of educational ideas of some Indian and Western educational thinkers

CO2 – Understanding the pedagogical concepts given by some Indian and Western educational thinkers

DSE-B1 (TEACHER EDUCATION):

CO1 - Understanding the basic concept of teacher education

CO2 – Understanding the historical perspective and development of teacher education in India.

CO3 - Understanding the role of the different agencies in teacher education

CO4 – Obtaining an idea about some courses for preparation of teacher

DSE-A4 (POPULATION EDUCATION):

CO1 – Understanding the concept and need of Population Education and various concepts related to it

CO2 - Understanding population growth, its impact and responsibilities

CO3 - Understanding population education and role of school in it

DSE-B4 (WOMEN EDUCATION):

CO1 - Knowing the historical perspectives of Women Education

CO2 - Knowing the various policy perspectives and recommendations of Committees and Commissions on Women Education

CO3 - Knowing the contribution of Indian thinkers towards Women Education

CO4 – Identifying the major constraints of Women Education and Women Empowerment

Skill Enhancement Courses (SEC):

SEC-A1 (COMMUNICATION SKILL):

CO1 - Understanding the basic elements of any communication process

CO2 - Acquiring Listening Skills

CO3 - Acquiring Speaking Skills

CO4 - Acquiring Reading and Writing Skills

SEC-B1 (TEACHING SKILL):

CO1 - Knowing the basic concept of teaching

CO2 - Knowing the types of teaching

CO3 - Understanding the skills and phases of teaching

CO4 - Understanding the concept of Learning Design

Courses in B.A. General Programme in Education

Core Courses (CC) or General Electives (GE):

CC/GE-1 (INTRODUCTION TO EDUCATION):

CO1 – Obtaining adequate knowledge about the meaning, nature, scope and aims of education, especially with reference to the recommendations of Delors Commission, 1992

CO2 – Knowing about the different indispensable factors of education

CO3 – Understanding the roles played by various agencies of education

CO4 – Getting acquainted with the concepts of Child-centricism and Play-way in education as well as learning about some popular child-centric methods of education

CC/GE-2 (PSYCHOLOGICAL FOUNDATION OF EDUCATION):

CO1 – Understanding the meaning of and relation between Psychology and Education and also the nature of Educational Psychology as a separate discipline

CO2 – Getting acquainted with the process of human development through the learning of various theories of development

CO3 – Obtaining in-depth knowledge about the cognitive processes of learning, memory and intelligence

CC/GE-3 (SOCIOLOGICAL FOUNDATION OF EDUCATION):

CO1 – Getting introduced to the concept of Sociology of Education

CO2 – Understanding the concept of social groups and the process of socialization

CO3 - Understanding the concept of social change and social interaction in education

CO4 - Becoming aware of social communication in education

CC/GE-4 (INCLUSIVE EDUCATION):

CO1 – Understanding the concepts of inclusion and exclusion, the elements needed for creating an inclusive society and the barriers encountered during inclusion

CO2 – Knowing extensively about the differently abled and the socially disabled and why they are excluded from educational settings

CO3 – Getting an in-depth knowledge about the educational reforms needed for building inclusive and barrier-free schools

Discipline Specific Elective Courses (DSE):

DSE-A2 (EDUCATIONAL THOUGHT OF GREAT EDUCATORS):

CO1 - Developing an understanding of educational ideas of some Indian and Western educational thinkers

CO2 – Understanding the pedagogical concepts given by some Indian and Western educational thinkers

DSE-B2 (WOMEN EDUCATION):

CO1 - Knowing the historical perspectives of Women Education

CO2 - Knowing the various policy perspectives and recommendations of Committees and Commissions on Women Education

CO3 - Knowing the contribution of Indian thinkers towards Women Education

CO4 – Identifying the major constraints of Women Education and Women Empowerment

Skill Enhancement Courses (SEC):

SEC-A1 (COMMUNICATION SKILL):

CO1 - Understanding the basic elements of any communication process

CO2 - Acquiring Listening Skills

CO3 - Acquiring Speaking Skills

CO4 - Acquiring Reading and Writing Skills

SEC-B1 (TEACHING SKILL):

CO1 - Knowing the basic concept of teaching

CO2 - Knowing the types of teaching

CO3 - Understanding the skills and phases of teaching

CO4 - Understanding the concept of Learning Design



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Sanskrit

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR GENERAL)

Programme Specific Outcome (PSO)

- (a) A student of Sanskrit language and literature can make a strong foundation to develop his/her extra ordinary personality depending on the values and morality as reflected in all branches of Sanskrit literature.
- (b) Learning ancient scriptures and texts written in Sanskrit language build an impervious admiration to Indian civilization and culture.
- (c) Sanskrit language is very beneficial for building better language skills. It develops better linguistic capabilities. It decreases obscurity in speaking and learning.
- (d) Almost all Indian languages and other south Asian and southeast Asian languages have their origin in Sanskrit. Therefore, Sanskrit assistance the study of other languages.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



-
- (e) Sanskrit language helps to perceive ancient Indian scriptures and texts.
- (f) Sanskrit learning moves to the cognitive pathway. Sanskrit mantras have a meditative quality which help to calm mind. It also helps to improve concentration power.
- (g) Sanskrit learning can also give bright career options-
- Teaching opportunities in Schools, Colleges and Universities
 - Research opportunities in reputed research institutions in India as well as outside of India
 - Interpreter
 - Translator
 - Editing and proof reading
 - Technical and academic content writer
 - A Sanskrit graduate can carry out a career in Ayurvedic Medicine, treatment and therapy
 - Epigraphist
 - Manuscript expert



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



- **Journalism**
- **Anthropological services**
- **Archaeological services**
- **Customer service representative**
- **Opportunities in Indian Army**
- **Anthropologist**

Semester	Name of the Course	Content of CU Syllabus	Course Outcome (CO)
1 st	CCA1- Sanskrit Poetry	CCA1-Section- A <i>Raghuvamśam</i> : Canto-I Verses : 1-25 Verses : 1-10 Introduction(Author & Text), Meaning/translation, Explanation, Story, Characteristics of Raghuan, Characteristics of Dilīpa.	CCA1 This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give an understanding of literature, through which students will be able to appreciate the



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Verses : 11-25 Meaning/translation, Explanation, Role of Dilīpa for the welfare of the Subjects. Appropriateness of Title, Background of given contents</p> <p>Section -B</p> <p>Śīsupālavadhā: Canto I</p> <p>Verses : 1-30</p> <p>Verses :1-15</p> <p>Introduction(Author & Text),</p> <p>Appropriateness of Title</p> <p>Verses : 16-30 Grammar, Translation Explanation, Poetic</p> <p>Section- C Nītiśatakam : Translation, Explanation Social experiences of Bharṭhari, Types of Fool</p> <p>Section- D History of Sanskrit Poetry Aśvaghoṣa, Kālidāsa Bhāravi Bharṭhari and their works</p>	<p>development of Sanskrit Literature. The course also seeks to help students to negotiate texts independently. This course also seeks to help students negotiate texts independently and to have some idea of eternal truth of life. Moreover this course is designed -</p> <ol style="list-style-type: none">1 To give an overall understanding of Mahakavyas.2 To enable the students to understand and appreciate Sanskrit Poetry.3. To create awareness of proper pronunciation and recitation of poems in a charming way.
2nd	CCA2- Sanskrit Prose	<p>CCA2- Section- A-Śukanāśopadeśa</p> <p>Introduction- Author/Text (up to the end of the text.) Society and political thought depicted in <i>Śukanāśopadeśa</i>, logical meaning and application of sayings.</p>	<p>CCA2</p> <p>This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit are also included here for</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Section -B Śivarājvijayam, Niśvāsa-I Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action From Para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action</p> <p>Section- C-Survey of Sanskrit Literature Prose</p> <p>Origin and development of prose and important prose romances Subandhu, Bāṇa, Daṇḍin Ambikādatta Vyāsa Pañcatantra, Hitopadeśa Vetālapañcaviṃśatikā Siṃhāsanadvātriṃśikā and Puruṣaparīkṣā</p>	<p>students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis.</p> <ol style="list-style-type: none">1. To give an overall understanding of Prose Literature2. To enable students to understand the poetic works in Sanskrit.3. To enable the Students to understand and appreciate Sanskrit Prose Literature.4. To make students understand and appreciate Sanskrit Prose and fables.5. To give the students an overall understanding of narrative Literature in Sanskrit.6. To Familiarize the students with Gadyakavya.
--	--	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



3rd	CCA3- Sanskrit Drama	<p>CCA3- Section- A- <i>Abhijñānaśākuntalam</i> Kālidāsa Acts I-IV Explanation of terms like nāndī, prastāvanā, sūtradhāra, naṭī, viṣkambhaka and vidūṣaka. Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot</p> <p>Section -B <i>Abhijñānaśākuntalam:</i> Kālidāsa Act V-VII Explanation of terms like nāndī, prastāvanā, sūtradhāra, naṭī, viṣkambhaka and vidūṣaka. Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.</p> <p>Section -B <i>Abhijñānaśākuntalam:</i> Kālidāsa Act V-VII Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature. (b) Kāvyeṣunāṭakamramyam,</p>	<p>CCA3 This course aims to acquaint students with two most famous dramas of Sanskrit literature which represent two stages in the growth of Sanskrit drama. Origin and development of Drama are also included here for students to get acquainted with the beginnings of Sanskrit Drama literature. This course aims to acquaint students with Kalidasa's best drama and Sanskrit meters.</p> <p>The course enables students to experience the aesthetic brilliance of Sanskrit drama and dramatic techniques. This course also reflects poetic excellence but also depict contemporary society and highlight human values. To familiarize the students with Sanskrit Dramas, Bhasa and his Plays and classical performing arts. To make aware of Characteristics of Sanskrit Dramas and make</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>SECA1- Sanskrit</p> <p>Basic</p>	<p>upamā, Language of Kālidāsa, dhvani in Kālidāsa, Purpose and design behind Abhijñānaśākuntalam and other problems related to the text</p> <p>Section- C Technical Terms from Sanskrit Dramaturgy</p> <p>Section- D History of Sanskrit Drama and an Introduction to Principle of Sanskrit Drama Origin and Development Some important dramatists and dramas: Bhāsa, Kālidāsa Śūdraka, Viśākhadatta, Harṣa Bhavabhūti, and their works</p> <p>SECA1- Translation : Vernacular to Sanskrit ,Sanskrit to Vernacular</p> <p>Comprehension in Sanskrit, Paragraph Writing, Letter Writing, Easy Writing</p>	<p>students aware of the works and dramatic skill of Kalidasa this course is specially designed.</p> <p>SECA1</p> <p>This course aims to get students acquainted with our Great Sanskrit Heritage . Sanskrit is taught with a view to making students aware and understands the great aware and understands the great cultural heritage of India. By learning Sanskrit at both the levels students are exposed the traditions, rituals, literary works, and above the very ideologies and values of the culture of India.</p>
--	---	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



4th	CCA4- Sanskrit Grammar SECB1- Spoken Sanskrit	CCA4- Section- A Laghusiddhāntakaumudī : Samjñāprakaraṇa Section -B Laghusiddhāntakaumudī : Sandhiprakaraṇa Section -C Laghusiddhāntakaumudī: VibhaktyarthaPrakaraṇa SECB1- Computer Awareness for Sanskrit (Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text Web Publishing)	CCA4 This course is aimed to provide knowledge of Paninian Grammar to students about the syntax, Samjna, Sandhi with Sutras by which they can understand in few syllables, in a comprehensive and universal way. SECB1 The objective of this course is to give students a deeper understanding and appreciation of Sanskrit as a living language.
5th	DSE2- Indian Perspectives in Personality Development	DSE2-Section- A Historical Perspective Historical Perspective: Rgveda, 1.164.37; Chāndogyopaniṣad, VI. 2.3, VI.8.6, VIII.1.4 Bṛhadāranyakopaniṣad, II.5.18- 19 Section -B Concept of a person Concept of a person, Gītā, Chapter:1, Verses:1-30 Jīva as Core and Eight-fold Nature as Cover Kṣetrajaṇa as Core and Kṣetra as Cover Chapter-13, Verses-1-2, Chapter-	DSE2 The objective of this course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text. To make the students aware of the main teachings of Bhagavad Gita. The course enables students to experience the richness of spirituality and its impact on day to day life.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>SECA2-Basic Elements of Āyurveda</p>	<p>13, Verses: 5-6, Chapter-13, Verses-19-23. Akṣara as Core and Kṣara as Cover, Chapter-15, Verses:7-11 and 6-19</p> <p>Section- C Personality Types Personality Types Gītā, Chapter-14, Verses:5-14, Chapter-17, Verses:2-6, Chapter-17, Verses:11.21</p> <p>Section- D</p> <p>Measures for behavioural Improvement</p> <p>Measures for behavioural ImprovementControl of Senses and Mind (Gītā: Chapter-2, Verses:59-60, 64 and 68, Chapter:3, Verses:41-43, Chapter: 6, Verses:19-23. Right Faith (Gītā, Chapter: 9, Verses:3, 22, 23-28, 30-34)Recognition of Svadharma - Inner Urge; (Gītā, Chapter: 2, Verses:31,41-44, Chapter:3,Verses:4, 5, 8, 9, 27-30, 33-34,Chapter:4, Verses:18-22, Chapter:5, Verses:11-12, Chapter:7, Verses:15, 18, 20-23, 27-29)Channelizing Innate Urges on Social Lines: (Gītā, Chapter:18, Verses:41-62</p>	<p>SECA2</p> <p>This course is aimed to provide primary knowledge of Ayurveda to students. Students are known how Ayurveda helps to maintain</p>
--	--	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		CSECA2- arakasamhitā- (Sūtrasthānam) Taittirīyopaniṣad	good health , and to prevent disease in order to promote quality of life and long life. The language of Ayurveda is Sanskrit. In Sanskrit , ‘Ayur’ means an ancient system of life and ‘Veda’ means knowledge.
6th	DSE3- Literary Criticism	DSE3-Section- A <i>Kāvya</i>prakāśa: Kāvya vaiśiṣṭya and Kāvya Prayojana Section -B <i>Kāvya</i>prakāśa: Kāvya Kāraṇa Section- C <i>Kāvya</i>prakāśa: Kāvya Svarūpa and Kāvya bheda	DSE3 The study of sāhityaśāstra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry, Reason of creating Poetry and its divisions according to Kavyaprakasa written by Mammata.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	SECB2- Yogasūtra of Patañjali	SECB2- (Samādhīpāda, Sādhanapāda, Vibhūtipāda)	SECB2 This course is aimed to provide primary knowledge of Yogasutra to students. The <i>Yoga Sutras of Patañjali</i> is a collection of Sanskrit Sutras on the theory and practice of Yoga. The Yoga Sutras built the concepts of <i>Purusha</i> and <i>Prakriti</i> . The contemporary Yoga tradition holds the <i>Yoga Sutras of Patañjali</i> to be one of the foundational texts of classical Yoga philosophy. The course enables students to experience the richness of spirituality and its impact on day-to-day life.
--	--------------------------------------	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Sanskrit

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR HONOURS)

Programme Specific Outcome (PSO)

- (a) A student of Sanskrit language and literature can make a strong foundation to develop his/her extra ordinary personality depending on the values and morality as reflected in all branches of Sanskrit literature.
- (b) Learning ancient scriptures and texts written in Sanskrit language build an impervious admiration to Indian civilization and culture.
- (c) Sanskrit language is very beneficial for building better language skills. It develops better linguistic capabilities. It decreases obscurity in speaking and learning.
- (d) Almost all Indian languages and other south Asian and southeast Asian languages have their origin in Sanskrit. Therefore, Sanskrit assistance the study of other languages.
- (e) Sanskrit language helps to perceive ancient Indian scriptures and texts.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



(f) Sanskrit learning moves to the cognitive pathway. Sanskrit mantras have a meditative quality which help to calm mind. It also helps to improve concentration power.

(g) Sanskrit learning can also give bright career options-

- **Teaching opportunities in Schools, Colleges and Universities**
- **Research opportunities in reputed research institutions in India as well as outside of India**
- **Interpreter**
- **Translator**
- **Editing and proof reading**
- **Technical and academic content writer**
- **A Sanskrit graduate can carry out a career in Ayurvedic Medicine, treatment and therapy**
- **Epigraphist**
- **Manuscript expert**
- **Journalism**



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



- **Anthropological services**
- **Archaeological services**
- **Customer service representative**
- **Opportunities in Indian Army**
- **Anthropologist**

Semester	Name of the Course	Content of CU Syllabus	Course Outcome (CO)
1 st	CC1-Classical Sanskrit Literature (Poetry)	CC1- Section- A <i>Raghuvamśam</i> : Canto-I Verses : 1-10 Introduction(Author & Text), Appropriateness of Title, Grammatical analysis, meaning, translation, Explanation,Content analysis, Characteristics of Raghulan Verses : 11-25 Grammatical Analysis, meaning,	CC1 <ul style="list-style-type: none">➤ To learn about the origin and development of Classical Sanskrit Poetry➤ To produce an overall idea of Sanskrit Mahākāvya➤ To experience the elegance of style of Sanskrit Poetry



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>translation, Explanation, Role of Dilīpa in the welfare of Subjects</p> <p>Section -B Kumārasambhavam : Canto V Verses :1-15</p> <p>Introduction(Author & Text), Appropriateness of Title, Background of given contents, Textreading, grammatical Analysis, translation, explanation, Poetic excellence and plot</p> <p>Verses : 16-30</p> <p>Grammatical Analysis, translation, Explanation, Penance of Pārvaṭī, Poetic excellence and plot</p> <p>Section- C Kirātārjunīyam : Canto-I Verses : 1-16</p> <p>Introduction(Author & Text), Appropriateness of Title, Background of given contents, Grammatical Analysis, , translation, Explanation, Poetic Excellence, Thematic Analysis</p> <p>Verses :17-25</p> <p>Grammatical Analysis, translation, Explanation, Poetic Excellence, Thematic Analysis</p> <p>Section- D Nīśatakam</p> <p>1st Two Paddhatis</p> <p>Verses :1-10 Grammatical Analysis,</p>	<p>➤ To understand the proper pronunciation and recitation of Sanskrit verses</p>
--	--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



translation, Explanation

Verses : 11-20

Translation, Explanation, Thematic Analysis, Bhartṛhari's
Comments on Society

Section- E

Origin and Development of Mahākāvya and Gītikāvya

Origin Development of different types of Mahākāvya with
special reference to Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi,
Śrīharṣa.

Origin Development of Sanskrit with Gītikāvya special
reference to Kālidāsa, Bihlaṇa, Jayadeva, Amaru,
Bhartṛhari and their works

CC2

- To create a clear idea about the different genres of Sanskrit Literature
- To gather a basic knowledge about entire Vedic Literature
- To understand the basic principles and concepts about different schools of Indian Philosophical Wisdom
- To experience the influence of Epics and



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CC2-Critical Survey of Sanskrit Literature</p>	<p>CC2-Section- A Vedic Literature</p> <p>Samhitā (Ṛk, Yajus, Sāman, Atharva) Time, Subject matter, Religion & Philosophy, Social life</p> <p>Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga (Brief Introduction)</p> <p>Section-B Rāmāyaṇam</p> <p>Time, Subject matter, <i>Rāmāyaṇam</i> as an <i>Ādikāvya</i></p> <p>Source Text and its Cultural importance</p> <p>Section- C Mahābhārata</p> <p><i>Mahābhārata</i> and its Time, Development and Subject matter</p> <p>Encyclopaedic nature, as a source, of subsequent literature, Cultural importance</p> <p>Section- D Purāṇas</p> <p>Subject matter, Characteristics Social, Cultural and Historical Importance</p> <p>Section -E General introduction to <i>Vyākaraṇa, Darśana, Sāhitya- Śāstra</i> General introduction to <i>Vyākaraṇa</i>, Brief History of <i>Vyākaraṇa-Śāstra</i></p>	<p>Purānas on Indian culture, literature, society and history</p> <p>➤ To make the students aware about the different schools and important works in Sanskrit grammar</p>
--	---	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>General introduction to <i>Darśana</i>. Major School of Indian Philosophy of <i>Cārvāka</i>, <i>Bauddha</i>, <i>Jaina</i>, <i>Sāṃkhya</i>, <i>Yoga</i>, <i>Nyāya-Vaiśeṣika</i>, <i>Pūrva Mīmāṃsā</i> and <i>Uttara Mīmāṃsā</i></p> <p>General introduction to poetics- Six Major School of Indian Poetics- <i>Rasa</i>, <i>Alaṅkāra</i>, <i>Rīti</i>, <i>Dhvani</i>, <i>Vakrokti</i> and <i>Aucitya</i></p>	
2nd	CC3- Classical Sanskrit Literature (Prose)	<p>CC3- Section –A <i>Śukanāsopadeśa</i> Introduction – Author and text Social and Political Thoughts depicted in <i>Śukanāsopadeśa</i> logical meaning and application of saying like</p> <p>Section –B <i>Rājavāhanacaritam</i></p> <p>Para 1-8</p> <p>Introduction- Author, Text, Text Reading (Grammar, Translation and Explanation), poetic excellence, plot, Remaining part- Text reading (Grammar, Translation and Explanation), poetic excellence plot, Society, Language and style of Daṇḍin, Exposition of saying</p> <p>Section –C</p> <p>Origin and Development of prose, Important prose romances and fables</p> <p>Origin and Development of prose, Important prose</p>	<p>CC3</p> <ul style="list-style-type: none">➤ To give an overall idea about origin and development of Classical Sanskrit Prose and Sanskrit Narrative Literature➤ To give a magical experience about the beauty of Sanskrit Prose➤ To enable the students to understand and appreciate the famous texts of Sanskrit Prose Literature➤ To give an overall understanding about origin and development of Sanskrit Narrative Literature➤ To create an interest to practice of morality in human life



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CC4- SELF MANAGEMENT IN THE GĪTĀ</p>	<p>romances and fables</p> <p><i>Subandhu, Daṇḍī, Bāṇa, Ambikādatta, Vyāsa. Pañcatantra, Hitopadeśa Vetālapañcaviṃśatikā, Siṃhāsanadvātrimśikā,</i></p> <p><i>Puruṣaparīkṣā, Śukasaptati</i></p> <p>CC4- Section -A</p> <p><i>Gītā : Cognition and emotive apparatus</i> Hierarchy of <i>Indriya, Manas, Buddhi, Ātman</i> III, 42; XV. 7 Role of the <i>Ātman</i> : XV. 7; XV.9</p> <p>Mind is a product of <i>Prakṛti</i> VII.4 Properties of three <i>Guṇas</i> and their impact on the Mind. XIII, 5- 6; XIV. 5-8, II-13, XIV.17</p> <p>Section -B <i>Gītā : Controlling the mind Confusion and Conflict</i></p> <p>Nature of conflict I.1; IV.16; I.45</p> <p>; II.6 causal factors-ignorance-II.41 ; <i>Indriya</i> II.60, Mind II.67; <i>Rajoguna</i>-III.36-39, XVI.21; weakness of mind. II.3; IV.5 Means of controlling the Mind Meditation difficulties-VI. 34-35; Procedure VI. 11-14 Balanced life-III.8, VI.6-7 Diet control-XVII. 8-10 Physical and mental discipline- XVII.14-19 ; VI.36 Means of conflict resolution Importance of knowledge – II. 52; IV.38; IV.42 Clarity of <i>buddhi</i>-XVIII.30-32 Process of decision making –</p>	<p>CC4</p> <ul style="list-style-type: none">➤ To know <i>Gītā</i> as a technical text of self-awareness➤ To understand the philosophical mechanism of mind and its fluctuations➤ To explore the path for cessation of mental modifications➤ To get a balanced day to day life through the application of spiritual techniques as prescribed by <i>Gītā</i>➤ To experience a blissful sensation as an advance practitioner
--	--	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>XVIII.63Control over senses-II.59, 64 Surrender of <i>Kart̥ybhāva</i>- XVIII.13-16 ; V.8-9Desirelessness-II.48 ; II.55 Putting others before self–III.25</p> <p>Section- C</p> <p><i>Gītā : Self-management through devotion</i></p> <p>Surrender of ego–II.7;IX.27;VIII.7 ; XI. 55 ; II.47 Abandoning frivolous debates-VII.21 ; IV.11 ; IX.26 Acquisition of moral qualities-XII.11 ; XII.13-1</p>	
3rd	CC5- CLASSICAL SANSKRIT LITERATURE (DRAMA)	CC5- Section –A <i>Svapnavāsavadattam</i>	CC5 ➤ To get an overall understanding about the origin and development of Classical Sanskrit Drama



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



ACT I-VI

Act I-IV: Story, Meaning/Translation, Explanation
Act V-VI: Characterisation, Society, story of regains, Bhāsa's Style

Section –B

Abhijñānaśakuntalam (Act I-IV)

Introduction, Author, Explanation of terms like *Nāndī*,
Prastāvanā, *Sūtradhāra*, *Naṭī*, *Viṣkambhaka*, *Vidūṣaka*

Text reading, Grammar, Translation, Explanation, Plot, Timing
of Action, Personification of Nature, Purpose and design
behind *Abhijñānaśakuntalam*.

