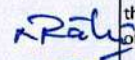



	A	B	C	D	E	F	G	H
1			PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME					
2			B.Com					
3	SR. NO	COURSE NAME	PROGRAMME LEARNING OUTCOME	COURSE/PAPER NAME	COURSE/PAPER OBJECTIVE	COURSE LEARNING OUTCOMES	TEACHING LEARNING PROCESS	ASSESSMENT METHOD
4	1	B.COM SEM 1	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	Paper BC 1.2: FINANCIAL ACCOUNTING	This course provides conceptual knowledge of financial accounting and provides knowledge about the techniques for preparing accounts in different type of business organisations	After completing the course, the student shall be able to: CO1: build an understanding of the theoretical framework of accounting and be able to prepare financial statements. CO2: explain and determine depreciation and inventory value CO3: develop understanding of accounting for hire purchase transactions and lease transactions CO4: understand branch and departmental accounting CO5: develop the skill of preparation of trading and profit and loss account and balance sheet u	Theory and numerical with examples, Practical Lab Lectures. Class participation, Presentation, Practicals, Viva/ test, End Semester	Latest Accounting Standards to be followed. • There shall be 4 credit hours for lectures + one credit hour (Two Practical Periods per week per batch) for practical lab + one credit hour for tutorials (per group). • Examination scheme for computerized accounting system – Practical for 20 marks. The practical exam will be of one hour. • Theory external exam shall carry 75 marks and will be of 3 hours if (unit 5) Accounting for partnership firms is opted and for the students who opt for computerized accounting (Unit 5), theory external exam shall carry 55 marks and will be of 2½ hours
5	2	B.COM SEM 1	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	Paper BC 1.3: BUSINESS ORGANISATION AND MANAGEMENT	The objective of this course is to develop an understanding about functions of management and challenges faced by management and organisations with changing dynamics.	After completing the course, the student shall be able to: CO1: understand dynamics of business organisations and management practices with respect to stakeholders. CO2: understand varied perspectives related to business environment and entrepreneurship. CO3: analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment. CO4: analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling. CO5: appreciate the change in working pattern of modern organisations.	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.	Class tests/Assignments, Class participation, Presentations, End-semester examination.