Section- C

Abhijñānaśakuntalam (Act V-VII)

Society, Marriage, Tax system, Poetic excellence, Popular saying
about

Kālidāsa & Śakuntalam

Language of Kālidāsa, Use of Prakrit

Section –D Critical Survey of Sanskrit Drama

Sanskrit Drama : Origin and Development, Nature of Sanskrit
Drama Sanskrit Drama: Origin and Development, works of
Bhāsa, Kālidāsa, Śudraka, Viśākhadatta, Śriharṣa,

Bhavabhūti, Bhaṭṭanārāyaṇa and Dramatists and their Works

- To make them aware about the dramatic theme, style, techniques, characteristics of Sanskrit Drama
- To give an experience about the world wide popular text of Sanskrit Drama of Kālidāsa and Bhāsa



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CC6- Poetics and Literary Criticism</p>	<p>CC6- Section-A Introduction to Sanskrit Poetics</p> <p>Introduction to Poetics, Origin and Development of Sanskrit Poetics, Various names of Sanskrit Poetics Definition (<i>Lakṣaṇa</i>), Objectives (<i>Prayojana</i>) and Causes (<i>Hetu</i>) of Poetry. (After <i>Kāvya prakāśa</i>)</p> <p>Section- B</p> <p>Forms of <i>Kāvya</i>- Literature</p> <p>Forms of Poetry : <i>Dṛśya</i>, <i>Śravya</i>, <i>Miśra (Campū)</i> (After <i>Kāvya prakāśa</i>) <i>Mahākāvya</i>, <i>Khaṇḍakāvya</i>, <i>Gadyakāvya</i>, : <i>Kathā</i>, <i>Ākhyāyikā</i>, (After <i>Sāhityadarpaṇa</i>)</p> <p>Section-C</p> <p><i>Śabda-śakti and rasa-sūtra</i></p> <p>Power/Function of word and meaning (According to</p>	<p>CC6</p> <ul style="list-style-type: none">➤ To know about the origin and development of Sanskrit Poetics➤ To develop a concept about various schools of Sanskrit Poetics i.e. <i>rasa</i>, <i>alaṅkāra</i>, <i>rīti</i>, <i>vakrokti</i>, <i>dhvani</i> etc.➤ To familiarize the divisions of Sanskrit <i>Kāvya</i>➤ To understand different technical terms related to Sanskrit Literary Criticism➤ To grow a sound concept of <i>rasa</i> theory
--	---	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CC7-Indian Social Institutions and</p>	<p><i>Kāvya</i>prakāśa) <i>abhidhā</i> (expression/ denotative meaning)<i>lakṣaṇa</i> (indication/ indicative meaning) and <i>vyañjanā</i>(suggestion/ suggestive meaning)</p> <p>Rasa:<i>Rasa-sūtra</i> of Bharata and its prominent expositions : <i>utpattivāda</i>, <i>anupattivāda</i>, <i>bhuktivāda</i> and <i>abhivyaktivāda</i>, <i>alaukikattva</i> (transcendental nature of rasa(as discussed in <i>kāvya</i>prakāśa)</p> <p>Section -D Figures of speech and Meter</p> <p>Figures of Speech – <i>Anuprāsa</i>, <i>Yamaka</i>, <i>Śleṣa</i>, <i>Upamā</i>, <i>Rūpaka</i>, <i>Sandeha</i>, <i>Bhrāntimān</i>, <i>Apahñuti</i>, <i>Utprekṣā</i>, <i>Atiśayokti</i>, <i>Tulyayogitā</i>, <i>Dīpaka</i>, <i>Dīṣṭānta</i>, <i>Nidarśanā</i>, <i>Vyatireka</i>, <i>Samāsokti</i>, <i>Svabhāvokti</i>, <i>Aprastutaprasaṃsā</i> <i>Arthāntaranyāsa</i>, <i>Kāvya</i>liṅga, <i>Vibhāvanā</i>(According to <i>Sāhityadarpaṇa X</i>)</p> <p><i>Chandas</i> : Nature and Classification, <i>Anuṣṭupa</i>, <i>Āryā</i>, <i>Indravajrā</i>, <i>Upeṇḍravajrā</i>, <i>Drutavilāmbitam</i>, <i>Upajāti</i>, <i>Vasantatilakam</i>, <i>Mālinī</i>, <i>Mandākrāntā</i>,</p> <p><i>Śikhariṇī</i>, <i>Śārdūlavikrīḍitam</i>, <i>Sragdharā</i> (According to <i>Chandomañjarī</i>)</p>	<p>CC7</p> <ul style="list-style-type: none">➤ To develop a basic concept about various aspects of ancient Indian social institutions and ancient Indian polity➤ To understand the meaning and concept of various technical terms of Dharmaśāstra and Arthaśāstra➤ To better understanding of the aims and importance of puruṣārtha (human endeavour)➤ To get an idea about structures and functions of various political institutions➤ To understand the difference between Dharmaśāstra and Arthaśāstra
--	---	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>Polity</p>	<p>CC7- SECTION -A Indian Social Institutions: Nature and Concepts Indian Social Institutions: Definition and scope</p> <p>Sociological Definition of Social Institutions. Trends of Social Changes, Sources of Indian social Institutions (Vedic Literature <i>Purāṇa</i>, <i>Rāmāyaṇa</i>, <i>Mahābhārata</i>, Dharmaśāstra, Buddhist and Jain Literature, Literary Works, Inscription Memories of foreign Writers)</p> <p>Social Institution and Dharmaśāstra Literature Dharmaśāstra as a special branch, studies of social Institution, sources of Dharma (<i>Manusmṛti</i>, 2.12, <i>Yājñavalkyasmṛti</i> 1.7) Different kinds of Dharma in the sense of Social Ethics (<i>Manusmṛti</i> 10.63; <i>Viṣṇupurāṇa</i> 2.16-17); Six kinds of Dharma in the sense of Duties (<i>Mitākṣarā ṭikā</i> on <i>Yājñavalkyasmṛti</i> 1.1) Tenfold dharma as Ethical qualities (<i>Manusmṛti</i> 6.92), Fourteen <i>Dharmaśāstra</i> (<i>Yājñavalkyasmṛti</i> 1.3).</p> <p>Section-B Structure of Society and Values of Life Varṇa-System and Caste System: Four-fold division of <i>Varṇa</i> System, (<i>Rgveda</i>, 10.90.12), <i>Mahābhārata</i>,</p>	
--	---------------	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>Śāntiparva, 72.3-8); Division of <i>Varṇa</i> according to <i>Guṇa</i> and <i>Karma</i> (<i>Bhagvadgītā</i>, 4.13, 18.41-44) Origin of Caste-System from Inter-caste Marriages (<i>Mahābhārata</i>, <i>Anuśāsanaparva</i>, 48.3- 11); Emergence of non- Aryan tribes in <i>Varṇa</i>- System (<i>Mahābhārata</i>, Śāntiparva, 65.13-22).</p> <p>Social rules for up- gradation and down- gradation of Caste System (<i>Āpastambadharmasūtra</i> 2.5.11.10-11, <i>Baudhāyanadharmasūtra</i>, 1.8.16.13-14, <i>Manusmṛti</i>, 10, 64, <i>Yājñavalkyasmṛti</i>, 1.96)</p> <p>Position of Women in the Society:</p> <p>Brief survey of position of women in different stages of Society. Position of women in <i>Mahābhārata</i> (<i>Anuśāsanaparva</i>, 46.5-11, <i>Sabhāparva</i>, 69.4-13.</p> <p>Praise of women in The <i>Bṛhatsamhitā</i> of Varāhamihira (<i>Strīpraśamsā</i>, chapter- 74.1-10)</p> <p>Social Values of Life : Social Relevance of Indian lifestyle with special reference to Sixteen <i>Samskāras</i>. Four aims of life ‘<i>Puruṣārtha Catuṣṭaya</i>’- 1. Dharma, 2. Artha, 3. Kāma, 4. Mokṣa.</p> <p>Four Āśramas-</p> <ol style="list-style-type: none">1. Brahmacharya,	
--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



2. Gārhashtya,
3. Vānaprastha,
4. Sannyāsa

Section –C

Indian Polity : Origin and Development

Unit I

InitialstageofIndianPolity (fromVedicperiodto Buddhist period).

Election of King by the people: 'Viśas' in Vedic period
(*Rgveda*,10.173; 10.174;

Atharvaveda,3.4.2; 6.87.1-2).

Parliamentary Institutions: 'Sabhā, 'Samiti' and
'Vidatha' in Vedicperiod (*Atharvaveda*,7.12.1;12.1.6;
Rgveda ,10.85.26);

King-maker 'Rājakartārah' Council in *Atharvaveda* (3.5.6-7), Council of 'Ratnin' in *Śatapathabrāhmaṇa*(5.2.5.1);
Coronation Ceremony of Samrāt in *Śatapathabrāhmaṇa* (51.1.8-

13; 9.4.1.1-5) Republic States in the Buddhist Period
(Dīgghanikāya, Mahāparinirbbaṇa Sutta,
Aṅguttaranikāya,1.213;4.252,2 56)

LaterStagesofIndianPolity (FromKauṭilyatoMahatma Gandhi).

ConceptofWelfareStatein *Arthaśāstra* of Kauṭilya



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>(<i>Arthaśāstra</i>, 1.13 : ‘mātsyanyāyābhibhuth’ to ‘yo’ asmān gopāyatī’)</p> <p>Essential Qualities of King (<i>Arthaśāstra</i>, 6.1.16-18: ‘sampādayatyasampannaḥ’ to ‘jayatyevanahīyate’);</p> <p>State Politics ‘Rājadharmā’ (<i>Mahābhārata</i>, Śāntiparva, 120.1-15; <i>Manusmṛti</i>, 7.1-15; Śukranīti, 1.1-15);</p> <p>Constituent Elements of Jain Polity in</p> <p><i>Nitivākyaṃṛta</i> of Somadeva Suri, (Daṇḍanīti-samuddeśa, 9.1.18 and Jānapada-samuddeśa, 19.1.10).</p> <p>Relevance of Gandhian Thought in Modern Period with special reference to ‘Satyāgraha’ Philosophy</p> <p style="text-align: center;">Section –D</p> <p>Cardinal Theories and Thinkers of Indian Polity</p> <p>Cardinal Theories of Indian Polity</p> <p>‘Saptāṅga’ Theory of State: 1. Svāmin, 2. Amātya, 3.</p> <p>Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (<i>Arthaśāstra</i>, 6.1. <i>Mahābhārata</i>,</p> <p style="text-align: center;">Śāntiparva, 56.5, Śukranīti, 1.61-62).</p> <p>‘Maṇḍala’ Theory of Inter-State Relations: 1. Ari, 2. Mitra, 3. Ari-</p>	<p>SECA1</p> <p>➤ The course aims to develop Sanskrit writing skill of the students. It also uplifts answering skill in Sanskrit through comprehension part. Students are able to express their own view on recent issues in Sanskrit. Thus their course helps students to build up a strong foundation in Sanskrit language.</p>
--	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>SECA1- Sanskrit Writing Skill</p>	<p>mitra, 4. Mitra-mitra, 5. Ari- mitramitra;</p> <p>‘Śāḍgunya’ Policy of War and Peace : Sandhi, 2. Vighraha, 3. Yāna, 4. Āsana, 5. Samśraya 6. Dvaidhibhāva.</p> <p>‘CaturvidhaUpāya’ for Balancing the power of State : Sāma Dāna, 3. Daṇḍa. 4. Bheda;</p> <p>Three Types of State Power ‘Śakti’: 1. Prabhu –śakti, 2. Mantra- śakti, 3. Utsāha-śakti.</p> <p>Important Thinkers on</p> <p>Indian Polity Manu, Kauṭilya, Kāmandaka, Śukrācārya, SomadevaSuri, Mahatma Gandhi</p> <p>SECA1- Translation : 40 marks English to Sanskrit 20 marks and Sanskrit to English 20 marks</p> <p>2. Comprehension in Sanskrit (10 marks) 3. Paragraph Writings(10marks) 4. Letter Writing(10Marks) 5. Essay Writing(20Marks)</p>	
--	---	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



4th	CC8- Indian Epigraphy, Palaeography and Chronology	<p style="text-align: center;">CC8- Section -A Epigraphy</p> <p>Introduction to Epigraphy and Types of Inscriptions Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture History of Epigraphical Studies in India History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Prinsep, Bühler, Ojha, D.C.Sircar.</p> <p style="text-align: center;">Section- B Palaeography</p> <p>Antiquity of the Art of Writing Writing Materials, Inscribers and Library Introduction to Ancient Indian Scripts</p> <p style="text-align: center;">Section -C Study of selected Inscriptions</p> <p style="text-align: center;">Aśoka's Giranāra Rock Edict-1 Aśoka's Sāranātha Pillar Edict</p> <p>Girnāra Inscription of Rudradāmana Eran Pillar Inscription of Samudragupta 04 Credits Mehrauli Iron Pillar Inscription of Candra</p> <p style="text-align: center;">Khalimpur Copperplate Inscription of Dharmapāla</p> <p style="text-align: center;">Section -D Chronology</p> <p>General Introduction to Ancient Indian Chronology System</p>	CC8 <ul style="list-style-type: none">➤ To understand Indian Epigraphy as a material of historical reconstruction➤ To know interesting facts about antiquity of writing, writing materials etc.➤ To give the knowledge about the module of various types of Epigraphy➤ To get the idea about the ancient ruler and their thoughts through the study of their orders➤ To develop the knowledge about ancient Indian history, society, geography, economics etc.➤ To understand the value of Epigraphical Literature➤ To get the idea about ancient Indian scripts➤ To know the role and contributions of Indian and foreign scholars in the field of Epigraphical study



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CC9- Modern Sanskrit Literature</p>	<p>of Dating the Inscriptions (Chronograms) Main Eras used in Inscriptions Vikrama Era, Śaka Era and Gupta Era</p> <p>CC9- Section- A Mahākāvya and Charitakāvya Survey of Modern Sanskrit Literature in Bengal General Survey</p> <p>Pandit Kshama Rao, P. K. Narayana Pillai, S.B. Varmekar, Paramananda Sastri, Rebaprasad Dwivedi, Janaki Vallabh Sastri, Ramkaran Sarma, Jagannath Pathak, S. Surender Rajan, Shankar Dev Avatare, Haridas Siddhanta Vagisha, Mulasankar, M. Yajnika, Mahalinga Shastri, Leela Rao Dayal, Yatindra Vimal Chowdhury, Virendra Kumar Bhattacharya</p> <p>Section- B Gadya and Rūpaka Śivarājāvijayam (Niśvāsa-I) By Ambika Datta Vyasa Atha Kim-Siddheswar Chattopadhyaya Daridradurdaivam of Shrijiva Nyayatirtha Rukmiṇīharaṇam (Canto I) Haridasa Siddhanta Vagisha</p>	<p>CC9</p> <ul style="list-style-type: none">➤ To give idea about the rich and profound creation of modern creative writing in Sanskrit➤ To know the role and contributions of modern Sanskrit writers➤ To give a different experience about the language, theme and style of modern Sanskrit writings through some very popular texts of Modern Sanskrit Literature
--	---	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CC10- SANSKRIT WORLD LITERATURE</p>	<p>CC10- Section- A Sanskrit Studies in West: William Jones, Charles Wilkins, H. Wilson, MaxMüller, J.G. Buhler.</p> <p>Section- B Sanskrit Studies in East: Swami Vivekananda , Sri Aurobindo, Dayānanda Sarasvatī, Haridāsa Siddhāntavāgiśa, Śrījīva Nyāyatīrtha, Kshitish Chandra Chatterji, Roma Choudhuri, Pañcānana Tarkaratna & Ramaranja Mukherji</p> <p>Section- C Sanskrit Fables in World Literature Translation of Pañcatantra in Eastern and Western Translation of Vetālapañcaviṃśatikā, Simhāsanadvātriṃśikā and Śukasaptati in Eastern Languages and Art.</p> <p>Section –D <i>Rāmāyaṇa</i> and <i>Mahābhārata</i> in South Eastern Asia Rāma Kathā in south eastern countries</p> <p><i>Mahābhārata</i> stories as depicted in folk cultures of SE Asia</p> <p>Section- E Kālidāsa in the West English and German translation of Kālidāsa ‘s writings and their influence on western literature and theatre.</p> <p>Section- F Sanskrit Studies across the World</p>	<p>CC10</p> <ul style="list-style-type: none">➤ To know the influence of Sanskrit Literature on world Literature➤ To understand the role of Sanskrit Literature as World Literature➤ To know influence of Kālidāsa's Literary creations on western literature and theatre➤ To get the information about Sanskrit study centers across the world
--	---	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>SECB2- Spoken & Computational</p>	<p>i. Sanskrit Study Centres in Asia ii. Sanskrit Study Centres in Europe iii. Sanskrit Study Centres in America</p> <p>SECB2- 1. Translation: English to Sanskrit and Sanskrit to English 2. Comprehension in Sanskrit 3. Paragraph Writings 4. Letter Writing 5. Essay Writing</p>	<p>SECB2</p> <ul style="list-style-type: none">➤ To develop and nourish Sanskrit communication skill of the students➤ To encourage the students to use Sanskrit language in their day-to-day conversation➤ To polish the Sanskrit writing skill➤ To understand the use and operation of different software/applications related with Sanskrit teaching learning process➤ To prepare Sanskrit students according to timely need
--	--	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	Sanskrit		
5th	CC11-Vedic Literature	CC11- Section- A <i>Rgveda-</i> Agni-1.1, Akṣa sukta-10.34, Hiranyagarva-10.121, VākSūkta-10.125 <i>Śukla Yajurveda-</i> Rudrādhyāya 16.1-14, Atharvaveda-Sāmmanasyam- 3.30 Bhūmi-12.1-12 Section –B Vedic Grammar Declensions (śabdarūpa), Subjunctive Mood (leṭ), Gerunds (kṭvārthaka, Tumarthaka), Vedic Accent and Padapāṭha. Section-C Brāhmaṇa and Upaniāṣad A..Manumatsyakathā of Śatapatha Brāhmaṇa. B. Śunasepa Upākhyāna of Aitareya Brāhmaṇa Bṛhadaranyaka Upanisad- 4.4 &4.5	CC11 <ul style="list-style-type: none">➤ To create a clear idea about the different genres of Sanskrit Literature➤ To gather a basic knowledge about entire Vedic Literature➤ To understand the basic principles and concepts about different schools of Indian Philosophical Wisdom CC-12 <ul style="list-style-type: none">➤ To have a deep study of prescribed vyakarana texts➤ To make the students proficient in the use of Sanskrit language.
	CC12-Sanskrit Grammar		



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	DSEI- Darśana	<p style="text-align: center;">CC12- Section-A</p> <p>The Concept of the Saṃjñā- Sūtra, Vārtika, Bhāṣya, Karmapravacanīya, Nipāta, Gati, Upasarga, Guṇa, Viddhi, Ktin, Ghi, Ghu, Nadī, Upadhā, Samprasāraṇa,</p> <p style="text-align: center;">Section-B</p> <p>General Introduction of Philology, Classification of Languages, ii. Production and Classification of Sounds, iii. Phonetic Laws iv. Vedic and Classical Sanskrit v. Ablaut vi. Phonetic Tendencies Semantics</p> <p style="text-align: center;">Section-C</p> <p>Kāraprakaraṇam Vaiyākaraṇasiddhāntakaumudī</p> <p style="text-align: center;">Section -D</p> <p>Samāsaprakaraṇam Vaiyākaraṇasiddhāntakaum- udī</p>	<p style="text-align: center;">DSE1</p> <ul style="list-style-type: none">➤ To familiarize find out the case-ending and sentence structure.➤ To familiarize explain sutras of the compound, and expound of the compound.➤ Students will know general introduction of philology, phonetic laws, and classification language. Phonetic tendencies etc.➤ Students will learn sentence correction, and translation. <ul style="list-style-type: none">➤ Explain deferent kinds of perception.➤ Discuss nature and characteristics of inference.
--	----------------------	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	DSE2-Kāvya	DSE1-Section-A Tarkabhāṣā Saptapadārthī Section-B Vivekacūḍāmaṇi	<ul style="list-style-type: none">➤ Elucidate Nayayika's views on liberation.➤ Examine Nayayika's arguments on testimony as a valid source of knowledge.➤ Students will learn with a general study of Vedanta focusing mainly on its meaning, philosophical background and teachings.➤ To familiarize the Brahmana is the one and only truth. Divinity of the soul: according to Vedanta philosophy the human beings consists of atman, mind and body, mind and soul is created by God. DSE2 <ul style="list-style-type: none">➤ To familiarize the division of kavya.➤ To introduce the basic concepts of literary theories in Sanskrit through general study of certain text.➤ Students will know the poetry brings fame and riches, knowledge, of the ways of the world and relief from evils,
--	-------------------	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p style="text-align: center;">DSE2- Section-A</p> <p>Sāhityadarpaṇa ,Ch-ISāhityadarpaṇa ,Ch-II Sāhityadarpaṇa ,Ch-III</p>	<p>instant and perfect happiness and compel sweet as from the lips of a beloved consort.</p> <ul style="list-style-type: none">➤ To familiarize the definition of kavas.➤ Students will know define and illustrate Alamkara and metre. <p>To familiarize the Rasa-sutra of Bharata and its prominent exposition</p>
6th	CC13- Indian Ontology & Epistemology	<p style="text-align: center;">CC13- Section- A Essentials of Indian Philosophy</p> <p style="text-align: center;">Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy</p> <p>Realism (yathārthavāda or vastuvāda) and Idealism (pratyaavāda), Monism (ekatvavāda), Dualism (dvaitavāda) & Pluralism (bahutvavāda) ; dharmā (property)-dharmī (substratum)</p> <p>Causation (kāryakāraṇavāda) : naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda), doctrine of real Transformation (pariṇāmavāda), doctrine of illusory transformation</p>	<p>CC13</p> <p>This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṃgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.</p> <p>The course aims to create awareness about the logical theories and its application for engendering the knowledge about the heritage of Indian wisdom.</p> <ul style="list-style-type: none">➤ To familiarize students with Sanskrit Sastra



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>(vivartavāda), doctrine of nonpreexistence of effect in cause (asatkāryavāda and ārambhavāda)</p> <p>Section –B Ontology(Based on Tarkasaṃgrahaḥ) Concept of padārtha, three dharmas of padārthas, definition of Dravya,</p> <p>Sāmānya, Viśeṣa, Samavāya, Abhāva Definitions of first seven dravyas and their examination; Ātman and its qualities, Manas Qualities (other than the qualities of the Ātman) Five types of Karma</p> <p>Section-C Epistemology(Based on Tarkasaṃgrahaḥ) Buddhi(jñāna) – nature of jñāna in Nyāya vaiśeṣika; smṛti-anubhava; yathārtha and ayathārtha Karaṇa and Kāraṇa, definitions and types of pramā, kartā-kāraṇa-vyāpāra-phala,</p> <p>Pratyakṣa Anumāna including hetvābhāsa Upamāna and śabda pramāṇa Types of ayathārtha anubhava</p>	<p>and to introduce the concept of Pramana.</p> <ul style="list-style-type: none">➤ To familiarize students with the basic concept of Sanskrit Nyaya Philosophy and its scope in every day-to-day life.➤ To enrich the concepts of theories of knowledge in Indian context with a view of developing skills for extensive reading for academic purpose.➤ Elucidate Nayayika's views on liberation.➤ Examine Nayayika's arguments on testimony as a valid source of knowledge.➤ Students will learn with a general study of Vedanta focusing mainly on its meaning, philosophical background and teachings
--	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	CC14- Sanskrit Composition & Communication	<p>Section- A Vibhaktyartha, Voice & Kṛt</p> <p>(i) Vibhaktyartha Prakaraṇa of Laghusiddhāntakaumudī</p> <p>(ii) Voice (kaṭṭ, karma and bhāva) Selections from Kṛt Prakaraṇa- from Laghusiddhantakaumudī Major Sūtras for the formation of kṛdanta words (tavyat, tavya, anīyar, yat, nyat, ṅvul, Ṭṛ, Aṅ, kta, ktavatu, śatṛi, śāṅac, tumun, ktvā, lyap, lyuṭ, ghañ, ktin)</p> <p>Section -B Translation and Communication</p> <p>(i). Translation from Bengali/English to Sanskrit on the basis of cases, ii. Compounds and kṛt suffixes. (iii). Translation from Sanskrit to Bengali and English Communicative Sanskrit: Spoken Sanskrit</p> <p>Section-C Essay</p> <p>Essay (traditional subjects) e.g. Veda, Upaniṣad, Sanskrit Language, Saṃskṛiti, Rāmāyaṇa, Mahābhārata, Purāṇa, Gītā, principal Sanskrit poets. Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.</p>	<p>CC14</p> <p>This paper aims at teaching composition and other related information based on Laghusiddhāntakaumudī Vibhaktyartha Prakaraṇa.</p> <p>The aim of the course is to learn Sanskrit for effective communication in different spheres of life.</p> <ul style="list-style-type: none">➤ To use Sanskrit Language freely without any doubt.➤ To have a deep study of prescribed Vyākaraṇa texts.➤ To make the students proficient in the use of Sanskrit Language. <p>It will help them write flawless Sanskrit and translate into Sanskrit from other languages</p>
--	---	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>DSE3- Vyākaraṇa</p> <p>DSE4- Veda</p>	<p>DSE3- Section-A Siddhāntakaumudī- Strīpratyaya Section-B Siddhāntakaumudī- TiṅantaPrakaraṇa (√bhū) Section-C Siddhāntakaumudī-Ajanta Puṃliṅga</p> <p>DSE4- Section-A Eastern & Western interpretation of the Veda Śunaḥsepopākhyāna of AitareyaBrāhmaṇa Section-B</p> <p>TaittiriyaopaniṣadŚikṣāvallī(Ad hyāya-I, Anuvāka: 1- 12Muṇḍakopaniṣad (Muṇḍaka- 1.2.2)</p>	<p>DSE3</p> <ul style="list-style-type: none">➤ To have a deep study of prescribed vyakarana texts➤ To make the students proficient in the use of Sanskrit language.➤ To familiarize find out the case-ending and sentence structure.➤ To familiarize explain sutras of the compound, and expound of the compound.➤ Students will know general introduction of philology, phonetic laws, and
--	---	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



			<p>classification language. Phonetic tendencies etc.</p> <ul style="list-style-type: none">➤ Students will learn sentence correction, and translation <p>DSE4</p> <ul style="list-style-type: none">➤ Identify some of the terms used in the Vedic literature which highlights the nature of Vedic Society.➤ Understand how Vedic texts describe the Society of the Vedic period.➤ To familiarize the students with Vedic deities.➤ To introduce the concept the old heritage.➤ To familiarize the students with Vedic grammar.➤ Understand the difference between Vedic Literature and classical literature.➤ Students will know the grammar in mantras.➤ Student will learn about Vedic words.
--	--	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Defence Studies

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR GENERAL)

Programme Specific Outcome (PSO)

- (a) Understanding the concept of the national security of the country.
- (b) Evaluates the factors that affects the national security such as Geography, political environment, the country's military & industrial potential.
- (c) Study the frontier states and the buffer zones that are vital to the security of India.
- (d) Different types of modern and ancient war and its tactics are critically studied so that the comparison could make clear understanding about the warfare.
- (e) Analyze India's resources and its industrial potential and the various medium of communication that contribute in strengthening the military organizations.
- (f) Understanding of nature, scope and impact of Indian foreign policies.
- (g) Critically comprehend the India's relationship with its neighboring Asian countries and some powerful nations.
- (h) Strategic importance of coastal areas, land frontiers, Air borders and the Himalayan regions are precisely studied.
- (i) The practical syllabus attempts to give a basic idea about the types, characteristics and its functions of the different types of Arms that are used by the Land army, Naval army and the Airforce of India.
- (j) It basically caters the students who aspires to join the military services.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	<p>CC/GE 01 National Security</p> <p>Military Geography of India</p> <p>Practical Military Geography</p>	<p>Unit I:</p> <ol style="list-style-type: none"> 1. Definition, Objectives, Scope and Elements. 2. Geographical Factors affecting national security. 3. Economic factors affecting security 4. Military potentialities affecting national security. 5. National policy and National morale affecting on national security. <p>Unit II:</p> <ol style="list-style-type: none"> 1. Strategic location with reference to geo-strategy and geo-politics. 2. Size, shape, location, nature, climate, population, and national resource affecting the national Defence of the country. 3. Military geography of some states of India (Punjab/ Gujrat/ Rajasthan/ West Bengal/ Tezpur/ Mizoram/ Manipur/ Nagaland. <ol style="list-style-type: none"> 1. Conventional sign. 2. Map reading. 3. Scale. 4. Relief and its Representation. 	<p>National Security</p> <p><i>CO 1. Understanding the meaning of national security, its objectives and the scope of national security with its elements.</i></p> <p><i>CO 2. Explaining how geography of India affect the national security.</i></p> <p><i>CO 3. Explaining the country's economic resource and military capabilities effect the security of the country.</i></p> <p><i>CO 4. Analyzing the military potential and capabilities can be key to the security of the country.</i></p> <p><i>CO 5. Understanding of national policies and morale of the country which is important in refining the people perspective towards the country.</i></p> <p><i>CO 6. A thorough understanding as how size, location, nature, climate and populations are important factors that defend the country from external and internal interference and are vital to national security.</i></p> <p><i>CO 7. Understanding the role of Indian states that share the international border are examined in order to understand their role and importance as a buffer state.</i></p> <p><i>CO 8. Practical: Conventional signs, Map reading and scaling the topography are taught to give a vivid idea to students about the geography of the country so that they can relate with the above topics.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



2 nd	<p>CC/GE 02 Types of war</p> <p>Military History of India:</p> <p>Practical: Characteristics, Labeled sketch and Mechanism of the Following Arms.</p>	<p>Unit I:</p> <ol style="list-style-type: none">1. Definition and objectives of war and its causes and effects.2. Different types of war: Psychological, Cold war, Chemical warfare and Biological warfare.3. Hot war and Guerilla warfare, Jungle warfare, Desert warfare and Mountain warfare.4. Naval warfare and Air warfare. <p>Unit II:</p> <ol style="list-style-type: none">1. Principles of war as followed in modern India only.2. Operation of war.3. Strategy and Tactics- Explanation and their inter-relation. <p>Unit III:</p> <ol style="list-style-type: none">1. First World War, Second World War, 1965 and 1971 Indo-Pak War, 1962 Indo-China War. <ol style="list-style-type: none">1. Basic idea of small Arms.2. 0.303 Rifle3. SLR4. LMG5. SMC.	<p>Types of War and Military Histoty</p> <p><i>CO 1. Understanding of war, objectives and causes and its effects.</i></p> <p><i>CO 2. Explaining the different types of war and its causes.</i></p> <p><i>CO 3. Explaining how the different types of armed forces are deployed and the kind of warfare are conducted depending upon the country's topography.</i></p> <p><i>CO 4. Understanding of principles of war, its operation along with strategies and its interrelation and differences.</i></p> <p><i>CO 5. Three World Wars and India's Wars with its neighbors are critically studied in order to understand the causes of the war and role of each involving international actors.</i></p> <p><i>CO 6. Comprehending the effects of war on India's role in international community.</i></p> <p><i>CO 7. Practical: An introduction to basic idea of small arms its's mechanism and function.</i></p>
-----------------	--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



3 RD	<p>CC/GE 03. Indian Economic and Industrial Potential:</p> <p>India's Transportation and Communication System:</p> <p>Practical: Characteristics, Labeled sketch and Mechanism of the Following Arms.</p>	<p>Unit I:</p> <ol style="list-style-type: none">1. Definition of Resources and its importance in national security.2. Industrialization of India and its impacts.3. Scientific and Industrial development since independence.4. Strategic minerals and logistic problems of India. <p>Unit II:</p> <ol style="list-style-type: none">1. Different types of transportation system in India.2. Development of Roadways, Railways, Airways and Naval ways.3. Types of communications: Postal, Telegraph, Telephones, wireless, internet.4. Media: Publicity and Propaganda and its impacts on National security. <ol style="list-style-type: none">1. 36 HE Mortar2. 2-inch Mortar3. Nuclear Bomb4. Idea of different parts	<p>Indian Economic and Industrial Potential</p> <p><i>CO 1. Meaning of resources and its importance in the India's security.</i></p> <p><i>CO 2. Analyzing the Industrial revolution and its impact in strengthening the economy of the country that again reinforced the India's armed forces.</i></p> <p><i>CO 3. Explaining the scientific and industrial evolution post-independence.</i></p> <p><i>CO 4. Explaining the importance of various modes of transportations and its effects the security of India.</i></p> <p><i>CO 5. Analyzing the importance and effect of various types of Media that reflects in national security.</i></p> <p><i>CO 6. Practical: An introduction to different types of modern Armaments.</i></p>
-----------------	--	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>SECA1 Naval Armament & Drawing and Process of Night March</p>	<p>Unit I: Diagram, Characteristic and Mechanism of Naval Armament:</p> <ol style="list-style-type: none"> 1. Battle ship. 2. Battle Cruiser. 3. Destroyer. 4. Air- Craft Carrier. 5. Sloop. 6. Frigate. 7. Mine and Mine Sweeper. 8. Motor Torpedo Boat. 9. Submarine. 10. Depth Charge. <p>Unit II: Technical Drawing and Process of Night March.</p>	<p>Naval Armaments & Drawing and Process of Night March.</p> <p><i>CO 1. An introduction to different types of Naval Armaments.</i></p> <p><i>CO 2. Explaining its mechanism and the functions.</i></p> <p><i>CO 3. Explaining the uses and function of Night March Chart used the military forces.</i></p>
<p>4th</p>	<p>CC/GE 04 National Defence Policies: India's Foreign Policy: Military History:</p>	<p>Unit I:</p> <ol style="list-style-type: none"> 1. India's Defence Policy. 2. Objectives and scope. <p>Unit II:</p> <ol style="list-style-type: none"> 1. Nature, objectives and Development. 2. India's Foreign Policy. 3. Impacts of National Foreign policy in Defence. <p>Unit III:</p> <ol style="list-style-type: none"> 1. Military system of Pala Period. 2. Military system of Mughal Period. 3. Military system of Mughal and Sikh Period. 	<p>National Defence Policies.</p> <p><i>CO 1. Explaining the India's defence policies, its objectives and functions.</i></p> <p><i>CO 2. Explaining the nature, objectives and development of India's foreign policies.</i></p> <p><i>CO 2. Critically analyzing the India's Foreign policies.</i></p> <p><i>CO 3. Explaining the importance and impacts of National Foreign policies in defence of the country.</i></p> <p><i>CO 4. Analyzing the military history of ancient India and its Tactics and warfare.</i></p> <p><i>Practical: Understanding of battle formation of ancient Indian wars.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>Practical: Diagram and Battle Formation:</p>	<ol style="list-style-type: none"> 1. First battle of Panipat. 2. Second battle of Panipat. 3. Third Battle of Panipat. 4. Battle of Plassey. 5. Battle of Chillianwala. 	
	<p>SEC-B2 Air Force Armament & Service Protractor and its Applications</p>	<p>Unit I: Diagram, Characteristics and Mechanism of Air Force Armament:</p> <ol style="list-style-type: none"> 1. Gilder. 2. Helicopter. 3. Bomber. 4. Fighter (Varies MIG versions) 5. Missile. 6. Fighter- Bomber <p>Unit II:</p> <ol style="list-style-type: none"> 1. Service Protector and its Applications. 	<p>Air Force Armament & Service Protractor and its applications</p> <p><i>CO 1. Introduction to different types of Air Force Armaments.</i></p> <p><i>CO 2. Explaining the mechanism and functions of each armament.</i></p> <p><i>CO 3. Introducing the service Protector and its uses in armed forces.</i></p>
5 th	<p>SEC- A3 Land Warfare & Mountain Warfare:</p>	<p>Unit I:</p> <ol style="list-style-type: none"> 1. Vijaya Tank. 2. Patton Tank. 3. Chaffee. 4. Arjun. <p>Unit II: Inter-visibility in Perspective of Military Geography in Mountain War Fare.</p>	<p>Land Warfare & Mountain Warfare</p> <p><i>CO 1. Introduction to different armaments of Land warfare and Mountain Warfare.</i></p> <p><i>CO 2. Explaining of land and Mountain armaments and its mechanism and the functions.</i></p> <p><i>CO 3. Practical: understanding of importance of visibility of military geography that is vital in Mountain warfare.</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>DSE-A1 Security of India</p>	<p>Unit I:</p> <ol style="list-style-type: none"> 1. Concept and Factors affecting security of India. 2. Internal security of India. 3. Concept of Arm control and disarmaments. 4. Military Pacts and Treaties. 5. Second line of Defence-BSF, CRPF, ITBP, Assam Rifles, CISF, Coast Guard. <p>Project and Representations: Newspapers Clippings on securities related issues</p>	<p>Security of India</p> <p><i>CO 1. Understating the concepts of security and its factors that effect it.</i></p> <p><i>CO 2. Explaining the factors that affect the internal security of India.</i></p> <p><i>CO 3. Understanding the concepts of Arm controls and its importance.</i></p> <p><i>CO 4. Understanding the various Military pacts especially after the Second World War.</i></p> <p><i>CO 5. Understanding the role and importance of second line Defence of India in the security of the country.</i></p> <p><i>CO 6. Practical: Students are directed to prepare a project on newspaper clipping on security related incidents in the country so that they could learn to understand the security related issues that disturb the peace of the nation and also to keep record of it.</i></p>
6th	<p>SEC- B4 Sketching of Strategic Maps of India:</p>	<p>Unit I:</p> <ol style="list-style-type: none"> 1. States and Union Territories with Capitals of India. 2. Strategic raw materials. 3. Defence Industries and Atomic Installation. 4. India and her neighbors. 5. Indian Army, Navy and Air force Command and Fleet HQS. 	<p>Sketching of Strategic Maps of India</p> <p><i>CO 1. Understanding of states and Union territories's geographical location and its capitals.</i></p> <p><i>CO 2. Locating the strategic sources of raw material of the country.</i></p> <p><i>CO 3. Locating and understanding the country's defence industries and the atomic installation.</i></p> <p><i>CO 4. Mapping the India's neighbors.</i></p> <p><i>CO 5. locating the placement of Indian Army, Navy & Air force and different commands and its headquarters.</i></p>
	<p>DSE- B4 International Relation:</p>	<p>Unit I:</p> <ol style="list-style-type: none"> 1. Nature and scope of international relations. 2. India's relation with big powers) 	<p>International Relations</p> <p><i>CO 1. Understanding the nature and scope of international relation.</i></p> <p><i>CO 2. Critically analyzing the India's relationship with the super power</i></p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>USA/Russia/ UK/ France)</p> <p>3. India's relations with her neighbors (Nepal/ Pakistan/ China/ Bangladesh/ Sri Lanka/ Bhutan)</p> <p>Project and Presentation: Modern Weapon by Power Point.</p>	<p><i>countries and its effect on security of the country.</i></p> <p><i>CO 3. Critically evaluating the India's relationship with its neighboring countries and its affect in internal and external security of India.</i></p> <p><i>CO 4. A project on modern weapons of the country is prepared in order to understand the capabilities and strength of the military forces of the country.</i></p>
--	--	--	--

Program Outcomes, Program Specific Outcomes and Course Outcomes

Department of Chemistry

(Sushil Kar College)

UNDERGRADUATE SECTION

Model Reference: University of Calcutta, Syllabus for Honours (CBCS)

Program Outcomes:

PO 1. Students will be able to understand basic concepts in different fields of chemistry.

PO 2. Students will be able to solve chemistry-related problems with logical conclusions.

PO 3. Find out the green route for chemical reactions for sustainable development.

PO 4. Students will be able to get good laboratory practice with proper safety.

PO 5. Students will be able to demonstrate experimental techniques and methods for chemical analysis, synthesis and important data collection and their interpretation.

PO 6. Create an awareness of the impact of chemistry on the environment, society, and development outside the scientific community.

PO 7. To prepare the students for a successful career in industry and to motivate them for higher education and take up research as a career.

PO 8. To develop an opportunity to work in interdisciplinary groups.

Program Specific Outcomes:

PSO 1. Apply appropriate techniques for the qualitative and quantitative analysis of chemicals in laboratories and in industries.

PSO 2. Will become familiar with the different branches of chemistry like analytical, organic, inorganic, physical, environmental, polymer, medicinal and biochemistry.

PSO 3. Acquires the ability to synthesise, separate and characterize compounds using laboratory and instrumentation techniques.

PSO 4. To develop leadership and managerial skills promoting the need for lifelong learning as required for a competent professional.

PSO 5. To explain nomenclature, stereochemistry, structures, reactivity, and mechanism of the chemical reactions.

PSO 6. Identify chemical formulae and solve numerical problems.

PSO 7. Achieve the skills required to succeed in graduate school, professional school and the chemical industry like Cement industries, Agro product, Paint industries, Rubber industries, Petrochemical industries, Food processing industries, Fertilizer industries etc.

PSO 8. Understand the importance of the elements in the periodic table including their physical and chemical nature and role in the daily life.

Course Outcomes:

Semester	Course Code	Course Outcomes
SEM 1	CC-1-1-TH Inorganic Chemistry-1 & CC-1-1-P Inorganic Chemistry: I(1) LAB	CO 1. To learn about the extra nuclear structure of atom and get a basic idea about Quantum Chemistry and its Application. CO 2. Gives an idea about different types of acids, their definitions and also gives a clear concept about pH, buffer, and indicator. CO 3. To get an idea of redox reaction –Oxidation and reduction reaction, oxidation number, competitive electron transfer reaction, electrode process. CO 4. To study the estimation of ions or salts by acid-base titration method and oxidation-reduction titration method.
	CC-1-1-TH Organic Chemistry-1A & CC-1-1-P Organic Chemistry: O(1A) LAB	CO 1. It gives the basic idea of structure, properties and reactivity of organic molecules and their relationship and an overview about Molecular Orbital Theory (MOT). CO 2. It informs the students about the different reaction mechanism in organic chemistry. CO 3. It helps to develop the hand-on skill to determine the nature of the organic compounds on the basis of solubility
	CC-1-2-TH Physical Chemistry-1 & CC-1-2-P	CO 1. To get some fundamental understanding of the concept of pressure, temperature, average velocity, average energy etc. of gas molecules and able to derive the expressions of those properties using Kinetic Theory of gas. Students will learn the deviation of the properties of real gas from kinetic theory of gas behaviour and construct an equation of state that describes their properties. Students will also get information about the various intermolecular forces present in the system. CO 2. To get some ideas about various transport processes such as diffusion and viscosity and their measurements.