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	A	B	C	D	E	F	G	H
3		B.COM SEM 2	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	Paper BC 2.2: BUSINESS LAWS	To impart basic knowledge of the important business laws relevant to conduct general business activities in physical and virtual spaces along with relevant case laws	After completing the course, the student shall be able to: CO1: understand basic aspects of contracts for making the agreements, contracts and subsequently enter valid business propositions. CO2: handle the execution of special contracts used in different types of business. CO3: learn legitimate rights and obligations under the Sale of Goods Act. CO4: acquire skills to initiate entrepreneurial ventures as LLP. CO5: understand the fundamentals of Internet based activities under The Information and Technology Act.	It includes lectures, presentations, discussions of case laws and case study discussion, role plays, seminars, tutorials and project- based learning.	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.
6								
4		B.COM SEM 2	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	Paper BC 2.3: BUSINESS MATHEMATICS AND STATISTICS	The objective of this course is to familiarize students with the applications of Mathematics and Statistical techniques in business decision making	After completing the course, the student shall be able to: CO1: acquire proficiency in using different mathematical tools (matrices, calculus and mathematics of finance) in solving real life business and economic problems. CO2: develop an understanding of the various averages and measures of dispersion to describe statistical data. CO3: understand the relationship between two variables through correlation and regression. CO4: understand the construction and application of index numbers to real life situations. CO5: understand the trends and tendencies over a period of time through time series analysis.	This course is well structured and sequenced attainment of knowledge and skills. It will constitute an important aspect of teaching learning process. the course would involve lectures supported by group tutorials, open ended projects and self study	Class participation, tutorial assignments and presentations, class tests, end semester exam.
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5	B.COM SEM 3	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	COMPANY LAW	The objective of the course is to impart basic knowledge of the provisions of the Companies Act 2013 to understand the conduct of business as per legal framework provided in the country. Case studies involving issues in company law are required to be discussed	CO1: understand the rules and the broader procedural aspects involved in different types of companies covering the Companies Act 2013. CO2: comprehend and appropriately use the basic legal documents essential for operations and management of company. CO3: distinguish between varied company processes, meetings and decisions. CO4: know the framework of dividend distribution and role of auditors in a company. CO5: understand and evaluate working of depositories and their functions for working in stock market.	It includes lectures through presentations of case laws and discussion of case studies, role plays, seminars, tutorials, project- based learning. Case laws comprehension and higher order skills of reasoning and analysis will be encourage	The assessment methods of this course are properly aligned with teaching learning processes and expected learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.
8							
6	B.COM SEM 3		Income Tax Law & Practice	To impart knowledge of laws pertaining to levy of income tax in India and to enable students to apply the same practically	CO1: understand the basic concepts in the law of income tax and determine the residential status of different persons. CO2: identify the five heads in which income is categorised and to compute income under the heads 'Salaries' and 'Income from House Property'. CO3: compute income under the head ' Profits and gains of business or profession', 'Capital gains' and 'Income from other sources'. CO4: understand clubbing provisions, aggregate income after set-off and carry forward of losses, and deductions allowed under the Income Tax Act. CO5: compute tax liability of individuals and firms and understand the provisions of filing return of income	The teaching learning process would include classroom lectures to introduce students to the law pertaining to the levy of income tax. This would be supported by case studies to enable an understanding of the practical implications of the income tax law. Further, to enable the students to apply the law practically, presentations by students and practical on online filing would be included in the teaching learning process	The assessment methods would include end semester examination, assignments and class tests. Further, practical exams may be conducted to gauge the understanding of students regarding application of relevant provisions of the income tax law
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	A	B	C	D	E	F	G	H
7		B.COM SEM 3		COMPUTER APPLICATION IN BUSINESS(SEC)	To provide computer based knowledge to commerce students and to equip them with computational skills using ICT tools	CO1: handle document creation for communication. CO 2: acquire skills to create and make good presentations. CO 3: make various computations in the area of accounting and finance and present business data using appropriate charts. CO4: process and analyze the business data and generalize the work sheets for better understanding of the business environment and decision making. CO5: understand and apply the various database concepts and tools in the related business areas.	The course would involve lectures supported by group discussion, real life projects, open ended projects and hands- on-practice in computer labs.	There shall be an examination of 100 marks consisting of practical exam of 75 marks (3 hours duration), 10 marks workbook, 10 marks class test/viva and 5 marks for attendance
10		B.COM SEM 3		CYBER CRIMES & LAWS (SEC)	This paper intends to create an understanding towards the cyber crimes and to familiarize the students with the application of cyber laws in general.	O1: identify cyber risk associated with online activities. CO2: learn safe working in the vertical having varied access points, data sources, network and system related issues, especially in online transactions. CO3: identify the threats attached with using different popular virtual places or platforms. CO4: generate and preserve electronic evidences for personal and professional use. CO5: work in virtual space safely and with business process or products confirming to the regulatory framework and not falling under the ambit of cyber crimes	Lectures, presentations of case laws discussing the real life cyber scams and the relevant precautionary measures, case study approach would be widely followed, role plays, seminars, tutorials, project- based learning. Case laws comprehension and higher- order skills of reasoning and analysis will be encouraged through teaching strategies.	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews
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	A	B	C	D	E	F	G	H
12	9	B.COM SEM 4		CORPORATE ACCOUNTING	To acquire the conceptual knowledge of corporate accounting and to understand the various techniques of preparing accounting and financial statements.	CO1: develop an understanding of accounting for share capital and debentures. CO2: prepare financial statements of a company. CO3: develop understanding of cash flow statements. CO4: understand the accounting for amalgamation of companies. CO5: prepare consolidated balance sheet for Holding company	The pedagogy would involve discussion of theory substantiated with numerical al live examples taken from business world.	Class participation, Presentation, Practical's, test, End Semester Exam
13	10	B.COM SEM 4		COST ACCOUNTING	To provide an in-depth understanding of the cost accounting principles for identification, analysis and classification of cost components and cost ascertainment using various costing methods.	After completing the course, the student shall be able to: CO1: understand conceptual framework of Cost Accounting. CO2: understand in detail the accounting and control of material and labour cost. CO3: understand classification, allocation, apportionment and absorption of overheads in cost determination. CO4: calculate the cost of products, jobs, contracts, processes and services. CO5: have basic understanding of cost accounting book keeping systems and reconciliation of cost and financial account profits	This paper would be taught using lecture, class discussion, numerical examples and cases from corporate world.	The assessment of the students must be aligned with the course learning outcomes and requires class participation, class test, assignment, project work and end semester examination