	Physical Chemistry: P(1) LAB	<p>CO 3. Help the students to understand the basic concepts regarding rates of various chemical reactions, measurements of the order and rate of the reactions, dependence of rate constants and hence the rate of the reaction on temperature, catalysts etc. and plausible mechanisms of the reactions.</p> <p>CO 4. The laboratory course enable students to determine the viscosity of unknown liquid with respect to water by using instrument like Viscometer, solubility of sparingly soluble salt in water and in presence of electrolyte with common ion and in presence of non electrolyte. They will also study the kinetics of various chemical reactions.</p>
Semester	Course Code	Course Outcomes
SEM 2	CC-2-3-TH Organic Chemistry-2 & CC-2-3-P Organic Chemistry LAB	<p>CO 1. It provides an advanced idea on axial chirality, topicity, etc. and the conformational analysis of organic molecules.</p> <p>CO 2. Students will learn thermodynamics of organic reactions and basic concept reaction mechanism</p> <p>CO 3. To get detail idea about the nucleophilic substitution reactions (SN1, SN2) along with NGP and S_Ni and stereochemical and regiochemical outcome of elimination reactions.</p> <p>CO 4. The laboratory course enables students to get basic skill of organic synthesis through the preparation methodology.</p>
	CC-2-4-TH Inorganic Chemistry-2 & CC-2-4-P Inorganic Chemistry LAB	<p>CO 1. To get an idea about Ionic bond and Covalent bond, laws, rules and equations for formation of chemical bonds, solubility, hybridization and dipole moment of molecules.</p> <p>CO 2. To develop a concept about MOT (Molecular orbital theory), LCAO (Linear combination of atomic orbitals), Metallic bond and Weak Chemical Forces etc.</p> <p>CO 3. To understand about the concept of radioactivity and radioactive compounds, nuclear reactions, artificial radioactivity, radio carbon dating, hazards of radiation and safety measures.</p>

		<p>CO 4: To know experimentally how to estimate the percentage of chlorine in bleaching powder; vitamin C; arsenic and antimony in a sample by iodimetric titration method. Students can also learn how to estimate Cu in brass, Cr and Mn in steel and Fe in cement.</p>
Semester	Course Code	Course Outcomes
SEM 3	<p>CC-3-5-TH Physical Chemistry-2 & CC-3-5-P Physical Chemistry LAB</p>	<p>CO 1. To get a knowledge of basic concepts of thermodynamic properties, nature of changes and the first law of thermodynamics. They can also apply this law in various systems undergoing different thermodynamic process to evaluate various thermodynamic properties such as heat, mechanical work, change in enthalpy, change in internal energy etc. of the system and also able to explain the thermochemistry of the various chemical processes.</p> <p>CO 2. Will first learn the need and the various statements of the second law of thermodynamics and new thermodynamic functions such as entropy, Gibbs free energy, Gibbs-Helmholtz etc. are also introduced to them. From these thermodynamic properties they get knowledge regarding the random behaviour of the system and most importantly the criteria of spontaneity and equilibrium. They will also learn the various important thermodynamic relations, various partial molar quantities, dependence of thermodynamics parameters on composition etc.</p> <p>CO 3. To get idea about conductance and transport number of electrolytes and their measurements, the derivation of Debye-Huckel Theory, Debye-Huckel limiting law and Ostwald dilution law, knowledge of conductometric titration and its application. Student's will gain vast knowledge on chemical equilibrium and electrochemistry.</p> <p>CO 4. The laboratory course enable students to handle instruments like digital conductometer, digital potentiometer and</p>

		able to perform various conductometric and potentiometric experiments to find out the ionisation constant of weak acid, rate constants of chemical reaction, K_{sp} values etc.
	CC-3-6-TH Inorganic Chemistry-3 & CC-3-6-P Inorganic Chemistry LAB	<p>CO 1. To study in detail about the modern periodic table, physical and chemical properties of the elements along a group or period, factors influences those properties, relativistic effects and inert pair effect.</p> <p>CO 2. To study the chemistry of s and p block elements and to get an elementary idea about occurrence, use of Noble gases, Nature of bonding of Noble gas compounds and their preparations including noble gases and their compounds in detail.</p> <p>CO 3. To learn about inorganic polymers with types, structural aspects and their applications in detail.</p> <p>CO 4. To get a basic idea about different types of coordination complexes, theory of coordination complexes and their nature of bonding. To learn about the Werner's theory for complex formation, structural and stereoisomerism of coordination complexes.</p> <p>CO 5. To learn the complexometric and gravimetric estimation of different ions, chromatographic separation of (i) Ni (II) and Cu (II) ions, (ii) Fe (III) and Al (III) ions.</p>
	CC-3-7-TH Organic Chemistry-3 & CC-3-7-P Organic Chemistry LAB	<p>CO 1. To get detailed idea about the electrophilic addition reactions of organic molecules with stereochemistry.</p> <p>CO 2. It informs about the reparation of different aromatic compounds using the idea of substitution reaction.</p> <p>CO 3. To get detailed idea about nucleophilic addition to carbonyl carbon, 1,2- addition vs 1,4- addition by using of organometallics Compounds.</p> <p>CO 4. The students learn the application of organic reaction and</p>

		<p>some tricks for qualitative and quantitative analysis of some organic</p> <p>Compounds used in daily life.</p>
	<p>SEC – A (SEC-1. Mathematics and statistics for chemists)</p>	<p>CO 1. To get a basic idea of mathematical functions, differential equations, probability, vectors, matrices and determinants.</p> <p>CO 2. To learn about qualitative and quantitative aspects of analysis and helps to understand how to present a data after analysis.</p>
	<p>(SEC-2. Analytical clinical biochemistry)</p>	<p>CO 1. To learn about the preparation, structures, reactions and biological importance of carbohydrates, proteins, enzymes, lipids and lipoproteins.</p> <p>CO 2. To know the biochemistry of different diseases through a diagnostic approach by blood and urine analysis.</p> <p>CO 3. To learn how to isolate proteins and how to perform the qualitative estimation of carbohydrate, proteins and lipids.</p> <p>CO 4. To study the quantitative estimation of carbohydrate, cholesterol, nucleic acids, determination of the iodine number of oil and saponification number of oil.</p>
Semester	Course Code	Course Outcomes
SEM 4	<p>CC-4-8-TH Organic Chemistry-4 & CC-4-8-P Organic Chemistry LAB</p>	<p>CO 1. It provides detailed idea about preparations and applications of nitrogenous organic compounds.</p> <p>CO 2. Students will learn Rearrangements of organic compounds in presence different reagents and learn the mechanism of rearrangement.</p> <p>CO 3. To get get about synthesis strategy of the synthesis of organic compounds with the knowledge of organic reactions and mechanism.</p> <p>CO 4. Idea about analysis of different organic compounds using different spectroscopic methods.</p> <p>CO 5. The laboratory course enables students to get idea about detection of functional groups and preparation of derivatives</p>

		using the knowledge of organic chemistry.
CC-4-9-TH Physical Chemistry-3 & CC-4-9-P Physical Chemistry LAB		<p>CO 1. Will learn the thermodynamic basis of various colligative properties; its derivation, various applications and its abnormal behaviour. Students will also understand the background of phase transitions and the behaviour of binary solutions.</p> <p>CO 2. To develop a concept about the fundamental quantum theories which help the students to understand wave-particle duality of matter and uncertainty relationship. Students will become familiar with the techniques to solve the translational motion of quantum mechanical system by modeling particle in box problem with the help of fundamental postulates of quantum mechanics.</p> <p>CO 3. To understand about the various types of solids, lattices, laws of crystallography, representation of crystal planes and able to solve the dilemma of classical picture of calculation of specific heat of solid.</p> <p>CO 4: To know experimentally how to handle digital polarimeter and study the kinetics of inversion of cane sugar by using it. They will also learn to draw the phase diagram of binary solvents. They will also handle digital pH meter for pH metric titration of dibasic and tribasic acid against strong base.</p>
CC-4-10-TH Inorganic Chemistry-4 & CC-4-10-P Inorganic Chemistry LAB		<p>CO 1. To get an idea about elementary Crystal Field theory ,MO concept, Magnetism, Colour, Magnetic moment and Selection rules for electronic spectral transitions etc.</p> <p>CO 2. To get a basic idea about transition elements (3d,4d and 5d) like their electronic configuration ,oxidation states and properties etc and also get a clear idea about Lanthanoids and Actinoids.</p> <p>CO 3. To get idea about various types of substitution reaction and their mechanisms, Thermodynamic and Kinetic stability related problems.</p>

		<p>CO 4. The laboratory course enable students to learn study experimentally how to synthesize inorganic complexes and determine the λ_{max} values of inorganic complexes. To calculate the 10Dq value by spectrophotometric method.</p>
	<p>SEC – B (SEC-3. Pharmaceuticals Chemistry)</p>	<p>CO 1. To learn about the drug discovery, design and development of representative drugs of the following classes: Analgesics, Antipyretic, Anti-inflammatory, Anti-bacterial, Antifungal, Antiviral, Antibiotics, Anti-laprosy, Central Nervous System agents, HIV-AIDS related drugs.</p> <p>CO 2. To get idea about aerobic and anaerobic fermentation.</p> <p>CO 3. To learn experimentally the preparation of aspirin and its analysis.</p> <p>CO 4. To learn experimentally the preparation of magnesium bisilicate(Antacid).</p>
	<p>(SEC-4. Pesticide Chemistry)</p>	<p>CO 1. To learn about the preparation, structures, properties, reactions, benefits and adverse effects of representative pesticide of the following classes: Organochlorines, Organophosphates, Carbamates, Quinones.</p> <p>CO 2. Learn to calculate acidity/ alkanility in a given sample of pesticide formulations as per BIS specifications.</p> <p>CO 3. To learn experimentally the preparation of organophosphates, phosphonates and thiophosphates</p>
Semester	Course Code	Course Outcomes
SEM 5	<p>CC 5-11-TH Physical Chemistry-4 & CC 5-11-P Physical Chemistry</p>	<p>CO 1. Will learn to set up and solve the Schrödinger wave equations for vibrational motion of a system by modelling it as SHO, rotational motion of the system by modelling it as rigid rotor and the real system hydrogen atom and hydrogen like ions. This segment provides some quantum mechanical basis of chemical bonding with the help of VB theory and MO theory.</p> <p>CO 2. Will learn to set up some relations of various macroscopic</p>

	LAB	<p>properties with the properties of microscopic constituents of the system using statistical method and the concept of partition function.</p> <p>CO 3. Help students to derive numerical methods of various mathematical operations such as differentiation, integrations, the solutions of linear and nonlinear equations.</p> <p>CO 4. The laboratory course enable students to become familiar with the computer program, FORTRAN and by using this program they can evaluate numerical differentiation, numerical integrations etc</p>
	<p>CC 5-12-TH Organic Chemistry-5 & CC 5-12-P Organic Chemistry LAB</p>	<p>CO 1. It provides knowledge about the detection and transformation of carbohydrates and their uses.</p> <p>CO 2. To get an idea about the preparation and different reactions of heterocyclic compounds.</p> <p>CO 3. To get general idea about pericyclic reactions, stereochemistry of cyclic organic compounds and their reactions.</p> <p>CO 4. Basic idea about preparations and applications of biomolecules.</p> <p>CO 5. The laboratory course helps students to learn about qualitative and quantitative separations and purifications of organic compounds. Helps to do qualitative analysis of organic compounds using IR and NMR spectroscopy.</p>
	<p>DSE A-1. Molecular Modelling & Drug Design</p>	<p>CO 1. It introduces to the students with the pharmaceutical aspect and importance of chemistry by molecular modelling and computer simulation.</p> <p>CO 2. Students will learn to optimized C – C bond lengths and compare the shapes in different Organic molecules.</p> <p>CO 3. Students will learn to visualise the electron density and electrostatic potential maps of some compounds.</p> <p>CO 4. Students will learn to build and minimize organic compounds</p>

		and also to determine the heat of hydration and compute the resonance energy.
	DSE A-2. Applications Of Computers In Chemistry	<p>CO 1. It helps students to learn about different languages (FORTRAN) and softwares which are useful in the study and development of chemistry.</p> <p>CO 2. Helps to know about statistical data analysis.</p> <p>CO 3. To learn how to prepare graphs by using spreadsheet and introduction to spreadsheet software (MS Excel).</p> <p>CO 4. To study about the Acid-Base Titration Curve, Plotting of First and Second derivative Curve for pH metric and Potentiometric titrations, Calculation and Plotting of a Precipitation Titration Curve with MS Excel, Michaelis-Menten Kinetics for Enzyme Catalysis using Linear and Non - Linear Regression.</p>
	DSE B-1. Inorganic Materials Of Industrial Importance	<p>CO 1. Students will learn the synthetic procedure and use of different commercially important materials like silicates, fertilizers, alloys, catalysts, surface coating materials and batteries.</p> <p>CO 2. To learn about the general principles, properties, classification, industrial use, deactivation and regeneration of catalysis.</p> <p>CO 3. To learn about the preparation and explosive properties of lead azide, PETN, RDX and the basic idea of rocket propellant.</p> <p>CO 4. The practical course helps to to learn how to analyze the composition of cement, composition of percentage of metals in alloy, electroless metallic coatings on ceramic and plastic.</p> <p>CO 5. To know how to determine free acidity in ammonium sulphate fertilizer, estimation of Calcium in Calcium ammonium nitrate fertilizer and phosphoric acid in superphosphate fertilizer</p>

	DSE B-2. Novel Inorganic Solids	<p>CO 1. Introduces students with advance fields of chemistry like synthetic modification of different industrially important Inorganic solids, synthesis of nano material, polymers etc.</p> <p>CO 2. To understand how to synthesize hydro-gel by co-precipitation method and silver and gold nanoparticles.</p> <p>CO 3. Determination of ions by cation exchange method and total difference of solids in a composite material.</p>
Semester	Course Code	Course Outcomes
SEM 6	CC 6-13-TH Inorganic Chemistry-5 & CC 6-13-P Inorganic Chemistry LAB	<p>CO 1. Students get an idea about basic principles involved in qualitative analysis of cations and anions in various groups.</p> <p>CO 2. To study about the essential and beneficial elements of our life and various types of dioxygen management protein and their activity.</p> <p>CO 3. To learn about inorganic polymers with types, structural aspects and their applications in detail.</p> <p>CO 4. To develop an idea about different types of organometallic compounds and their preparation and their applications as catalysis in various industrial process.</p> <p>CO 5. To study experimentally the qualitative detection of known and unknown radicals and insoluble materials in a mixture.</p>
	CC 6-14-TH Physical Chemistry-5 & CC 6-14-P Physical Chemistry LAB	<p>CO 1. To get a vast knowledge of the principles, experimental techniques and broad chemical application of Rotational, Vibrational, Electronic and Raman spectroscopy.</p> <p>CO 2. To learn about various photochemical and photophysical processes like fluorescence, phosphorescence etc., various laws of photochemistry and the concept of quantum yield. Students are also able to get knowledge regarding the detailed theoretical and mathematical treatment of reaction rate and the mechanism of unimolecular reactions.</p> <p>CO 3. To get information about the origin of various surface</p>

		<p>properties such as surface tension , adsorption etc., and molecular properties such as dipole moment and polarizability. They will also learn the various types of colloids, their stability, electro kinetic phenomena and the concept of micelle.</p> <p>CO 4. The students will learn to handle very sophisticated instrument like Spectrophotometer to perform various spectroscopy based experiments like verification of Lambert Beer's law and measurement pH of unknown buffer solution, indicator constant of acid- base indicator, rate constants of chemical reaction. They will also able to handle instrument like Stalagmometer for the determination of surface tension of liquid and CMC of micelle.</p>
	<p>DSE A-3. Green Chemistry And Chemistry Of Natural Products</p>	<p>CO 1. Students of undergraduate course are continuously being introduced and encouraged about the different possibilities in this field. It helps students to think and perform to design and develop environmentally benign methods for organic synthesis.</p> <p>CO 2. To know about the examples of green reactions and future trends in green reaction.</p> <p>CO 3. To learn how to perform green synthesis of a number of organic compounds in the laboratory.</p>
	<p>DSE A-4. Analytical Methods In Chemistry</p>	<p>CO 1. Helps to learn about different analytical methods (Flame Atomic Absorption and Emission Spectrometry, Thermogravimetry, pH metric, Potentiometric and Conductometric Titrations) to identify and separate the products formed during different chemical transformations.</p> <p>CO 2. To study the fundamental laws of spectroscopy and selection rules.</p> <p>CO 3. To learn the methods of separation of stereoisomers by spectral, chemical and chromatographic data analysis (IC, GLC, GPC, TLC and HPLC).</p> <p>CO 4. To study experimentally how to separate and identify a</p>

		<p>mixture of monosaccharides by chromatography method.</p> <p>CO 5. To learn experimentally how to separate a mixture of ions by solvent extraction technique; determination of pH of soil and estimation of Ca, Mg and phosphate ion in soil.</p> <p>CO 6. To determine the pKa values of a indicator, COD and BOD using spectrophotometry.</p>
	<p>DSE B-3. Polymer Chemistry</p>	<p>CO 1. To learn about the history, functionality and importance of polymeric materials.</p> <p>CO 2. To study the kinetics of polymerization, crystallization and crystallinity of polymers.</p> <p>CO 3. To understand the nature and structure of polymers, determination of molecular weight of polymers, and Tg.</p> <p>CO 4. To study the preparation, structure, properties and application of different types of addition and condensation polymers.</p> <p>CO 5. To learn experimentally the synthesis of polymers.</p> <p>CO 6. To learn experimentally how to characterize and analyze a polymeric compound or material.</p>
	<p>DSE B-4. Dissertation</p>	<p>CO 1. Here students have immense opportunities to consult different national and international research papers. Thus they can enhance their knowledge and prepare useful review work in their desired topic with the help of faculty members.</p> <p>CO 2. To know how to handle the technical devices for presenting research works.</p>

Model Reference: University of Calcutta, Syllabus for Generic Elective Course in**Chemistry (CBCS)**

Semester	Course Code	Course Outcomes
SEM 1	CC1/GE1	CO 1. To learn about the Kinetic Theory of Gases and Real Gases. To get an idea about the liquid state of matter, chemical kinetics. CO 2. To learn the basic concept of Atomic Structure, Chemical Periodicity and Acids and Bases. CO 3. To learn about the fundamentals of organic chemistry, stereochemistry, nucleophilic substitution and elimination reactions. CO 4. To learn experimentally the quantitative estimation of some compounds and ions in a solution by using iodometric titration, permanganate titration and dichromate titration.
Semester	Course Code	Course Outcomes
SEM 2	CC2/GE2	CO 1. To learn about Thermodynamics, Chemical Equilibrium, Solutions, Phase Equilibria and Solids.. CO 2. To learn the basic concept of Aliphatic Hydrocarbons. CO 3. To learn about the Error Analysis and Computer applications. CO 4. To understand the various types of Redox Reactions and their applications CO 5. To learn experimentally the how to study the kinetics of some reactions, viscosity of unknown liquid, surface tension of a liquid and solubility of sparingly soluble salt.
Semester	Course Code	Course Outcomes
SEM 3	CC3/GE3	CO 1. To understand Chemical Bonding and Molecular Structure and also to learn about the p-Block Elements, Transition Elements and Coordination Chemistry. CO 2. To learn the basic concept of Aromatic Hydrocarbons, Organometallic Compounds and Aryl Halides. CO 3. To get detailed knowledge of Electrochemistry. CO 4. To study experimentally the qualitative detection of known and unknown radicals in a mixture.
	SEC-A1. Basic Analytical Chemistry	CO 1. To get a basic idea of analytical chemistry, sampling, accuracy and precision, sources of errors in analytical measurements. CO 2. To learn about the analysis of soil, cosmetics, water and food products. CO 3. To understand Chromatography and Ion-exchange phenomenon.

	SEC-A2. Analytical clinical biochemistry	CO 1. To learn about the preparation, structures, reactions and biological importance of carbohydrates, proteins, enzymes, lipids and lipoproteins. CO 2. To know the biochemistry of different diseases through a diagnostic approach by blood and urine analysis.
Semester	Course Code	Course Outcomes
SEM 4	CC4/GE4	CO 1. To learn about Alcohols, Phenols, Ethers, Carbonyl Compounds, Amines, Diazonium Salts, Amino Acids and Carbohydrates. CO 2. To learn the basic concept of Crystal Field Theory. CO 3. To learn about the fundamentals of Quantum Chemistry and Spectroscopy. CO 4. To learn experimentally the qualitative analysis of single solid organic compound(s) and identification of a pure organic compound
	SEC-B3. Pharmaceuticals Chemistry	CO 1. To learn about the drug discovery, design and development of representative drugs of the following classes: Analgesics, Antipyretic, Anti-inflammatory, Anti-bacterial, Antifungal, Antiviral, Antibiotics, Anti-laprosy, Central Nervous System agents, HIV-AIDS related drugs. CO 2. To get idea about aerobic and anaerobic fermentation.
	SEC-B4. Pesticide Chemistry	CO 1. To learn about the preparation, structures, properties, reactions, benefits and adverse effects of representative pesticide of the following classes: Organochlorines, Organophosphates, Carbamates, Quinones.
Semester	Course Code	Course Outcomes
SEM 5	DSE A-1. Novel Inorganic Solids	CO 1. Introduces students with advance fields of chemistry like synthetic modification of different industrially important Inorganic solids, synthesis of nano material, polymers etc. CO 2. To understand how to synthesize hydro-gel by co-precipitation method and silver and gold nanoparticles. CO 3. Determination of ions by cation exchange method and total difference of solids in a composite material.
	DSE A-2. Inorganic Materials Of Industrial Importance	CO 1. Students will learn the synthetic procedure and use of different commercially important materials like silicates, fertilizers, alloys, catalysts, surface coating materials and batteries. CO 2. To learn about the general principles, properties, classification, industrial use, deactivation and regeneration of catalysis. CO 3. To learn about the preparation and explosive properties of lead azide, PETN, RDX and the basic idea of rocket

		<p>propellant.</p> <p>CO 4. The practical course helps to to learn how to analyze the composition of dolomite, composition of percentage of metals in alloy, electroless metallic coatings on ceramic and plastic.</p> <p>CO 5. To know how to determine free acidity in ammonium sulphate fertilizer, estimation of Calcium in Calcium ammonium nitrate fertilizer and phosphoric acid in superphosphate fertilizer.</p>
Semester	Course Code	Course Outcomes
SEM 6	DSE B-1. Green Chemistry And Chemistry Of Natural Products	<p>CO 1. Students of undergraduate course are continuously being introduced and encouraged about the different possibilities in this field. It helps students to think and perform to design and develop environmentally benign methods for organic synthesis.</p> <p>CO 2. To know about the examples of green reactions and future trends in green reaction.</p> <p>CO 3. To learn how to perform green synthesis of a number of organic compounds in the laboratory.</p>
	DSE B-2. Analytical Methods In Chemistry	<p>CO 1. Helps to learn about different analytical methods (Flame Atomic Absorption and Emission Spectrometry, Thermogravimetry, pH metric, Potentiometric and Conductometric Titrations) to identify and separate the products formed during different chemical transformations.</p> <p>CO 2. To study the fundamental laws of spectroscopy and selection rules.</p> <p>CO 3. To learn the methods of separation of stereoisomers by spectral, chemical and chromatographic data analysis (IC, GLC, GPC, TLC and HPLC).</p> <p>CO 4. To study experimentally how to separate and identify a mixture of monosaccharides by chromatography method.</p> <p>CO 5. To learn experimentally how to separate a mixture of ions by solvent extraction technique; determination of pH of soil and estimation of Ca, Mg and phosphate ion in soil.</p> <p>CO 6. To determine the pKa values of a indicator, COD and BOD using spectrophotometry.</p>

Programme Outcomes(PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO)

Physics Department, Sushil Kar College

Program Outcomes (PO) :

B.Sc.(Hons.) (Bachelor of Science) Programme offers theoretical as well as practical knowledge about different subject areas of basic science and social science. These subject areas include Physics, Chemistry, Mathematics, and Computer Science. This programme is most beneficial for students who have a strong interest and background in Science and Mathematics. The programme is also beneficial for students who wish to pursue multi and inter-disciplinary science careers in future. A well planned study programme is followed for holistic development of the students. Apart from imparting in-depth knowledge over the respective subject the aim of the programme is to make the students responsible citizens with good moral and ethical values.

Following are the various programme outcomes:

PO1. This programme helps to develop scientific aptitude among the students and thus can prove to be highly beneficial for the society and also for the development of the nation.

PO2. This programme helps to develop critical thinking, creativity, analytical and problem solving skills among the students.

PO3. The students will be able to learn necessary computational skill, use of technology and use of ICT required for an effective learning experience and further progress to higher studies.

PO4. After completion of this programme the students will be able to pursue higher studies in basic sciences or social sciences (M.Sc.) in different Universities, IIT's, IISER's, NIT's and other reputed institutes of higher learning in India and abroad, and then choose research career for the welfare of mankind and society. Students have also the option to enroll themselves for different applied science/ technical courses, B.Ed. and some other professional job oriented courses such as BCA, MCA, MBA, Marketing etc.

PO5. Students after completion of this programme have the eligibility to join jobs in Indian Civil Services as IAS, IFS, IPS etc., WBCS, UPSC,

Banking Sector, Railways, Airlines, technical jobs at research institutes or as school teacher through SSC.

PO6. After completion of the B.Sc. degree there are various other options available for the science students. Often, they are recruited by big MNC's and different reputed companies in IT sector. Many students are directly recruited by some reputed companies through campus recruitment drive every year. They may even become entrepreneur and choose to start their own business or industrial units.

PO7. The students will be able to engage themselves in independent thinking and lifelong learning in the present context of scientific and technological advancement.

Program Specific Outcome (PSO):

Program Specific Outcome (PSO)	<ol style="list-style-type: none">1) Physics deals with a wide variety of natural as well as synthetic systems, from microscopic level (atoms, nucleus) to Astronomical level (Sun, galaxy). Basic principles are more-or-less same used by physicists at every level. Each of these theories are experimentally verified in a number of ways and found to be a sufficiently appropriate description of nature. Students get oriented along this line of thinking and earn enough proficiency to use Physical Principles/concepts to explain various phenomena.2) Physics uses mathematics as a tool to organize and formulate experimental results. Students gather handsome knowledge on mathematics required for formulating and solving problems.3) Students learn to perform various types of numerical calculations.4) Students have learned laboratory skills, enabling them to take measurements in a physics laboratory and analyze the measurements to draw valid conclusions.5) Students will develop good oral and written scientific communication skill.6) Students learn to think critically and work independently.
--------------------------------	--

Course Outcomes

Core Courses	Course Outcomes
CC1 Mathematical Physics 1	<ol style="list-style-type: none"> 1) To acquire knowledge of calculus which are integral part of any branch of Physics 2) Understand divergence, gradient and curl and their physical interpretation which are very important for theories of electricity and magnetism to be taught later. 3) Understand basics of matrices and determinants i.e. inverses, adjoint, linear vector spaces, basis, basis transformations, how to calculate eigenvalues, eigenvectors. Solve simple problems with physics oriented application. 4) To develop the problem solving capability
CC 2 Mechanics and Fluid dynamics	<ol style="list-style-type: none"> 1) Students learn accurately how to describe motion of objects, planetary motions, gravitation etc. Understand the motion of objects in different frame of references. 2) Know how to apply the conservation principle and symmetry of a system. 3) Understand laws of motion, reference frames, and its applications i.e. projectile motion, simple harmonic oscillator, Rocket motion, elastic and inelastic collisions. 4) Understand the idea of conservation of angular momentum, central forces effective potential. 5) Understand the application of central force to the stability of circular orbits, Kepler's laws of planetary motion. 6) Understand the dynamics of rotating objects i.e. rigid bodies, angular velocity, the moment of inertia and related examples involving the centrifugal force and coriolis force. 7) Learn that different kinds of matter have various properties. For example, pressure, surface tension are important properties for a fluid, but stress, Modulus are important properties of solid objects. 8) Understand the basics of material properties like, elasticity, elastic constants and their relation, torsion of a cylinder, bending of a beam, cantilever, beam supported at its ends and loaded in the middle. 9) Know the basics of motion of fluid which includes streamlined and turbulent flows, equation of continuity, critical velocity, flow of a liquid through a capillary tube.

CC3 Electricity and Magnetism	<ol style="list-style-type: none"> 1) To learn about basic concepts of electrical charges and currents and their properties 2) Enhance problem solving capability based on various realistic situation 3) Understand the concept of conductors, dielectrics, inductance and capacitance. 4) Gather knowledge on the nature of magnetic materials. 5) Understand the concept of static and time varying fields. 6) Gain knowledge on electromagnetic induction and Faraday's law and its applications 7) Learn about EM waves and its propagation 8) Learn to use and solve Maxwell's equations
CC4 Waves and Optics	<ol style="list-style-type: none"> 1) Student learn about various types of waves and their propagation. 2) To provide a basic understanding of physical and geometrical optics 3) To provide a knowledge of various optical phenomena, for example interference, diffraction, polarization etc.
CC5 Mathematical Physics II	<ol style="list-style-type: none"> 1) Understand how to expand a function in a Fourier series. 2) Solving differential equation using power law expansion (so called Frobenius method). Learn about various special functions i.e. Legendre, Bessel functions, generating functions and their properties. 3) Fourier integral and its properties and application to signal analysis and also in quantum mechanics 4) Application of probability and various distribution functions in Physics. 5) Learn to solve partial differential equation which is very important in all branches of physics.
CC6 Thermal Physics	<ol style="list-style-type: none"> 1) To understand the principle of calorimetry 2) Understand the basic principle and laws of Thermodynamics 3) Understand the concepts of Entropy, various thermodynamic potentials and their applications in various systems

	<p>4) Gain knowledge about microscopic behavior of systems in explaining pressure, transport properties, viscosity, diffusion etc.</p>
CC7 Modern Physics	<p>1) To know about Radiation and its nature, old quantum theory, concept of wave-particle duality and de Broglie hypothesis.</p> <p>2) To learn about Schrodinger equation as first principle, probabilistic interpretation of quantum mechanics, commutation relation and their meaning. These are very crucial as students learn Quantum Mechanics for the first time and these are basic building block of modern physics.</p> <p>3) Students learn about Nuclear structure and various models. Interaction within and with nucleus. Gamma, Beta decay. Nuclear Fission and Fusion</p>
CC8 Mathematical Physics III	<p>1) To study complex analysis, Cauchy Riemann conditions, Analyticity, Cauchy Integral formula, Laurent and Taylor series expansion and definite integrals using contour integration.</p> <p>2) To learn variational calculus. Lagrangian and Hamiltonian formulation, Euler-Lagrange equation, Use of symmetry and conservation laws.</p> <p>3) To understand special theory of relativity, length contraction, time dilation, mass-energy relation etc. This is one of the corner stone of modern physics.</p>
CC9 Analog Electronics	<p>1) To know basic boolean principle and how various electronic instruments work based on this</p> <p>2) To motivate the students to apply the principles of electronics in their day-to-day life.</p> <p>3) Learn various network theorems, diodes and their application</p> <p>4) Study various theory and working principles of transistors, regulated power supply, amplifiers, concept of feedback, OPAMP, Multivibrators and Oscillators</p>
CC10 Quantum Mechanics	<p>1) One of the most important subject in undergraduate course. Students solve various various quantum mechanical features by solving various potentials: example, Finite and infinite well, Harmonic oscillator</p> <p>2) Learn Quantum theory of Hydrogen atoms, solution of Schrodinger equation under central force, Orbital angular momentum and spin angular</p>

	<p>momentum</p> <p>3) To know generalized angular momenta, Electron's magnetic moment, Energy of a magnetic dipole, Stern-Garlach experiment</p> <p>4) To study Fine structure of hydrogen atoms, atoms in presence of electric and magnetic fields-- application of Quantum mechanics for atomic systems</p> <p>5) To learn Many electron atoms, identical particles, Pauli principle.</p>
CC11 Electromagnetic Theory	<p>1) Learn Maxwell's equations, gauge transformations, Poynting vector, Electromagnetic field energy density, momentum density etc.</p> <p>2) Propagation of electromagnetic wave through medium</p> <p>3) Polarization</p>
CC12 Statistical Mechanics	<p>1) To understand statistical properties of matter, connections with thermodynamics</p> <p>2) To use these theory in practical systems (ideal gas, Bose and Fermi systems), Identical particles</p> <p>3) To learn Bose-Einstein statistics, and its application, Fermi-Dirac statistics and its application</p>
CC13 Digital systems and applications	<p>1) To learn integrated circuits(IC), number system and Boolean description, introduction to logic systems, various Gates</p> <p>2) To understand product and sum in logical expression, conversion between truth table and logical expression, Karnaugh map</p> <p>3) To learn how to Implement different circuits: adder, subtractor, idea of multiplexer, demultiplexers, encoder, decoder</p> <p>4) To know registers and counters, computer organization, data conversion.</p>
CC14 Solid State Physics	<p>1) To learn crystal structure, lattice dynamics</p> <p>2) To understand quantum properties of matter like magnetic property, dielectric property</p> <p>3) To understand elementary band theory</p> <p>4) Superconductivity – one of major breakthrough in modern science</p>

Departmental Specific Elective Subjects (DSE)	Course outcomes
DSEA1(a) Advanced Mathematical Methods	<ol style="list-style-type: none"> 1) To learn Linear Algebra and vector space 2) To understand tensors and tensor algebra 3) To know group theory and its application
DSEA1(b) Laser and Fiber Optics	<ol style="list-style-type: none"> 1) To know theory of laser, its basic properties 2) To learn about resonators, transient effect, many laser systems and practical use of laser 3) to understand
DSEB1 (a) Astronomy and Astrophysics	<ol style="list-style-type: none"> 1) Gain knowledge on various tools of astronomy, basic introduction of stars, galaxies, interstellar medium, mass and length scales of astronomy 2) To learn observational tools of astronomy 3) To understand star and other stellar systems, formation and evolution of stars 4) To know about the galaxies and its components 5) To learn basics of cosmology, redshift, field equations and accelerating universe
DSEB1 (b) Nuclear and Particle Physics	<ol style="list-style-type: none"> 1) To learn general properties of nuclei, various nuclear models, radioactivity 2) To understand nuclear reactions and interaction of nuclear radiation with matter 3) To know about the detectors for nuclear radiations and particle accelerators 4) To learn and understand fundamentals of particle physics.
DSEA2 (a) Nano Materials and applications	<ol style="list-style-type: none"> 1) To learn about nanoscale systems, their band structures, application of Schrodinger equation for such nano structures 2) To know how to synthesis nano materials and how to characterize them 3) To know various properties of nano materials, e.g. optical and electrical (transport) properties
DSEA2(b) Advanced Classical Dynamics	<ol style="list-style-type: none"> 1) To understand calculus of variation 2) To learn about small oscillations 3) To understand about rigid body motion 4) To know about non-linear dynamics
DSEB2(a) Communication Electronics	<ol style="list-style-type: none"> 1) To introduce students to basics of electronic communication 2) To learn analog modulations and to modulate analog pulse 3) To learn how to modulate digital pulse 4) Students are introduced to communication and navigation system, which has many modern day applications.
DSEB2(b) Advanced Statistical Mechanics	<ol style="list-style-type: none"> 1) To review classical statistical mechanics

	<ul style="list-style-type: none"> 2) To understand Quantum Statistical Mechanics 3) To learn ideal Bose and Fermi systems 4) To learn Ising model and non-equilibrium statistical mechanics
--	---

Skill Enhancement Courses (SEC)	Course outcomes
SEC A-1 Scientific Writing	Students learn Latex, a program system to write scientific papers and documents, how to insert various mathematical symbols, how to insert a figure or a table in a document
SEC A-2 Renewable energy and Energy Harvesting	Students learn about fossil fuels and its hazards and need for alternative energy sources, how to harvest energy from various non-conventional energy sources
SEC B-1 Arduino	Students learn Arduino, which is basically an open-source electronics proto-type which itself can be used as a circuit
SEC B-2 Electrical Circuits and Network Skills	Students know about various electrical instruments (generators, transformers, AC motor etc).

Practical Topics	Course outcomes
Practicals of Mechanics, Thermodynamics, Electricity and Magnetism, Waves, Optics, Modern Physics	<ul style="list-style-type: none"> 1) Various theories which students learn in theory lesson are verified in practical classes. 2) Students learn various practical situation, how to handle tools and instruments, measurement techniques, graph plotting, statistical/error estimations etc. 3) Physics is essentially a practical based subject, knowledge of proving/disproving a certain theory is important. Practicals bridge between theoretical knowledge and real life situation
Practicals based on Computation and Programming (Python language)	<ul style="list-style-type: none"> 1) Understand how to write an algorithm, iteration techniques 2) Various numerical methods to solve many problems numerically. e.g. finding solution of a equation, integration and differentiation etc. 3) Plotting different kinds of graphs, how to label them etc.

	<p>knowledge/information based on facts available.</p> <p>4) The mathematical skill and theoretical principles learnt during the three-year program, help them motivate and contribute to the society by actively participating in innovative research, teaching. Also, they can induce rational thinking to the society which is, otherwise, very important in today's scenario.</p> <p>5) Students are well prepared for cutting edge research activity for example, Nano Science, Astrophysics, Nuclear and Particle Physics, Condensed Matter Physics etc.</p>
--	--



Sushil Kar College
(Affiliated to University of Calcutta)

Department of Mathematics

Programme Specific Outcome(PSO)-Course Outcome

Vision:

To become a premier center, promoting Mathematics locally and globally

Mission:

To materialize the vision, the Department of Mathematics focuses on the following:

- To provide necessary background
- For producing a meaningful career in Mathematics and related fields
- For acquiring, Mathematical skills and employability skills

Programme Specific Outcomes -

'SO1: Solid Foundation in Knowledge: Bachelor Degree in Mathematics is the culmination of in-depth knowledge of many core branches of mathematics, viz. Algebra, Calculus, Geometry, Differential Equations, Mechanics, Real and Complex Analysis including some related areas like Computer Science and Statistics. Thus, this programme helps students in building a solid foundation for further higher studies and research in Mathematics.

'SO2: Competency in Skills: The skills and knowledge gained has intrinsic beauty, which leads to proficiency in analytical reasoning, critical understanding, analysis and synthesis in order to solve theoretical and practical problems. This can orient students towards applications of mathematics in other disciplines and moreover, can also be utilised in modelling and solving real life problems.

'SO 3: Problem Solving: Students undergoing this programme learn to logically question assertions, to recognize patterns and to distinguish between essential and irrelevant aspects of problems. This helps them to learn behave responsibly in a rapidly changing interdependent society.

'SO4: Interdisciplinary and Research Skills: Students completing this programme will be able to 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 .

SO 5: Proficiency in Employments: This programme will help students to enhance their employability for Government jobs, jobs in banking, insurance and investment sectors, data analysis jobs, and jobs in various other public and private enterprises .

Semester	Unit		Topic	Course Outcomes
1st	Unit-1	Algebra-I	Complex Numbers	CO 01: To express complex numbers in polar form. Use De Moivre's theorem roots of complex numbers and representation with Trigonometric, Hyperbolic logarithmic functions.
			Polynomials	CO02: Fundamental theorem of algebra and nature and location of roots of a
			Rank of a matrix	CO03: Consistency and inconsistency of a system of equations.
	Unit-2	Differential Calculus-I	Rational, Irrational and Real numbers	CO04: Various numbering systems and their real use in day to day world.
			Real-valued functions	CO 05: Domain and range of different type of functions and limit and continuity of a function.
			Derivative	CO 06: Interpret the derivative of a function at a point as the rate of change (geometrical and physical).
			Successive derivative	CO07: To find the nth order derivative of a function and use of Leibnitz's theorem
			Functions of two and three variables	CO08: How to develop a function with two or three independent variables.
			Applications of Differential Calculus	CO09: To analyse the characteristic properties of plain curves.
	Unit-3	Differential Equation-I	Order, degree and solution of an ODE	CO 10: Order of a differential equation is the order of the highest order derivative (also known as differential coefficient) present in the equation. The power of the highest order derivative used in the rationalized form in an ODE is its degree. An nth order differential equation has exactly n linearly independent solutions and n constants.
			First order equations	CO 11: To find the solution of exact differential equation. To reduce an equation to exact differential equation. To find I.F.
			Second order linear equations	CO 12: To find the solution of a 2nd order differential equation consisting of complementary function and particular integral
			Second order differential equations	CO 13: To find the solution of Cauchy-Euler equation. To find the solution of differential equation by variation of parameters and method of undetermined coefficients.
	Unit-4	Coordinate Geometry	Transformation of Rectangular axes	CO 14: The components of transformation also known as rigid motion are translation and rotation.
			General equation of second degree in x and y	CO 15: To reduce the general 2nd degree equation to canonical form by transformation of coordinates.
				Pair of straight lines

			Equations of pair of tangents from an external point, chord of contact, Poles and polars of general conic	CO 17: To learn about the respective outcomes of intersection of a conic and a straight line.
			Polar equation of straight lines, circles, conic. Equations of tangent and normal	CO 18: To learn the equation of straight lines, circle and conic in polar coordinate system under different conditions. To learn about the respective outcomes of intersection of a straight line and a conic.
			Sphere and its tangent plane	CO 19: To find the equation of a sphere under different conditions. To learn about the respective outcomes of intersection of a sphere by a plane, a line or a straight line.
			Right circular cone	CO 20: To find the equation of a right circular cone under different conditions. To learn about the outcome of intersection of a cone by a plane.
2nd	Unit-1	Differential Calculus-II	Sequence of real numbers	CO 21: To learn about different types of sequence and its properties
			Infinite series of constant terms	CO 22: To learn about the convergence and divergence of infinite series by different methods.
			Real-valued functions defined on an interval	CO 23: To learn different Mean value theorems and its application. To expand functions using Taylor's and Maclaurin's infinite series
			Indeterminate Forms	CO 24: To evaluate the limits of different types of indeterminate forms using L'Hospital's rule
			Application of Principle of Maxima and Minima for a function of single variable	CO 25: To learn the concept of maximum and minimum values of functions of single variable on different intervals and under various situations.
	Maxima and minima of functions of not more than three variables	CO 26: To determine the maxima and minima of functions of n variables (m be connected by m equations ($m < n$) ($n = 2$ or 3))		
Unit-2	Differential Equation-II	Linear homogeneous equations with constant coefficients, Linear non-homogeneous equations	CO 27: To find the general solution of second order differential equation by different methods.	
		Order and degree of partial differential equations, concept of linear and non-linear partial differential equations, Formation of first order partial differential equations, Linear partial Differential equation of first order	CO 28: To formulate different types of partial differential equation. To find the solution of PDE by Lagrange's and Charpit's method	
Unit-3	Vector Algebra	Addition of vectors, Multiplication of a vector by a scalar. Collinear and Coplanar vectors. Scalar and vector products of two and three vectors. Simple applications to problems of geometry. Vector equation of plane and straight line. Volume of tetrahedron. Applications to problems of Mechanics (Work done and Moment)	CO 29: Use of different operations in vector algebra and how to evaluate dot and cross products in vector algebra and its properties.	

	Unit-4	Discrete Mathematics	Integers	CO 30: Learn properties of natural numbers, integers and prime numbers and Diophantine equation.
			Congruences	CO31: To test the divisibility of integers on using arithmetic of remainders
			Application of Congruences	CO 32: To determine the validity of ISBN, UPC, credit card numbers. To make of around robin tournament,
			Congruence Classes	CO33: Idea about congruence classes of any integer and the ir properties.
			Boolean Algebra	CO 34: It's an algebraic structure and used in designing computers and switch circuits etc.
3rd	Unit-1	Integral Calculus	Evaluation of definite integrals	CO 35: To know that the connection between primitives and integrals is required by the Fundamental Theorem of Integral Calculus. To evaluate a definite integral. arbitrary constant need not be added in the value of the corresponding integral.
			Integration as the limit of a sum	CO 36: To evaluate the limits of the sums of certain series, when the number of terms tends to infinity by identifying them with some definite integrals.
			Reduction formulae	CO 37: To learn Reduction Formula involving one, two and three parameters.
			Definition of Improper Integrals. Use of Beta and Gamma Functions	CO 38: To learn three types of improper integrals and the condition of convergence and divergence using different methods. To learn about Beta and Gamma functions.
			Working knowledge of double integral	CO 39: To know that every double integral can be evaluated in stages, using single-integration methods.
	Applications: Rectification, Quadrature, volume and surface areas of solids formed by revolution of plane curve and areas problems only.	CO 40: To find length of an arc of a curve. To find the area bounded by one or two curves. To learn the concept of volume of revolution and surface of revolution.		
Unit-2	Numerical Methods	Approximate numbers, Significant figures, Rounding off numbers. Error: Absolute, Relative and percentage.	CO 41: To learn the concepts of approximate numbers, significant figures, rounding off rule and different types of error.	
			Three types of Operators (Definitions and some relations among them).	CO 42: To learn about forward difference, backward difference and shift operators and properties and relation among them. To estimate missing entries of a table when the arguments of a function are known.
			Interpolation	CO 43: To compute an approximate value of an entry of a table when the arguments of a function are known for equally and unequally spaced arguments.
			Numerical Integration	CO 44: To find the Quadrature formula by Trapezoidal Rule and Simpson's first and second formula.
			Solution of Numerical Equation	CO 45: To find rough approximation to a real root by graphical method, method of tabulation. To find the solution of an equation by bisection and Newton-Raphson methods.

Unit-3	Linear Programming Problem	<p>Motivation of Linear Programming problem. Statement of L.P.P. Formulation of L.P.P. Slack and Surplus variables. L.P.P. is matrix form. Convex set, Hyperplane, Extreme points, convex Polyhedron, Basic solutions and Basic Feasible Solutions (B.F.S.). Degenerate and Non-Degenerate B.F.S.</p>	<p>CO 46: To optimize of a linear objective function, subject to linear equality and inequality constraints. To find the solution of LPP using different properties concepts of matrix. To learn about convex set, convex hull, Hyperplane, Extreme points, convex polyhedron and degenerate and non-degenerate BFS</p>
		<p>The set of all feasible solutions of an L.P.P. is a convex set. The objective function of an L.P.P. assumes its optimal value at an extreme point of the convex set of feasible solutions, A.B.F.S. to an L.P.P. corresponds to an extreme point of the convex set of feasible solutions.</p>	<p>CO 47: To learn about different properties of the set of all feasible solutions of</p>
		<p>Fundamental Theorem of L.P.P. (Statement only) Reduction of a feasible solution to a B.F.S. Standard form of an L.P.P. Solution by graphical method (for two variables), by simplex method and method of penalty. Concept of Duality. Duality Theory. The dual of the dual is the primal. Relation between the objective values of dual and the primal problems. Dual problems with at most one unrestricted variable, one constraint of equality. Transportation and Assignment problem and their optimal solutions.</p>	<p>CO 48: To find the set of all feasible solutions with the help of graph. To find of L.P.P. by simplex method. To learn the concepts of primal and dual problems solve a transportation problem using initial basic feasible solutions (by five methods). Assignment problems deal with corresponding or matching an element of one set to an element of another set so that total value for entire correspondence is optimum.</p>
Unit-1	Algebra-II	<p>Introduction of Group Theory</p>	<p>CO 49: To study an algebraic structure of a non-empty set and one binary operation defined on it and a set of axioms, which are imposed on the operation.</p>
		<p>Definitions and examples of (i) Ring, (ii) Field, (iii) Sub-ring, (iv) Sub-field.</p>	<p>CO 50: To learn three algebraic structures (ring, integral domains and fields) two binary operations satisfying some specific properties.</p>
		<p>Concept of Vector space over a Field: Examples, Concepts of Linear combinations, Linear dependence and independence of a finite number of vectors, Subspace, Concepts of generators and basis of a finite-dimensional vector space. Problems on formation of basis of A vector space (No proof required).</p>	<p>CO 51: General properties of vector space. Linear dependence and independence of a finite set of vectors. Subspace, generators and basis of a finite dimensional vector space.</p>

4th			Real Quadratic Form involving not more than three variables(problems only).	CO52: To determine the value class by different methods
			Characteristic equation of square matrix of order not more than three. Determination of Eigen Values and Eigen Vectors (problems only).Statement and illustration of Cayley-Hamilton Theorem.	CO 53: Concept of characteristic matrix, polynomial equation of a square m Eigen value and Eigen vectors
	Unit-2	Computer Science &Programming	Computer Science and Programming: Historical Development, Computer Generation, Computer Anatomy- Different Components of a computer system. Operating System, hardware and Software.	CO 54: Be aware the evolution of computer and what is its necessity ar used in the modern-day world. What are the various entities of the cor what are their functions.
			Positional Number System. Binary to Decimal and Decimal to Binary. Other systems. Binary Arithmetic. Octal, Hexadecimal, etc. Storing of data in a Computer-BIT, BYTE, WORD etc. Coding of a data-ASCII, etc.	CO 55: Be aware various numbering system and its relation and what is the the computing world.
Programming Language: Machine language, Assembly language and High-level language, Compiler and interpreter. Object Programme and source Programme. Ideas about some HLL– e.g. BASIC, FORTRAN,C,C++,COBOL,PASCAL, etc.			CO 56: Will know various languages of computer (such as machines language assembly languages) and how computer communicate across various entiti be aware what is the use of various languages and when to leverage which They will also know the merits and demerits of various languages.	
			Algorithms and Flow Charts– their utilities and important features, Ideas about the complexities of an algorithm. Application in simple problems. FORTRAN77/90: Introduction, Data Type– Keywords, Constants and Variables - Integer, Real,Complex, Logical,character,subscripted variables, Fortran Expressions.	CO 57: It will develop reasoning capability and the flow of reason or logic. Als to develop a solution of a complex problem leveraging various computer lang Computer will execute the solution leveraging language compilers.