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	A	B	C	D	E	F	G	H
14	11	B.COM SEM 4		E-COMMERCE(SEC)	To familiarize the students with concepts and techniques of E-Commerce and to enhance skills for effective and contemporary applications of E-commerce.	CO1: understand the basics of E-commerce, current and emerging business models. CO2: familiarize with basic business operations such as sales, marketing, HR etc. on the web. CO3: enhance the students' skills for designing and developing website. CO4: identify the emerging modes of e-payment. CO5: understand the importance of security, privacy, ethical and legal issues of e commerce	A combination of various learning methods like audio-visual materials, class presentations, expert lectures(Webinar), case studies and group discussion using ICT (such as: WhatsApp group, Google Group, Etc.). The methods of assessing the students includes presentations, online/off line quiz, micro research projects, group discussion and class tests. Theory exam of 75 marks (including internal assessment of 10 marks for practical + 10 marks for class test/ assignment + 5 marks for attendance) of 2 hours duration Practical will be of 1 hour of 25 marks (internal examiner)	
15	12	B.COM SEM 4		INVESTING IN STOCK MARKET	To equip students with the basic skills required to operate in stock market	CO1 - understand the basics of Investing, the Investment Environment as well as Risk & Return. CO2 – learn Indian securities market including the Derivatives Market. CO3 - learn EIC framework and conduct Fundamental Analysis. CO4 - understand Technical Analysis. CO5 - understand the Mutual funds market and learn to Invest in Mutual Funds	As the course is designed to equip students with the basic skills required to operate in stock market, the teaching learning process will be based on lectures, seminars, workshops, project work and case studies.	The assessment of the students must be aligned with the course learning outcomes and requires class participation, class test, assignment, project work, end semester examination


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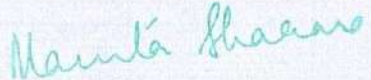

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	A	B	C	D	E	F	G	H
13	B.COM SEM 4			PERSONAL TAX PLANNING(SEC)	To provide basic knowledge of Income Tax and its planning to students in easily comprehensible manner with a view to equip them to use the legitimate tool of planning in their economic life.	CO1: understand the concept of Tax Planning and relevance of residential status to plan the scope of income. CO2: apply critical thinking and problem solving skills to minimize tax liability. CO3: devise tax planning strategy in relation to income from house property and business. CO4: devise tax planning strategies w.r.t. capital gains and income from other sources. CO5: understand provisions related to clubbing and certain deductions under Income Tax Act.	Classroom lectures; Case studies; Presentations; Class discussion.	End semester examination; Class participation; Assignments; Class tests.
16								
14	B.COM SEM 5	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization		HUMAN RESOURCE MANAGEMENT	The course aims to make the learners understand the importance of human resources & their effective management in organisations.	CO1: understand the concept of HRM and its role in effective business administration. CO2: understand the role of recruitment and selection in relation to organisation's business and HRM objectives. CO3: explain the importance of performance management system in enhancing employee performance. CO4: design compensation schemes that are cost effective, increase productivity of the workforce, and comply with the legal framework. CO5: recognize emerging horizons of HRM and also enduring international HRM, eHRM, HRIS.	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning	Class tests/Assignments, Class participation, Presentations, End-semester examination
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	A	B	C	D	E	F	G	H
15	B.COM SEM 5	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	PRINCIPLES OF MARKETING	The objective of this course is to provide basic knowledge of concepts, principles, tools and techniques of marketing.	CO1: develop understanding of basic concepts of marketing, marketing philosophies and environmental conditions effecting marketing decisions of a firm. CO2: understand the dynamics of consumer behaviour and process of market selection through STP stages. CO3: learn about marketing decisions related to product produced by a firm. CO4: learn about marketing decisions involving product pricing and its distribution. CO5: learn marketing decisions involving product promotion.	The teaching learning process helps students to become more effective learners in the course. It includes lectures, case study discussions, individual, group presentation and projects.	The assessment methods of this course include class tests, assignments, project evaluations and class presentations.	
16	B.COM SEM 5	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	FUNDAMENTALS OF FINANCIAL MANAGEMENT	To familiarize the students with the basic principles and practices of financial management.	CO1 – explain the nature, scope and objective of financial management, along with Time Value of Money, Risk & Return. CO2 – analyze Capital Budgeting Process and Techniques including NPV, IRR and Profitability Index. CO3 – examine various Capital structure theories and estimating cost of capital. CO4 – critically examine basic Theories and policies of Dividend. CO5 – estimate working capital along with an overview of cash receivables and inventory management.	As this course is designed to familiarize the students with the principles and practice of financial management, the teaching learning process will be based on lectures/seminars/project work.	The assessment of the students will be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work/Seminars/Quiz, End Semester Examination.	