Unit-3	Probability & Statistics	<p>Elements of probability Theory: Random experiment, Outcome, Event, Mutually Exclusive Events, Equally likely and Exhaustive. Classical definition of probability, Theorems of Total Probability, Conditional probability and Statistical Independence. Baye's Theorem.</p> <p>Problems, Shortcoming of the classical Definition. Axiomatic approach problems, Random Variable and its Expectation, Theorems on mathematical expectation. Joint distribution of two random variables.</p>	<p>CO 58: To know that the theory of probability deals with laws governing the occurrences of phenomena which are unpredictable in nature. To learn about concepts of random experiment, outcome, event, conditional probabilities mathematical expectation.</p>
		<p>Theoretical Probability Distribution Discrete and Continuous (p.m.f., p.d.f.) Binomial, Poisson and Normal distributions and their properties.</p>	<p>CO 59: To understand difference between discrete and continuous probability distribution. To learn different types of distributions and their properties. To learn the theorems of probability and mathematical expectation.</p>
		<p>Elements of Statistical Methods. Variables, Attributes. Primary data and secondary data, Population and sample. Census and Sample Survey. Tabulation Chart and Diagram, Graph, Bar diagram, Pie diagram etc. Frequency Distribution Un-grouped and grouped cumulative frequency distribution. Histogram, Frequency curve, Measures of Central tendencies. Averages: AM, GM, HM, Mean, Median and Mode (their advantages and disadvantages). Measures of Dispersions - Range, Quartile Deviation, Mean Deviation, Variance / S.D., Moments, Skewness and Kurtosis.</p>	<p>CO 60: To learn the concepts of different types of statistical data and their presentation in various forms. To learn different types of measures of central tendency in different cases. To learn about two types of measures of dispersion, namely absolute and relative measures. To learn the relation between raw moments and moments about an arbitrary constant. To learn about the concepts of skewness and kurtosis.</p>

			<p>Sampling Theory: Meaning and objects of sampling. Some ideas about the methods of selecting samples, Statistic and parameter, Sampling Proportion. Four fundamental distributions, derived from the normal: (i) standard Normal Distribution, (ii) Chi-square distribution (iii) Student's distribution (iv) Snedecor's F-distribution. Estimation and Test of Significance. Statistical Inference. Theory of estimation Point estimation and Interval estimation. Confidence Interval / Confidence Limit. Statistical Hypothesis - Null Hypothesis and Alternative Hypothesis. Level of significance. Critical Region. Type I and II error. Problems.</p>	<p>CO 61: To learn the main objects of sampling. To learn about the concepts of error, bias, standard error, simple random sampling with or without replacement, interval estimation, statistical hypothesis, level of significance, critical region.</p>
			<p>Bivariate Frequency Distribution. Scatter Diagram, Correlation coefficient Definition and properties. Regression lines.</p>	<p>CO 62: To learn about bivariate data, scatter diagram. To learn about correlation coefficient and its properties. To find the regression lines by different methods.</p>
5th	DSE-A	Particle Dynamics	<p>Velocity and Acceleration of a particle. Expressions for velocity and acceleration in rectangular Cartesian and polar co-ordinates for a particle moving in a plane. Tangential and normal components of velocity and acceleration of a particle moving along a plane curve.</p>	<p>CO 63: To learn expressions of velocity and acceleration in cartesian and polar coordinates for a particle moving in a plane under different conditions. To learn expressions for the tangential and normal components of velocity and acceleration of a particle describing a plane curve.</p>
			<p>Concept of Force: Statement and explanation of Newton's laws of motion. Work, power and energy. Principles of conservation of energy and momentum. Motion under impulsive forces. Equations of motion of a particle (i) moving in a straight line, (ii) moving in a plane.</p>	<p>CO 64: To find expressions for acceleration, velocity and displacement of a particle at any time or position. To learn the concept of work involving two namely force and displacement caused by the force. To learn relation between Power and velocity and their properties.</p>
			<p>Study of motion of a particle in a straight line under (i) constant forces, (ii) variable forces (S.H.M., Inverse square law, Damped oscillation, Forced and Damped oscillation, Motion in an elastic string). Equation of Energy. Conservative forces.</p>	<p>CO 65: To find solution of a SHM under any initial conditions, composition of SHM in the same straight line. To find solution of horizontal and vertical oscillation of an elastic string. To find solutions of damped oscillations and forced oscillations.</p>

			<p>Motion in two dimensions: Projectiles in vacuum and in a medium with resistance varying linearly as velocity. Motion under forces Varying as distance from a fixed point.</p>	<p>CO 66: To find expressions for velocity and displacement of the moving particle time or position in a resisting medium, generally proportional to some integer the velocity of the particle. To find expressions for velocity and acceleration moving particle under forces varying as distance from fixed point.</p>
			<p>Central orbit. Kepler's laws of motion. Motion under inverse square law.</p>	<p>CO 67: To learn the concepts of central orbit, central force and centre of force for the path of a particle under Inverse Square Law.</p>
6th	DSE-B	Advanced Calculus	<p>Concept of Point-wise and Uniform convergence of sequence of functions and series of functions with special reference of Power Series. Statement of Weierstrass M-Test for Uniform convergence of sequence of functions and of series of functions. Simple applications. Statement of important properties like boundedness, continuity, differentiability and integrability of the limit function of uniformly convergent sequence of functions and of the sum function of uniformly convergent series of functions. Determination of Radius of convergence of Power Series. Statement of properties of continuity of sum function power series. Term by term integration and Term by term differentiation of Power Series. Statements of Abel's Theorem on Power Series. Convergence of Power Series. Expansions of elementary functions. Simple problems.</p>	<p>CO68: To learn about different types of Sequences and Series and their properties.</p>



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Department of Computer Science

Programme Specific Outcome (PSO) - Course Outcome (CO)

(FOR GENERAL)

Programme Specific Outcome (PSO)

PSO 1: Demonstrate the aptitude of Computer Programming and Computer based problem-solving skills.

PSO 2: Display the knowledge of appropriate theory, practices and tools for the specification, design, and implementation.

PSO 3: Ability to link knowledge of Computer Science with other two chosen auxiliary disciplines of study.

PSO 4: Ability to formulate, to model, to design solutions, procedure and to use software tools to solve real world problems and evaluate.

PSO 5: Ability to appreciate emerging technologies and tools.

PSO 6: Apply standard Software Engineering practices and strategies in real-time software project development.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	CMSG-CC-1-Th (Computer Fundamentals and Digital Logic Design)	Module 1: Computer Fundamentals General Concepts: Introduction to Computer and Problem Solving: Information and Data Hardware: CPU, Primary and Secondary storage, Cache Memory, I/O devices, Bus structure, BIOS Software: Systems and Application.	<ul style="list-style-type: none">▪ CO1: To familiarize students about the basic fundamental design and building blocks of computer system.▪ CO2: Learn the Boolean logic and circuit design.▪ CO3: Learn about different Combinational and Sequential Logic circuits and their functionalities.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<hr/>	<p>Generation of Computers: Super, Mainframe, Mini and Personal Computer, Work stations, Parallel machines (concept only). Introduction to Programming Languages: Machine Language, Assembly Language, High Level Language. Problem Solving: Flow Charts, Decision Tables and Pseudo codes. System Software: Classifications- Operating Systems (OS); Translators – Compilers and Interpreters, Preprocessors, Assemblers, Loaders, Linkers, Line and Screen Editors, other utilities. Virus: Concept, Detection and Protection</p> <p>Module II: Digital Logic Design</p> <p>Number Systems and Codes: Boolean Algebra: Fundamentals of Boolean Algebra, Switches and Inverters, Functionally Complete Gates (AND, OR, NOT), NAND, NOR, Boolean Function. De Morgan's Theorem, Min-term, Max term, Truth tables and minimization of Logic expression up to four variables, Boolean Algebraic and K-map methods of Logic circuit synthesis, two-level and</p>	
--	-------	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>multi-level.</p> <p>Digital Electronics: <i>Combinational Circuits:</i> Realization of AND and OR Gates using diodes and NOT Gate using transistors, Half adder and Full Adder (3 & 4 bit), Multi-bit adders – Ripple carry and Carry Look Ahead Adder, Adder/subtractor, BCD-Adder, Data selectors/multiplexers – expansions, reductions, function realization, universal function realization, multi-function realization,</p> <p>Decoders: function realization, Demultiplexer and function realization, Encoder, Priority Encoder, Parity bit Generator/checker, Gray Code Generator, Code Converters, Keyboard encoder, Seven segment display unit, Comparators.</p> <p>Sequential Circuits: Model of Sequential computing, Difference between Combinational and Sequential circuit, RS-Latch: using NAND and NOR Gates, Digital Clock – Duty Cycle, Rising time, Falling time, Clocked Flip Flops - SR, JK, D, T, Level Trigger and Edge Trigger, Excitation Functions of each flip-flops, Flip-flops with Preset and Clear, Application of Flip- flops:</p>	
--	--	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMSG-CC-1-Pr (Word Processing, Spreadsheet, Presentation and Web Design by HTML)</p>	<p>Asynchronous Counter (UP/DOWN) up to 4 bit counter, Decade Counter, Mod – nCounter, Finite State machine Model – State Transition Diagram and Table, Synchronous Counters – different mod-n counters, Ring counter, Registers: Registers with parallel load, Shift Registers.</p> <p>Word Processing: Document creation, saving, editing; Formatting text and paragraphs; header and footers; clipart, tables; tools, Inserting images, files; mail merge; margins; Hyphenation; page setups; OLE; index and references; comments; templates; macros.</p> <p>Spreadsheet: Workbook, worksheets, cell; address; entering, editing, formatting, filtering, sorting worksheet data; printing; charts; functions and formula; macros; importing, exporting files.</p> <p>Presentation: Slides; formatting; wizard, layout; word art; animation.</p>	<ul style="list-style-type: none">○ CO1: To familiarize Student about the office package (Word, Excel, and PowerPointPresentation in opensource environment.○ CO2: Learn the webpage design using HTML
--	--	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Web Design: Web page design can be taught in the laboratory classes by using HTML. Basic Tags and Document structure, HTML Tags, Head Tags, Title Tags, Introduction to HTML and Web design, How to create simple Web page, How to format text, Create Table, Adding Web link and Images, Forms, Adding styles and classes to web pages, Borders and Background, Adding Video and Graphics.</p>	
2 nd	CMSG-CC-2-Th (Algorithm and Data Structure)	<p>Introduction: Algorithms, ADT.</p> <p>Arrays: One dimensional and Two Dimensional Arrays, Row Major and Column Major Forms.</p> <p>Linked List: Singly, Circular and Doubly Linked List; Operations Like Insertion, Deletion, Searching.</p> <p>Stacks and Queues: Concepts of Stack and Queue; Insertion and Deletion of Elements; Array and Linked Representation: Prefix, Infix and</p>	<ul style="list-style-type: none">○ CO1: To be familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles○ CO2: Ability to choose a data structure to suitably model any data used in computer applications.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMSG-CC-2-Pr (Programming with C)</p>	<p>Postfix Notation; Postfix and Prefix Expression Evaluation using stack, Infix to Postfix conversion using stack.</p> <p>Searching: Algorithm of Sequential, Binary Search Techniques.</p> <p>Sorting: Selection Sort, Bubble Sort, Insertion Sort, Quick Sort, Merge Sort</p> <p>Tree: Binary tree; Pre-order, In-order and Post-order traversal; Binary Search Tree (BST):Creation, Insertion and Deletion</p> <p>Operators: Arithmetic, Relational, Logical, Assignment, Increment and Decrement, Conditional, comma; operator precedence and associatively; arithmetic expression-evaluation and type conversion. Character I/O, Escape sequence and formatted I/O.</p> <p>Branching and Looping: if, if-else, while, do-while, for.</p>	<ul style="list-style-type: none">○ CO1: Learn about the strategies of writing efficient and well-structured computer programs.○ CO2: Develop the skills for formulating iterative solutions to a problem.
--	---	---	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Arrays: One-dimensional and Two-dimensional, Different types of uses. String handling with arrays – read and write, concatenation, comparison, string functions.</p> <p>User defined functions: Need; Call by Reference and Call by value; return values and types; nesting of functions; recursion.</p> <p>Structures: Initialization; arrays of a structure, arrays within structures, structure within structure.</p> <p>Pointers: Declaration and initialization; operators; pointer arithmetics; accessing variables, pointer & arrays, strings, functions.</p> <p>File handling: Opening & Closing, I/O.</p>	
3 rd	<p>CMSG-CC- 3-Th (Computer Organization)</p>	<p>Basic Computer Organization: IAS Computer, Von Neumann Computer, System Bus. Instruction Cycle, Data Representation, Machine cycle, CPU Organization: Arithmetic and Logic Unit, Control Unit, CPU Registers, Instruction Registers, Program Counter, Stack Pointer, CISC & RISC processors.</p>	<ul style="list-style-type: none"> ▪ CO1: To familiarize the students with arithmetic and logic unit as well as the concept of the concept of pipelining. ▪ CO2: To familiarize the students with hierarchical memory system including cache memories and virtual memory. ▪ CO3: To make students know the different ways of communicating with I/O devices and



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Instruction: Operation Code and Operand, One, Two and Three address instruction. Instruction types.</p> <p>Control Unit: Control Structure, Hardwired Control and Micro programmed Control: Basic Concept, Parallelism in Micro-instruction.</p> <p>ALU: Basic Structure of ALU, Addressing mode, Instruction Formats, Handling of interrupts and subroutines, Combinational ALU, 2's Complement Addition, Subtraction Unit, Booth's Algorithm for multiplication and division.</p> <p>Memory: Types of Memory: Primary and Secondary; RAM, ROM, EPROM, EEPROM, DRAM, SRAM, PLA. Different storage technology; Memory Hierarchy: CPU Register, Cache Memory, and Virtual Memory.</p> <p>I/O: Polling, Interrupts, DMA, I/O Bus and</p>	standard I/O interfaces.
--	--	--	--------------------------



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMS-G-CC-3-3-P: Programming using Python</p>	<p>Protocol, Memory mapped I/O and I/O mapped I/O, I/O system organization and interfacing, Bus: SCSI, PCI, USB, Bus arbitration.</p> <p>Computer Peripherals: VDU, Keyboard, Mouse, Printer, Scanner etc.</p> <p>Open Source Computer Programming Language Python 3</p> <p>Introduction to the Python: Interpreted v. compiled languages. The importance of whitespace. Variables and the assignment operator, the binding of names to objects, and aliasing. Keywords and their significance.</p> <p>Ordered Datatypes - Strings, Lists and Tuples: Strings: definition, declaration, and immutability, string constants, declaration, and the equivalence of single and double quotes. Multi-line strings. Raw strings. String formatting using the format function and the % operator. f-strings in Python 3.6+.</p>	<ul style="list-style-type: none">○ CO1: To familiarize the students with object oriented programming and procedure oriented programming.○ CO2: To familiarize the students with nowadays very much popularity of the software especially in IT base companies for web application, database handling etc.
--	--	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Built-in functions: count, find, replace, upper, lower, strip, etc. Time and space complexities of the functions and operations.</p> <p>Lists: definition, declaration, and mutability. Nested lists. Indexing and slicing: same as strings. List comprehensions. The split and join methods. Built-in list functions – append, extend, count, find, index, etc. Time and space complexities of the functions and operations.</p> <p>Tuples: definition, declaration, and immutability. Packing and unpacking lists and tuples.</p> <p>The + and * operators on strings, lists, and tuples. Indexing and slicing strings, lists, and tuples.</p> <p>Conditionals and Iterators: Conditionals: If, elif, and else statements. Nested conditionals. Containment checking in containers using the in keyword.</p> <p>Looping constructs: while and for loops. Flow control using break, continue, and pass. Nested loops.</p>	
--	--	--	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>User-defined Functions and Recursion</p> <p>Recursion: basic idea, implementing recursion, sharing variables across the recursion stack, modifying the size of the recursion stack.</p> <p>File Handling and Exception Handling</p> <p>File handling: open and close methods, the different read and write modes. Using the with open approach to files. read, readline, readlines functions.</p>	
	<p>Skill Enhancement Course CMS-G-SEC-A-X-1-TH(Communication, Computer Network and Internet)</p>	<p>Communication and Computer Network:</p> <p>Introduction: Components, Uses, Application</p> <p>Network Hierarchy: LAN, MAN, WAN; Topology;</p> <p>Reference Model: OSI; Functionalities of each layer, Data and Signals (Analog and Digital): Periodic & Non-periodic signals, Bandwidth, Bit Rate, Baud Rate, Bit Length, and Composite Signal.</p>	<ul style="list-style-type: none"> ● CO1: Understand the structure of Data Communications System and its components. ● CO2: Know the layered model approach explained in OSI and TCP/IP network models ● CO3: Identify different types of network devices and their functions within a network.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>Transmission Media: Transmission Spectrum, Guided (Twisted Pair, Coaxial, Optical Fiber) and Unguided (Radio Wave, Microwave, Infrared, and Satellite Communication: Geostationary, Low Orbit and VSAT), Noise, Attenuation.</p> <p>Digital Transmission: Line Coding (NRZ, RZ, Manchester); Block Coding (Basic Idea); Code Modulation (PCM, DM), Concepts of ADSL Modem.</p> <p>Analog Transmission: Shift Keying (ASK, FSK, PSK, QAM)</p> <p>Multiplexing: FDM, TDM, WDM.</p> <p>Internet: Bridges, Routers, Modem, Connectivity concept, DNS, URL, ISDN, WWW, Browser, Protocols, TCP, IP Address, E-mail: Architecture and services, Voice and Video conferencing, Internet service providers, ADSL.</p>	



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



4 th	CMSG-CC-4-Th (Operating System)	<p>System Software: Introduction: Different System Softwares</p> <p>Introduction Basic OS functions, types of operating systems- batch processing, multiprogramming, time sharing, multiprocessing, distributed and real time systems.</p> <p>Operating System Organization</p> <p>Process System view of the process and resources, process control block, I/O and CPU bound process, process hierarchy, concept of threads, Process Scheduling: Preemptive and non-preemptive scheduling, Long term scheduling, short term/CPU scheduling (FCFS, SJF, SRJF, RR and priority) and medium term scheduling</p> <p>Process Synchronization: Concurrent processes, critical section, semaphores and application, methods for inter-process communication;</p> <p>Deadlock:</p>	<ul style="list-style-type: none">○ CO1: Describe the important computer system resources and the role of operating system in their management policies and algorithms.CO2: Understanding of design issues associated with operating systems
-----------------	--	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMSG-CC-4-Pr (Shell Programming)</p>	<p>Definition, Prevention, Avoidance, Detection, Recovery.</p> <p>Memory Management Physical and logical address space; memory allocation strategies –fixed and variable partitions, paging, segmentation, virtual memory</p> <p>File and I/O Management Directory structure, file operations, file allocation methods, disk management.</p> <ol style="list-style-type: none">1. Write a shell script to convert the content of a file from lower case to upper case.2. Write a shell script to count the words, lines and characters of a given file. File name should be provided at run time.3. Write a shell script that take a word from user and find out the frequency of the word in a given file.4. Write a shell script that gets	<ul style="list-style-type: none">○ CO1: To learn the command substitution to capture program output.○ CO2: To learn the conditional statements to control the execution of shell scripts
--	--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>executed at the moment of user login and it displays Good Morning, Good afternoon, Good Evening, Good Night, depending upon the time at which the user logs on.</p>	
	<p>Skill Enhancement Course B CMS-G-SEC-B-X-2-TH(Information Security)</p>	<p>Overview Overview of Security Parameters: Confidentiality, Integrity and availability-security violation, OSI security architecture.</p> <p>Cryptography Mathematical Tools for Cryptography, Symmetric Encryption Algorithm, Theory of Block cipher design, Risk assessment, Network security management, Firewalls, Web and wireless security management, Computer security log management, IT security infrastructure, Operating system security, user security, program security</p> <p>Finite Field and Number Theory:</p> <p>Internet Firewalls for Trusted System:</p>	<ul style="list-style-type: none"> ● CO1: Develop a basic understanding of cryptography, how it has evolved, and some key encryption techniques used today. ● CO2: Gain familiarity with prevalent network and distributed system attacks, defenses against them, and forensics to investigate the aftermath. ● CO3: Develop an understanding of security policies (such as authentication, integrity and confidentiality), as well as protocols to implement such policies in the form of message exchanges.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



		<p>E-Mail, IP & Web Security (Qualitative study)</p> <p>E-mail Security: Security Services for E-mail-attacks possible through E-mail.</p> <p>IP Security: Overview of IPSec, IP Security Architecture, Authentication Header, Encapsulation Security Payload.</p> <p>Web Security: Secure Socket Layer/Transport Layer Security, Basic Protocol, SSL Attacks, Secure Electronic Transaction (SET).</p>	
5th	<p>CMSG-DSE-A-5-1-TH (Data base Management System (DBMS))</p>	<p>Introduction: Drawbacks of Legacy System; Advantages of DBMS; Layered Architecture of Database, Data Independence; Data Models; Schemas and Instances; Database Languages.</p> <p>ER Model: Entity, Attributes and Relationship; Structural Constraints; Keys; ER Diagram of Some Example Database; Weak and Strong Entity Set; Symbolic Conventions; Specialization and Generalization; Constraints of Specialization and Generalization;</p>	<ul style="list-style-type: none"> ○ CO1: Gain knowledge of database systems and database management systems software. ○ CO2: Ability to model data in applications using conceptual modelling tools such as ERDiagrams and design data base schemas based on the model. ○ CO3: Formulate, using SQL, solutions to a broad range of query and data update problems.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMS-G-DSE-A-5-1-P (DBMS Lab using SQL)</p>	<p>Aggregation.</p> <p>Relational Model: Basic Concepts of Relational Model; Relational Algebra; Tuple Relational Calculus</p> <p>Relational Database Design: Problems of Un-Normalized Database; Functional Dependencies (FD), Derivation Rules, Closure of FD Set, Membership of a Dependency, Canonical Cover; Decomposition to 1NF, 2NF, 3NF and BCNF using FD; Lossless Join Decomposition Algorithm; Dependency preservation.</p> <p>SQL: Basic Structure, Data Definition, Constraints and Schema Changes; Basic SQL Queries (Selection, Insertion, Deletion, Update); Order by Clause; Complex Queries, Aggregate Function Clause; Nested Sub Queries; Correlated Sub Queries; Views (Insert-Able and Updatable), Joined Relations; Set Comparisons (All, Some); Derived Relations.</p>	<ul style="list-style-type: none">○ CO1: To learn the Query substitution to capture program output.○ CO2: To learn the conditional statements to control the execution of SQL.
--	--	--	---



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	CMS-G-SEC-A-X-2-TH (Software Engineering)	<p>Software Design Analysis: Different levels of DFD Design, Physical and Logical DFD, Use and Conversions between them, Decision Tables and Trees, Coupling and Cohesion of the different modules, COCOMO</p> <p>Software Testing: Software Verification and Validation; Testing objectives, Testing Principles, Testability; Error and Faults; Unit Testing, White Box and Black Box Testing.</p>	<ul style="list-style-type: none"> ○ CO1: Basic knowledge and understanding of the analysis and design of complex systems. ○ CO2: Ability to apply software engineering principles and techniques.
6th	CMSG-DSE-B-6-2-TH (Object Oriented Programming)	<p>Concept of OOPs Difference with procedure oriented programming, Data abstraction and information hiding: Objects, Classes, methods.</p> <p>Introduction to Java Java Architecture and Features, Understanding the semantic and syntax differences between C++ and Java, Compiling and Executing a Java Program, Variables, Constants, Keywords Data Types, Operators</p>	<ul style="list-style-type: none"> ○ CO1: Learn the concepts of data, abstraction and encapsulation ○ CO2: Be able to write programs using classes and objects, packages. ○ CO3: Understand conceptually principles of Inheritance and Polymorphism and their use and program level implementation.



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMSG-DSE-B-6-2-P (Object Oriented Programming by JAVA)</p>	<p>(Arithmetic, Logical and Bitwise) and Expressions, Comments, Doing Basic Program Output, Decision Making Constructs (conditional statements and loops) and Nesting, Java Methods (Defining, Scope, Passing and Returning Arguments, Type Conversion and Type and Checking, Built-in Java Class Methods).</p> <p>Arrays, Strings and I/O Creating & Using Arrays (One Dimension and Multi-dimensional), Referencing Arrays Dynamically, Java Strings: The Java String class, Creating & Using String Objects, Manipulating Strings, String Immutability & Equality, Passing Strings To & From Methods, String Buffer Classes. Simple I/O using System.out and the Scanner class, Byte and Character streams, Reading/Writing from console and files.</p> <p>Object Oriented Programming Lab. by using Java</p>	<ul style="list-style-type: none">○ CO1: Learn about the strategies of writing efficient and well-structured computer programs.○ CO2: Develop the skills for formulating iterative solutions to a problem
--	--	---	--



SUSHIL KAR COLLEGE

(Affiliated to University of Calcutta)



	<p>CMS-G-SEC-B-X-1-TH(Multimedia and its Applications)</p>	<p>Multimedia System: An overview of multimedia system and media streams, Source representation and compression techniques text, speech and audio, still image and video.</p> <p>Multi-modal Communication: Video conferencing, networking support.</p> <p>Multimedia OS: Synchronization and QoS, Multimedia Servers.</p>	<ul style="list-style-type: none">○ CO1: To familiarize the students with the broad practical applications of multimedia.○ CO2: Learn about various softwares and hardwares used in multimedia. <p>CO3: Develop basic multimedia projects using multimedia softwares</p>
--	--	---	--

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

Department of Commerce
Programme Specific Outcome (PSO) – Course Outcome (CO)
For B. Com. (Honours)

Programme Specific Outcomes (PSO)

- a. **Practical Implementation and Testing Skills** as the students will be ready for employment in functional areas like accounting, taxation, banking, insurance and corporate law.
- b. **Professional and Industry Skills** Ability to work in teams with enhanced communication and inter-personal skills, to impart knowledge through the contemporary knowledge in the field of accountancy and finance in dynamic and challenging global environment. The knowledge of soft skills and critical decision making will help them work as businessmen, entrepreneur, managers, consultant etc.
- c. **Successful Career in competitive market** Students will be able to demonstrate progressive learning in various disciplines of commerce, business, accounting, economics, finance, auditing and marketing etc. They will be able to prove proficiency with the ability to engage in competitive exams like CA, CS, ICWA and other courses.

Course Outcome (CO)

Semester	Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	AECC 1.1Chg Communicative English	Unit 1 Listening and understanding Unit 2 Reading skill Unit 3 Communication skill Unit 4 Writing Skill Unit 5 Business Communication Unit 6 Personality Grooming	<i>CO1_Students will be able to identify errors in syntax CO2_Students will be able to use formal language in business communication CO3_Students will be able to write official correspondences in the correct format CO4_Students will have an overall impression about formal written communication</i>
	AECC 1.1Chg Indian Language		<i>CO1_Students will be able to identify various poetic devices CO2_Students will be able to comprehend given passages and texts CO3_Students will have an overall impression about the literary eras CO4_Students will have in depth understanding of texts</i>
	GE 1.1Chg Module I Microeconomics	Unit 1 Demand & consumer Behaviour Unit 2 Production & Cost Unit 3 Perfect Competition	<i>CO1_Students will understand the law of demand, supply and various concepts related to this and concept and measurement of elasticity. Also they will learn how consumer will allocate his income among goods and services to maximize utility CO2_They will be familiarized with the concepts and theory of production and cost along with profit maximization objective on the part of producer CO3_Students will be able to analyse the perfectly competitive market structure and equilibrium output determination under short run as well as long run equilibrium condition</i>
	GE 1.1Chg Module II Statistics	Unit 1 Fundamentals Unit 2 Measures of Central Tendency Unit 3 Measures of Dispersion Unit 4 Moments, Skewness and Kurtosis Unit 5 Interpolation	<i>CO1_To gain in depth knowledge and understanding of the concept and scope of statistics CO2_To gain knowledge of measures of Central Tendency of Arithmetic Mean, Geometric Mean and Harmonic Mean CO3_To understand the concept of measures of dispersion, including absolute version and relative version</i>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

			<p><i>CO4</i> To gain a thorough knowledge about Moments, Skewness and Kurtosis</p> <p><i>CO5</i> Application of statistics in other different areas</p>
	CC 1.1Chg Business Laws	<p>Unit 1 The Indian Contract Act, 1872</p> <p>Unit 2 The Sale of Goods Act, 1930</p> <p>Unit 3 Partnership Laws</p> <p>Unit 4 The Negotiable Instruments Act 1881</p> <p>Unit 5 Consumers Protection Act, 1986</p>	<p><i>CO1</i> To gain understanding of the various legal and regulatory rules covered in the course and the respective rights and obligations created under these</p> <p><i>CO2</i> To apply basic legal knowledge to business transactions</p> <p><i>CO3</i> To gain a clear understanding of the legal environment of business</p> <p><i>CO4</i> To Communicate effectively using standard business and legal terminology</p>
	CC 1.2Chg Principles of Management	<p>Unit 1 Introduction</p> <p>Unit 2 Planning</p> <p>Unit 3 Organizing</p> <p>Unit 4 Directing and Staffing</p> <p>Unit 5 Motivation, Co-ordination and Control</p>	<p><i>CO1</i> Students will have an overall idea about various concepts and the different schools of management</p> <p><i>CO2</i> Students will have a detailed introduction to the concepts of planning, organizing, directing & staffing</p> <p><i>CO3</i> Students will be able to conceptualize the concepts of motivation, control & coordination</p>
	CC 1.1Ch Financial Accounting - I	<p>Unit 1 Introduction</p> <p>Unit 2 Concept of determination of business income</p> <p>Unit 3 Introduction to Accounting Standard & Accounting Theory</p> <p>Unit 4 Final accounts of Trading Concern</p> <p>Unit 5 Financial Statements from incomplete records and of NPO</p> <p>Unit 6 Accounting for special sales transaction, Sectional and self - balancing ledger, Insurance claim for loss of stock and for loss of profit</p>	<p><i>CO1</i> Students will have an overall impression about Accounting</p> <p><i>CO2</i> Students will be able to learn about the preparation of Balance Sheet</p> <p><i>CO3</i> Students will be able to understand about accounting concept and conventions</p>
2 nd	GE 2.1Chg (A) E-Commerce	<p>Unit 1 Introduction</p> <p>Unit 2 E-CRM & SCM</p> <p>Unit 3 Digital Payment</p> <p>Unit 4 ERP</p> <p>Unit 5 Trends in E-commerce</p>	<p><i>CO1</i> Students will gather knowledge about the emergence of the digital economy and its governing characteristics</p> <p><i>CO2</i> Students will Understand the ways in which e-commerce is conducted in the virtual space</p> <p><i>CO3</i> Students will become proficient in conducting and facilitating economic transactions in the digital space</p> <p><i>CO4</i> Students will understand the features of websites and the tools used to build an Ecommerce website</p>
	GE 2.1Chg (B) Business Communication	<p>Unit 1 Introduction</p> <p>Unit 2 Types of Communication</p> <p>Unit 3 Tools of communication</p> <p>Unit 4 Drafting</p>	<p><i>CO1</i> Students will understand the concepts, elements & barriers to communication</p> <p><i>CO2</i> Students will learn the types & tools of communication</p> <p><i>CO3</i> Students will master the skills of drafting letters, notices, agenda, minutes etc.</p>
	CC 2.1Chg Company Law	<p>Unit 1 Introduction to Company</p> <p>Unit 2 Formation of Company</p> <p>Unit 3 Company Administration</p> <p>Unit 4 Share Capital & Debenture</p> <p>Unit 5 Corporate Meetings</p>	<p><i>CO1</i> Students will acquire functional knowledge about the laws governing the world of trade, industry and Commerce</p> <p><i>CO2</i> Students will understand about the legal framework within which commercial activities must be restricted, the protection such laws provide and the penalties that have to be borne in case of their breach</p> <p><i>CO3</i> Students will understand the legal principles and the fountainheads from which the specific commercial laws have evolved and become well versed about their general applicability</p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

	CC 2.2Chg (A) Marketing Management	Unit 1 Introduction to Company Units 2 Consumer Behaviour & Market Segmentation Unit 3 Product Unit 4 Pricing, Distribution Channels and Physical Distribution Unit 5 Promotion and Recent developments in marketing	<i>CO1_Students will learn the basic concepts and the principles governing the art and science of marketing management CO2_Students will develop the skill sets required for converting actualizing a sale CO3_Acquire practical knowledge about marketing and getting a domain view of the process</i>
	CC 2.2Chg (B) Human Resource Management	Unit 1 Nature & Scope Units 2 Human Resource Planning Unit 3 Recruitment & Selection Unit 4 Training & Development Unit 5 Job Evaluation and Performance Appraisal	<i>CO1_Students will understand the dynamics of human relations especially in the work place CO2_Students will acquire adequate knowledge about the legal and procedural inputs required to manage humans as valuable resource in the entity. CO3_Students will be equipped with practical knowledge to maintain good inter-personal and enterprise wide relationships so as to channel all energies towards the common goals</i>
	CC 2.1Ch Cost and Management Accounting - I	Unit 1 Introduction Unit 2 Material Cost Unit 3 Employee Cost and Incentive Systems Unit 4 Overhead and Cost Statement Unit 5 Cost Book Keeping Unit 6 Costing Methods	<i>CO1_Students will gather knowledge about the importance and efficacies of costing as a prime mover in the world of trade, commerce and industry CO2_Students will understand how various cost inputs are factored in, calculated and realized in the production process, down to the final pricing CO3_Students will acquire workable knowledge about the calculation of costs and thereby maximize the stated outcomes for which the particular enterprise is run</i>
3 rd	SEC 3.1Chg (A) Information Technology & Its Application in Business (Theory)	Unit 1 Information Technology and Business Unit 2 Data Organisation and Database Management System Unit 3 Internet and its Application Unit 4 Security and Encryption Unit 5 IT Act, 2000 and Cyber Crime	<i>CO1_Students will develop an overall impression regarding various concepts related to Information Technology, their implementation and usage. CO2_Students will gain extensive knowledge about networking, threats, e-security and related legal regulations applicable.</i>
	SEC 3.1Chg (B) Information Technology & Its Application in Business (Practical)	Unit 1 Word Processing Unit 2 Preparing Presentations Unit 3 Spreadsheet and its Business Application Unit 4 Database Management System Unit 5 Website Designing	<i>CO1_Students will get working knowledge about Information Technology – the different facets of IT that are ushering in a tectonic shift in the world and the ways they are impacting businesses. CO2_Students will be well versed with the different technological advancements that are now finding place in the commercial environment and will acquire the ability to use them for enhancing the overall effectiveness of the enterprise.</i>
	GE 3.3Chg (A) Business Mathematics	Unit 1 Permutation and Combination Unit 2 Set Theory Unit 3 Binomial Theorem Unit 4 Logarithm Unit 5 Compound Interest and Annuities	<i>CO1_Students will be able to state possible number of arrangements and selection of things under different condition. CO2_Students will be able to solve numerical problem related to set theory using Venn diagram. CO3_Students will be able to generalize the binomial theorem for any integral power in the expansion. CO4_Students will be able to convert exponent to logarithm and vice versa. CO5_Student will be able to calculate amount, interest and time period related problem on annuities and compound interest.</i>
	GE 3.3Chg (B) Statistics	Unit 6 Correlation and Association Unit 7 Regression Analysis Unit 8 Index Number	<i>CO1_Students will be able to find correlation between two variables.</i>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

		Unit 9 Time Series Analysis Unit 10 Probability	<i>CO2_Students will be able to solve different problem related to regression. CO3_Students will be able to evaluate cost of living index. CO4_Students will be able to plan an investigation and display time series distribution. CO5_Students will be able to apply key concept of probability and conditional probability.</i>
	CC 3.1Ch Financial Accounting - II	Unit 1 Partnership Accounts I Unit 2 Partnership Accounts II Unit 3 Branch Accounting Unit 4 Hire Purchase and Instalment Payment System Unit 5 Departmental Accounts Unit 6 Investment Accounts Unit 7 Business Acquisition and Conversion of partnership into limited company	<i>CO1_Students will be well versed with the different laws governing partnerships in relation to their accounting needs CO2_Students will be able to prepare branch accounts and to understand the expansion lead to the concept of development of branch CO3_Students will be conversant with the both Hire purchase and instalment payment system. CO4_Students will be able to understand the departmental Trading Profit & Loss Account and Balance sheet in present competitive business environment. CO5_Students will be able to understand the accounting for investments, governed by the provisions set out in AS-13 “Accounting for Investments” issued by ICAI. CO6_Students will gather knowledge about how partnership can be converted into limited company and pre and post effect of profit.</i>
	CC 3.2Ch Indian Financial System	Unit 1 Indian Financial System and its components Unit 2 Financial Markets Unit 3 Financial institutions Unit 4 Financial Services Unit 5 Investor’s Protection	<i>CO1_Students will gather knowledge on financial system and financial markets in India. CO2_Knowledge on commercial bank and other financial institutions in India CO3_Idea about fundamentals of financial services and players in financial sectors of SEBI</i>
4 th	GE 4.1Chg (A) Microeconomics - II	Unit 1 Monopoly Unit 2 Imperfect Competition Unit 3 Factor Price Determination	<i>CO1_Students will be able to understand and analyse the monopoly market structure along with the derivation of market equilibrium CO2_In this unit students will be able to understand the features of two more market structures viz. monopolistic competition and oligopoly which are imperfect in nature. Here students will also analyse the oligopoly market with the help of Sweezy’s Kinky Demand Curve Model CO3_Students will be able to analyse how factors are determined using various theories related to rent, wage, interest and profit</i>
	GE 4.1Chg (B) Indian Economy	Unit 1 Basic Issues in Economic Development Unit 2 Basic Features of Indian Economy Unit 3 Sectoral Trends and Issues Unit 4 Social Issues in Indian Economy	<i>CO1_Students will be able to understand various concepts and measures related to development and underdevelopment. They will also learn about various aspects of National Income. CO2_Here students will be able to analyse the sectoral distribution of National Income and Occupational Structure along with its change during post-reform period and issues related to service-led growth. CO3_Students will be able to analyse sector-wise trend, problems and reforms related to major sectors- agriculture, industry, service and external sectors. CO4_Students will be able to understand problem of poverty and the measures related to alleviation of</i>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

			<i>poverty. They will also learn about the problems of unemployment and remedial measures</i>
	CC 4.1Chg (A) Entrepreneurship Development	Unit 1 Introduction Unit 2 Public and Private Systems Unit 3 Sources of Business Ideas and Tests Feasibility Unit 4 Mobilizing Resources	<i>CO1_Students will learn about the role of different financial institutions in the economy. CO2_Students will be able to comprehend the role of family business in India. CO3_Students will be able to write business proposals/plans. CO4_Students will be able to identify resources for start-ups. CO5_Students will be able to understand different financial aspects in the current scenario. CO6_Students will be able to comprehend and appreciate the spirit of entrepreneurship</i>
	CC 4.1Chg (B) Business Ethics	Unit 1 Business ethics Unit 2 Principles of Business ethics Unit 3 Ethics in Management Unit 4 Corporate Culture Unit 5 Ethics & Corporate Governance	<i>CO1_Students will understand the importance of ethical conduct in business CO2_Students will acquire skills which will help them to recognize and resolve ethical issues in business CO3_The ethical dimension of decision making will reflect on them in workplace. CO4_Students will be able to identify key organizational tools, policies, systems, and laws that apply to managing ethical conduct specifically in the business environment. CO5_Students will be able to prioritize personal and organizational values to make ethical decisions.</i>
	CC 4.1Ch Taxation – I	Unit 1 Basic Concepts and Definitions under IT Act Unit 2 Heads of Income and Provisions Governing Heads of Income Unit 3 Heads of Income and Provisions Governing Heads of Income Unit 4 Income of Other Persons included in Assessee’s Total Income, Set-off and Carry Forward of Losses, Deductions	<i>CO1_Students will be imparted with basic knowledge about relevant taxation terminologies CO2_Students will master application of analytical skills in computation of various heads of income & ascertainment of taxable income with reference to pertinent taxation provisions. CO3_Students will be imparted practical knowledge related to application of various aspects of direct taxation.</i>
	CC 4.2Ch Cost and Management Accounting - II	Unit 1 Joint Product & By product, Activity Based Costing Unit 2 Budget and Budgetary Control Unit 3 Standard Costing Unit 4 CVP Analysis, Marginal Costing Unit 5 Short-term Decision Making	<i>CO1_Conversant with the joint production process, the allocation of joint product costs according to the benefits-received approaches and the relevant market value approaches, the methods of accounting for by-products and the ascertainment of cost after separation. CO2_The students will be able to distinguish between traditional overhead rates and activity based overhead rates and also, they will be able to recognize the suitable allocation treatment. CO3_Evaluation of adverse and favourable variations CO4_Management decision making like preparation of different types of budget, application limiting factor, make or buy through marginal costing technique.</i>
5 th	CC 5.1Ch Auditing and Assurance	Unit 1 Concept, Need and Purpose of Audit Unit 2 Audit Procedures and Techniques Unit 3 Audit Risk and Internal Control System	<i>CO1_Students will come to know why an independent examination of financial books of accounts is essential. CO2_Students will come to know about the various procedures & techniques that are to be followed to conduct an audit</i>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

	<p>Unit 4 Vouching, Verification and Valuation Unit 5 Company Audit Unit 6 Audit Report and Certificate Unit 7 Other Thrust Areas</p>	<p><i>CO3_Students will understand about the risks which may still remain even after detailed checking and how to consider the same while auditing.</i> <i>CO4_Students will come to know how the findings have to be reported in the form of Audit Report and how to provide Audit Certificates.</i> <i>CO5_Students will know about the different kinds of Audit that can be done & its importance</i></p>
CC 5.2Ch Taxation – II	<p>Unit 1 Computation of Total Income and Tax Payable Unit 2 Tax Management Unit 3 Basic Concepts of Indirect Tax and Overview of GST Unit 4 Taxable Event, Supply – Concept, Time, Value and Place, Charge of GST Unit 5 Input and Output Tax Computation, Input Tax Credit (ITC) and Composition Scheme under GST Unit 6 Customs</p>	<p><i>CO1_Students will master application of analytical skills in ascertainment of taxable income and computation of tax liability.</i> <i>CO2_Students will be imparted with basic and practical knowledge about the provisions for filing and assessment of return. Basic knowledge about total tax, interest and fee payable under IT Act would also be imparted.</i> <i>CO3_Students will be imparted with basic knowledge about relevant terminologies under current indirect tax regime.</i> <i>CO4_Students will be imparted with basic knowledge and application of relevant terminologies under GST law.</i> <i>CO5_Students will master application of analytical skills in computation of Input and Output Tax and application of Input tax credit mechanism. The basic knowledge about Composition Scheme would also be imparted.</i> <i>CO6_Students will be imparted basic and practical knowledge about the pertinent taxation provisions with regards to Customs.</i></p>
DSE 5.1A1 Macroeconomics	<p>Unit 1 Introduction Unit 2 National Income Accounting Unit 3 Determination of equilibrium Level of National Income Unit 4 Commodity Market & Money Market Equilibrium Unit 5 Money, Inflation and Unemployment</p>	<p><i>CO1_Students will understand the basic concepts of macroeconomics with particular emphasis on the various concepts of national income accounting along with their measurement method.</i> <i>CO2_Students will learn to determine the equilibrium output and income by using the concepts of consumption, investment and saving and analyse the same in money market and commodity market under monetary as well as fiscal policies.</i> <i>CO3_Students will study the various functions of money along with various theories associated with demand for money and supply of money and concepts and impact of inflation on the economy and unemployment</i></p>
DSE 5.1A2 Advanced Business Mathematics	<p>Unit 1 Functions, Limits and Continuity Unit 2 Differentiation & Integration Unit 3 Application of Derivative Unit 4 Determinants Unit 5 Matrix</p>	<p><i>CO1_Students will be able to understand about the domain and Range. They are able to understand the dependence of one quantity over the other, that is, the relationship between ‘x’ and f(x). They learn to analyse the graph and ultimately, it makes them prepare for the other topics. For understanding Calculus, the students need to understand this topic. Students learn to find the limits and continuity of various functions like exponential, logarithmic, sine, cosine, etc.</i> <i>CO2_The students learn about differentiating by the first principle and by the formulas. They learn about as why and where differentiation is used in real life. Integration helps the students to find out the area under a curve, volume. Students learn to integrate the different functions with the help of the formulae. They</i></p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

			<p>can understand that integration is the inverse of differentiation.</p> <p>CO3_ Students will be able to apply the practical application of Derivatives. They understand the concept of maxima and minima. They can find out the profit and loss in business.</p> <p>CO4_ Students learn about the various properties of Determinants. They understand the method of finding out the Determinant with expanding and without expanding too.</p> <p>CO5_ students learn about the types of matrices, arithmetic operations like addition, subtraction, multiplication, scalar multiplication.</p>
	DSE 5.2A Corporate Accounting	Unit 1 Company-Introduction and Accounting for Shares and Debentures Unit 2 Buyback and Redemption of Preference Shares Unit 3 Company Final Accounts Unit 4 Redemption of Debentures Unit 5 Valuation Unit 6 Company Merger and Reconstruction	<p>CO1_ Students will be well versed with issue and forfeiture of shares and debentures. Students will be well versed provisions of buy back and redemption of shares.</p> <p>CO2_ Students will be well versed with preparation of company final accounts, statement of profit and loss and balance sheet.</p> <p>CO3_ Students will be well versed with provisions of redemption of debentures.</p> <p>CO4_ Students will be well versed with different methods of valuation of shares and goodwill.</p> <p>CO5_ Students will be well versed with provisions of amalgamation in the nature of merger and purchase and learn about internal reconstruction</p>
6 th	AECC 6.1Chg Environmental Studies		<p>CO1_ Students will get an overall impression about the environmental challenges</p> <p>CO2_ Students will be able to identify causes behind environmental hazards</p> <p>CO3_ Students will be able to identify possible solution for few environmental challenges</p> <p>CO4_ Students will be able to shortlist preventive measures for various environmental challenges</p>
	SEC 6.1Chg Computerized Accounting System and E-filing of Tax Return	Unit 1 Computerized Accounting Package Units 2 Designing computerized accounting system Unit 3 E-filing of tax return Unit 4 Project work based on the above-mentioned topic	<p>CO1_ Students will gain in depth knowledge of the accounting software applications, word processing, and spreadsheet.</p> <p>CO2_ Students will be able to establish company records, maintain daily transactions using the general ledger, accounts payable, accounts receivable, inventory, account reconciliation and payroll and create financial statements.</p> <p>CO3_ Students will be able to equipped with Indian Taxation System and enhance their skills in the field of Taxation and online filing of tax return</p>
	CC 6.1Ch Project Work		<p>CO1_ Instill among the students the basic knowledge and spirit of entrepreneurship.</p> <p>CO2_ Students will be encouraged to undertake independent research projects which can add value to society</p> <p>CO3_ To give a thorough understanding of different financial aspects in the current scenario</p> <p>CO4_ Develop oral communication skills of the students.</p> <p>CO5_ Encourage students to understand the practical aspects of trade industry and commerce.</p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

<p><u>DSE 6.1A</u> Financial Reporting and Financial Statement Analysis</p>	<p>Unit 1 Holding Company Unit 2 Accounting Standards Unit 3 Fund Flow Statement Unit 4 Cash Flow Statement Unit 5 Introduction to Financial Statements Analysis Unit 6 Accounting Ratios for Financial Statement Analysis</p>	<p><i>CO1_ The students will be able to identify and understand different tools like Ratio analysis, comparative and common size income statement and balance sheet and cash flow statement</i> <i>CO2_ The students will understand the accounting concepts and conventions.</i> <i>CO3_ The students will be able to know about the issues of ethics sustaining true financial reporting of company assets, liabilities and profits</i></p>
<p><u>DSE 6.2A</u> Financial Management</p>	<p>Unit 1 Introduction & Basic Concepts Unit 2 Sources of Finance and Cost of capital Unit 3 Leverage and capital structure theories Unit 4 Working Capital Management (1) Unit 5 Working Capital Management (2) Unit 6 Capital Expenditure Decisions (1) Unit 7 Capital Expenditure Decisions (2) Unit 8 Dividend Decisions</p>	<p><i>CO1_ Developing basic knowledge of the students about the elementary concepts of finance, role and techniques of financial management with an insight into various decisions of the management.</i> <i>CO2_ Understanding the role and responsibilities of the financial manager and corporate financial activities.</i> <i>CO3_ Developing concepts relating to management of finance, processing of financial information for the management decision-making in key areas like working capital management, capital budgeting decisions, dividend policy etc.</i></p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

Department of Commerce
Programme Specific Outcome (PSO) – Course Outcome (CO)
For B. Com. (General)

Programme Specific Outcomes (PSO)

- a. **Practical Implementation and Testing Skills** as the students will be ready for employment in functional areas like accounting, taxation, banking, insurance and corporate law.
- b. **Professional and Industry Skills** Ability to work in teams with enhanced communication and inter-personal skills, to impart knowledge through the contemporary knowledge in the field of accountancy and finance in dynamic and challenging global environment. The knowledge of soft skills and critical decision making will help them work as businessmen, entrepreneur, managers, consultant etc.
- c. **Successful Career in competitive market** Students will be able to demonstrate progressive learning in various disciplines of commerce, business, accounting, economics, finance, auditing and marketing etc. They will be able to prove proficiency with the ability to engage in competitive exams like CA, CS, ICWA and other courses.

Course Outcome (CO)

Semester	Courses	Content of CU Syllabus	Course Outcome (CO)
1 st	AECC 1.1Chg Communicative English	Unit 1 Listening and understanding Unit 2 Reading skill Unit 3 Communication skill Unit 4 Writing Skill Unit 5 Business Communication Unit 6 Personality Grooming	<i>CO1_Students will be able to identify errors in syntax CO2_Students will be able to use formal language in business communication CO3_Students will be able to write official correspondences in the correct format CO4_Students will have an overall impression about formal written communication</i>
	AECC 1.1Chg Indian Language		<i>CO1_Students will be able to identify various poetic devices CO2_Students will be able to comprehend given passages and texts CO3_Students will have an overall impression about the literary eras CO4_Students will have in depth understanding of texts</i>
	GE 1.1Chg Module I Microeconomics	Unit 1 Demand & consumer Behaviour Unit 2 Production & Cost Unit 3 Perfect Competition	<i>CO1_Students will understand the law of demand, supply and various concepts related to this and concept and measurement of elasticity. Also they will learn how consumer will allocate his income among goods and services to maximize utility CO2_They will be familiarized with the concepts and theory of production and cost along with profit maximization objective on the part of producer CO3_Students will be able to analyse the perfectly competitive market structure and equilibrium output determination under short run as well as long run equilibrium condition</i>
	GE 1.1Chg Module II Statistics	Unit 1 Fundamentals Unit 2 Measures of Central Tendency Unit 3 Measures of Dispersion Unit 4 Moments, Skewness and Kurtosis Unit 5 Interpolation	<i>CO1_To gain in depth knowledge and understanding of the concept and scope of statistics CO2_To gain knowledge of measures of Central Tendency of Arithmetic Mean, Geometric Mean and Harmonic Mean CO3_To understand the concept of measures of dispersion, including absolute version and relative version</i>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

			<p><i>CO4</i> To gain a thorough knowledge about Moments, Skewness and Kurtosis</p> <p><i>CO5</i> Application of statistics in other different areas</p>
	CC 1.1Chg Business Laws	Unit 1 The Indian Contract Act, 1872 Unit 2 The Sale of Goods Act, 1930 Unit 3 Partnership Laws Unit 4 The Negotiable Instruments Act 1881 Unit 5 Consumers Protection Act, 1986	<p><i>CO1</i> To gain understanding of the various legal and regulatory rules covered in the course and the respective rights and obligations created under these</p> <p><i>CO2</i> To apply basic legal knowledge to business transactions</p> <p><i>CO3</i> To gain a clear understanding of the legal environment of business</p> <p><i>CO4</i> To Communicate effectively using standard business and legal terminology</p>
	CC 1.2Chg Principles of Management	Unit 1 Introduction Unit 2 Planning Unit 3 Organizing Unit 4 Directing and Staffing Unit 5 Motivation, Co-ordination and Control	<p><i>CO1</i> Students will have an overall idea about various concepts and the different schools of management</p> <p><i>CO2</i> Students will have a detailed introduction to the concepts of planning, organizing, directing & staffing</p> <p><i>CO3</i> Students will be able to conceptualize the concepts of motivation, control & coordination</p>
	CC 1.1Cg Financial Accounting - I	Unit 1 Introduction Unit 2 Concept of determination of business income Unit 3 Introduction to Accounting Standard & Accounting Theory Unit 4 Final accounts of Trading Concern Unit 5 Financial Statements from incomplete records and of NPO Unit 6 Accounting for special sales transaction, Sectional and self-balancing ledger, Insurance claim for loss of stock and for loss of profit	<p><i>CO1</i> Students will have an overall impression about Accounting</p> <p><i>CO2</i> Students will be able to learn about the preparation of Balance Sheet</p> <p><i>CO3</i> Students will be able to understand about accounting concept and conventions</p>
2 nd	GE 2.1Chg (A) E-Commerce	Unit 1 Introduction Unit 2 E-CRM & SCM Unit 3 Digital Payment Unit 4 ERP Unit 5 Trends in E-commerce	<p><i>CO1</i> Students will gather knowledge about the emergence of the digital economy and its governing characteristics</p> <p><i>CO2</i> Students will Understand the ways in which e-commerce is conducted in the virtual space</p> <p><i>CO3</i> Students will become proficient in conducting and facilitating economic transactions in the digital space</p> <p><i>CO4</i> Students will understand the features of websites and the tools used to build an Ecommerce website</p>
	GE 2.1Chg (B) Business Communication	Unit 1 Introduction Unit 2 Types of Communication Unit 3 Tools of communication Unit 4 Drafting	<p><i>CO1</i> Students will understand the concepts, elements & barriers to communication</p> <p><i>CO2</i> Students will learn the types & tools of communication</p> <p><i>CO3</i> Students will master the skills of drafting letters, notices, agenda, minutes etc.</p>
	CC 2.1Chg Company Law	Unit 1 Introduction to Company Unit 2 Formation of Company Unit 3 Company Administration Unit 4 Share Capital & Debenture Unit 5 Corporate Meetings	<p><i>CO1</i> Students will acquire functional knowledge about the laws governing the world of trade, industry and Commerce</p> <p><i>CO2</i> Students will understand about the legal framework within which commercial activities must be restricted, the protection such laws provide and the penalties that have to be borne in case of their breach</p> <p><i>CO3</i> Students will understand the legal principles and the fountainheads from which the specific commercial laws have evolved and become well versed about their general applicability</p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

	CC 2.2Chg (A) Marketing Management	Unit 1 Introduction to Company Units 2 Consumer Behaviour & Market Segmentation Unit 3 Product Unit 4 Pricing, Distribution Channels and Physical Distribution Unit 5 Promotion and Recent developments in marketing	<i>CO1_Students will learn the basic concepts and the principles governing the art and science of marketing management CO2_Students will develop the skill sets required for converting actualizing a sale CO3_Acquire practical knowledge about marketing and getting a domain view of the process</i>
	CC 2.2Chg (B) Human Resource Management	Unit 1 Nature & Scope Units 2 Human Resource Planning Unit 3 Recruitment & Selection Unit 4 Training & Development Unit 5 Job Evaluation and Performance Appraisal	<i>CO1_Students will understand the dynamics of human relations especially in the work place CO2_Students will acquire adequate knowledge about the legal and procedural inputs required to manage humans as valuable resource in the entity. CO3_Students will be equipped with practical knowledge to maintain good inter-personal and enterprise wide relationships so as to channel all energies towards the common goals</i>
	CC 2.1Cg Cost and Management Accounting - I	Unit 1 Introduction Unit 2 Material Cost Unit 3 Employee Cost and Incentive Systems Unit 4 Overhead and Cost Statement Unit 5 Cost Book Keeping Unit 6 Costing Methods	<i>CO1_Students will gather knowledge about the importance and efficacies of costing as a prime mover in the world of trade, commerce and industry CO2_Students will understand how various cost inputs are factored in, calculated and realized in the production process, down to the final pricing CO3_Students will acquire workable knowledge about the calculation of costs and thereby maximize the stated outcomes for which the particular enterprise is run</i>
3 rd	SEC 3.1Chg (A) Information Technology & Its Application in Business (Theory)	Unit 1 Information Technology and Business Unit 2 Data Organisation and Database Management System Unit 3 Internet and its Application Unit 4 Security and Encryption Unit 5 IT Act, 2000 and Cyber Crime	<i>CO1_Students will develop an overall impression regarding various concepts related to Information Technology, their implementation and usage. CO2_Students will gain extensive knowledge about networking, threats, e-security and related legal regulations applicable.</i>
	SEC 3.1Chg (B) Information Technology & Its Application in Business (Practical)	Unit 1 Word Processing Unit 2 Preparing Presentations Unit 3 Spreadsheet and its Business Application Unit 4 Database Management System Unit 5 Website Designing	<i>CO1_Students will get working knowledge about Information Technology – the different facets of IT that are ushering in a tectonic shift in the world and the ways they are impacting businesses. CO2_Students will be well versed with the different technological advancements that are now finding place in the commercial environment and will acquire the ability to use them for enhancing the overall effectiveness of the enterprise.</i>
	GE 3.3Chg (A) Business Mathematics	Unit 1 Permutation and Combination Unit 2 Set Theory Unit 3 Binomial Theorem Unit 4 Logarithm Unit 5 Compound Interest and Annuities	<i>CO1_Students will be able to state possible number of arrangements and selection of things under different condition. CO2_Students will be able to solve numerical problem related to set theory using Venn diagram. CO3_Students will be able to generalize the binomial theorem for any integral power in the expansion. CO4_Students will be able to convert exponent to logarithm and vice versa. CO5_Student will be able to calculate amount, interest and time period related problem on annuities and compound interest.</i>
	GE 3.3Chg (B) Statistics	Unit 6 Correlation and Association Unit 7 Regression Analysis Unit 8 Index Number	<i>CO1_Students will be able to find correlation between two variables.</i>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

		Unit 9 Time Series Analysis Unit 10 Probability	<p><i>CO2_Students will be able to solve different problem related to regression.</i></p> <p><i>CO3_Students will be able to evaluate cost of living index.</i></p> <p><i>CO4_Students will be able to plan an investigation and display time series distribution.</i></p> <p><i>CO5_Students will be able to apply key concept of probability and conditional probability.</i></p>
	CC 3.1Cg Financial Accounting - II	Unit 1 Partnership Accounts I Unit 2 Partnership Accounts II Unit 3 Branch Accounting Unit 4 Hire Purchase and Instalment Payment System Unit 5 Departmental Accounts Unit 6 Investment Accounts Unit 7 Business Acquisition and Conversion of partnership into limited company	<p><i>CO1_Students will be well versed with the different laws governing partnerships in relation to their accounting needs</i></p> <p><i>CO2_Students will be able to prepare branch accounts and to understand the expansion lead to the concept of development of branch</i></p> <p><i>CO3_Students will be conversant with the both Hire purchase and instalment payment system.</i></p> <p><i>CO4_Students will be able to understand the departmental Trading Profit & Loss Account and Balance sheet in present competitive business environment.</i></p> <p><i>CO5_Students will be able to understand the accounting for investments, governed by the provisions set out in AS-13 “Accounting for Investments” issued by ICAI.</i></p> <p><i>CO6_Students will gather knowledge about how partnership can be converted into limited company and pre and post effect of profit.</i></p>
4 th	GE 4.1Chg (A) Microeconomics - II	Unit 1 Monopoly Unit 2 Imperfect Competition Unit 3 Factor Price Determination	<p><i>CO1_Students will be able to understand and analyse the monopoly market structure along with the derivation of market equilibrium</i></p> <p><i>CO2_ In this unit students will be able to understand the features of two more market structures viz. monopolistic competition and oligopoly which are imperfect in nature. Here students will also analyse the oligopoly market with the help of Sweezy’s Kinky Demand Curve Model</i></p> <p><i>CO3_Students will be able to analyse how factors are determined using various theories related to rent, wage, interest and profit</i></p>
	GE 4.1Chg (B) Indian Economy	Unit 1 Basic Issues in Economic Development Unit 2 Basic Features of Indian Economy Unit 3 Sectoral Trends and Issues Unit 4 Social Issues in Indian Economy	<p><i>CO1_Students will be able to understand various concepts and measures related to development and underdevelopment. They will also learn about various aspects of National Income.</i></p> <p><i>CO2_Here students will be able to analyse the sectoral distribution of National Income and Occupational Structure along with its change during post-reform period and issues related to service-led growth.</i></p> <p><i>CO3_Students will be able to analyse sector-wise trend, problems and reforms related to major sectors- agriculture, industry, service and external sectors.</i></p> <p><i>CO4_Students will be able to understand problem of poverty and the measures related to alleviation of poverty. They will also learn about the problems of unemployment and remedial measures</i></p>
	CC 4.1Chg (A) Entrepreneurship Development	Unit 1 Introduction Unit 2 Public and Private Systems Unit 3 Sources of Business Ideas and Tests Feasibility	<p><i>CO1_Students will learn about the role of different financial institutions in the economy.</i></p> <p><i>CO2_Students will be able to comprehend the role of family business in India.</i></p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

		Unit 4 Mobilizing Resources	<p><i>CO3_Students will be able to write business proposals/ plans.</i></p> <p><i>CO4_Students will be able to identify resources for start-ups.</i></p> <p><i>CO5_Students will be able to understand different financial aspects in the current scenario.</i></p> <p><i>CO6_Students will be able to comprehend and appreciate the spirit of entrepreneurship</i></p>
	CC 4.1Chg (B) Business Ethics	Unit 1 Business ethics Unit 2 Principles of Business ethics Unit 3 Ethics in Management Unit 4 Corporate Culture Unit 5 Ethics & Corporate Governance	<p><i>CO1_Students will understand the importance of ethical conduct in business</i></p> <p><i>CO2_Students will acquire skills which will help them to recognize and resolve ethical issues in business</i></p> <p><i>CO3_The ethical dimension of decision making will reflect on them in workplace.</i></p> <p><i>CO4_Students will be able to identify key organizational tools, policies, systems, and laws that apply to managing ethical conduct specifically in the business environment.</i></p> <p><i>CO5_Students will be able to prioritize personal and organizational values to make ethical decisions.</i></p>
	CC 4.1Cg Taxation – I	Unit 1 Basic Concepts and Definitions under IT Act Unit 2 Heads of Income and Provisions Governing Heads of Income Unit 3 Heads of Income and Provisions Governing Heads of Income Unit 4 Income of Other Persons included in Assessee’s Total Income, Set-off and Carry Forward of Losses, Deductions	<p><i>CO1_Students will be imparted with basic knowledge about relevant taxation terminologies</i></p> <p><i>CO2_Students will master application of analytical skills in computation of various heads of income & ascertainment of taxable income with reference to pertinent taxation provisions.</i></p> <p><i>CO3_Students will be imparted practical knowledge related to application of various aspects of direct taxation.</i></p>
	CC 4.2Cg Cost and Management Accounting - II	Unit 1 Joint Product & By product, Activity Based Costing Unit 2 Budget and Budgetary Control Unit 3 Standard Costing Unit 4 CVP Analysis, Marginal Costing Unit 5 Short-term Decision Making	<p><i>CO1_Conversant with the joint production process, the allocation of joint product costs according to the benefits-received approaches and the relevant market value approaches, the methods of accounting for by-products and the ascertainment of cost after separation.</i></p> <p><i>CO2_The students will be able to distinguish between traditional overhead rates and activity based overhead rates and also, they will be able to recognize the suitable allocation treatment.</i></p> <p><i>CO3_Evaluation of adverse and favourable variations</i></p> <p><i>CO4_Managerial decision making like preparation of different types of budget, application limiting factor, make or buy through marginal costing technique.</i></p>
5 th	CC 5.1Cg Auditing and Assurance	Unit 1 Concept, Need and Purpose of Audit Unit 2 Audit Procedures and Techniques Unit 3 Audit Risk and Internal Control System Unit 4 Vouching, Verification and Valuation Unit 5 Company Audit Unit 6 Audit Report and Certificate Unit 7 Other Thrust Areas	<p><i>CO1_Students will come to know why an independent examination of financial books of accounts is essential.</i></p> <p><i>CO2_Students will come to know about the various procedures & techniques that are to be followed to conduct an audit</i></p> <p><i>CO3_Students will understand about the risks which may still remain even after detailed checking and how to consider the same while auditing.</i></p> <p><i>CO4_Students will come to know how the findings have to be reported in the form of Audit Report and how to provide Audit Certificates.</i></p> <p><i>CO5_Students will know about the different kinds of Audit that can be done & its importance</i></p>

SUSHIL KAR COLLEGE
(Affiliated to University of Calcutta)
Govt. Aided | NAAC Reaccredited “B” Grade
Included under Section 2(f) & 12(B) of UGC Act

	DSE 5.1A Taxation – II	Unit 1 Computation of Total Income and Tax Payable Unit 2 Tax Management Unit 3 Basic Concepts of Indirect Tax and Overview of GST Unit 4 Taxable Event, Supply – Concept, Time, Value and Place, Charge of GST Unit 5 Input and Output Tax Computation, Input Tax Credit (ITC) and Composition Scheme under GST Unit 6 Customs	<i>CO1_Students will master application of analytical skills in ascertainment of taxable income and computation of tax liability.</i> <i>CO2_Students will be imparted with basic and practical knowledge about the provisions for filing and assessment of return. Basic knowledge about total tax, interest and fee payable under IT Act would also be imparted.</i> <i>CO3_Students will be imparted with basic knowledge about relevant terminologies under current indirect tax regime.</i> <i>CO4_Students will be imparted with basic knowledge and application of relevant terminologies under GST law.</i> <i>CO5_Students will master application of analytical skills in computation of Input and Output Tax and application of Input tax credit mechanism. The basic knowledge about Composition Scheme would also be imparted.</i> <i>CO6_Students will be imparted basic and practical knowledge about the pertinent taxation provisions with regards to Customs.</i>
	DSE 5.2A Corporate Accounting	Unit 1 Company-Introduction and Accounting for Shares and Debentures Unit 2 Buyback and Redemption of Preference Shares Unit 3 Company Final Accounts Unit 4 Redemption of Debentures Unit 5 Valuation Unit 6 Company Merger and Reconstruction	<i>CO1_Students will be well versed with issue and forfeiture of shares and debentures. Students will be well versed provisions of buy back and redemption of shares.</i> <i>CO2_Students will be well versed with preparation of company final accounts, statement of profit and loss and balance sheet.</i> <i>CO3_Students will be well versed with provisions of redemption of debentures.</i> <i>CO4_Students will be well versed with different methods of valuation of shares and goodwill.</i> <i>CO5_Students will be well versed with provisions of amalgamation in the nature of merger and purchase and learn about internal reconstruction</i>
6 th	AECC 6.1Chg Environmental Studies		<i>CO1_Students will get an overall impression about the environmental challenges</i> <i>CO2_Students will be able to identify causes behind environmental hazards</i> <i>CO3_Students will be able to identify possible solution for few environmental challenges</i> <i>CO4_Students will be able to shortlist preventive measures for various environmental challenges</i>
	SEC 6.1Chg Computerized Accounting System and E-filing of Tax Return	Unit 1 Computerized Accounting Package Units 2 Designing computerized accounting system Unit 3 E-filing of tax return Unit 4 Project work based on the above-mentioned topic	<i>CO1_Students will gain in depth knowledge of the accounting software applications, word processing, and spreadsheet.</i> <i>CO2_Students will be able to establish company records, maintain daily transactions using the general ledger, accounts payable, accounts receivable, inventory, account reconciliation and payroll and create financial statements.</i> <i>CO3_Students will be able to equipped with Indian Taxation System and enhance their skills in the field of Taxation and online filing of tax return</i>
	DSE 6.1A Financial Reporting and	Unit 1 Holding Company Unit 2 Accounting Standards Unit 3 Fund Flow Statement	<i>CO1_The students will be able to identify and understand different tools like Ratio analysis,</i>

SUSHIL KAR COLLEGE
 (Affiliated to University of Calcutta)
 Govt. Aided | NAAC Reaccredited “B” Grade
 Included under Section 2(f) & 12(B) of UGC Act

Financial Statement Analysis	Unit 4 Cash Flow Statement Unit 5 Introduction to Financial Statements Analysis Unit 6 Accounting Ratios for Financial Statement Analysis	<i>comparative and common size income statement and balance sheet and cash flow statement</i> CO2 <i>The students will understand the accounting concepts and conventions.</i> CO3 <i>The students will be able to know about the issues of ethics sustaining true financial reporting of company assets, liabilities and profits</i>
DSE 6.2A Financial Management	Unit 1 Introduction & Basic Concepts Unit 2 Sources of Finance and Cost of capital Unit 3 Leverage and capital structure theories Unit 4 Working Capital Management (1) Unit 5 Working Capital Management (2) Unit 6 Capital Expenditure Decisions (1) Unit 7 Capital Expenditure Decisions (2) Unit 8 Dividend Decisions	CO1 <i>Developing basic knowledge of the students about the elementary concepts of finance, role and techniques of financial management with an insight into various decisions of the management.</i> CO2 <i>Understanding the role and responsibilities of the financial manager and corporate financial activities.</i> CO3 <i>Developing concepts relating to management of finance, processing of financial information for the management decision-making in key areas like working capital management, capital budgeting decisions, dividend policy etc.</i>