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	A	B	C	D	E	F	G	H
17	B.COM SEM 5	B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization	TRAINING AND DEVELOPMENT	The course aims at exposing learners to the concept and practice of training and development in the modern organisational setting, provide an experimental, skill-based exposure to process of planning, organizing and implementing a training system in an organisation through pedagogy of case discussions and recent experiences.	CO1: link training and development to company's strategy effectively and assess training needs of the people working in the organisation. CO2: apply various methods of training and development in real life situations. CO3: design, develop, and conduct management development programmes. CO4: evaluate the effectiveness of training and development programmes. CO5: leverage the emerging trends in training and development field.	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.	Class tests/Assignments, Class participation, Presentations, End-semester examination	
20								
21	18	B.COM	B.Com offers a deep dive into various	ENTREPRENEURSH	The aim of this	CO1: understand the concept	Interactive class room	Class tests/Assignments, Class participation,
22	19	B.COM	B.Com offers a deep dive into various	PERSONAL	To familiarize the	CO1 - understand the meaning	As the course is designed to	The assessment of the students must be
23	20	B.COM	B.Com offers a deep dive into various	MANAGEMENT	Enable students to	CO1: understand thoroughly	The teaching learning	The assessment of the students must be
24	21	B.COM	B.Com offers a deep dive into various	FINANCIAL	To provide students	CO1 – understand the meaning	As the course is designed to	The assessment of the students must be
25	22	B.COM	B.Com offers a deep dive into various	FUNDAMENTALS	To familiarize the	CO1 – acquaint with the	As the course is designed to	The assessment of the students must be
26	23	B.COM	B.Com offers a deep dive into various	:	The underlying	CO1: understand the	Interactive class room	Class tests/Assignments, Class participation,
27	24	B.COM	B.Com offers a deep dive into various	ADVERTISING,	The objective of this	CO1: understand the	The components used for	The methods used for assessing the students
28	25	B.COM	B.Com offers a deep dive into various	COLLECTIVE	To promote	CO1: identify issues in	The teaching -learning	The assessment methods of this course are


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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

B.Com (Hons.)

S.No.	Course Name	Programme Learning Outcomes	Course/Paper Name	Course/Paper Objective	Course Learning Outcomes	Teaching Learning Process	Assessment Methods
1	B.Com (Hons)	The courses of this programme have been designed to promote understanding of the issues confronting the business world and the economy as a whole. The Programme will help understand various systems, policy framework and strategies needed to administer the rapid changes in an organization's globally oriented environment like equipping students with an understanding of the financial system, its constituents, the principles on which it operates, inter-linkages and regulatory concerns apart from exposure of different functional domains of management.	Paper BCH 1.2: FINANCIAL ACCOUNTING	This course provides conceptual knowledge of financial accounting and the techniques for preparing accounts in different types of business organisations.	CO1: understand the theoretical framework of accounting and to prepare financial statements CO2: explain and determine depreciation and value of inventory CO3: learn accounting for hire purchase transactions, leases, branches and departments CO4: understand the concepts of partnership firm and prepare accounts for dissolution of a partnership firm CO5: develop the skill of preparation of trading and profit and loss account and balance sheet using computerized accounting.	Theory/ numerical with examples, Practical Lab Lectures	There shall be 4 credit hours for lectures + one credit hour (Two Practical Periods per week per batch) for practical lab + one credit hour for tutorials (per group) • Examination scheme for computerized accounting system – Practical for 20 marks. The practical exam will be of one hour • Theory exam shall carry 80 marks (Including Internal Assessment of 25 Marks). The theory exam will be of 2.5 hours
2	B.Com(Hons)		Paper BCH 1.3: BUSINESS LAWS	To impart basic knowledge of the important business laws relevant for conduct of general business activities in physical and virtual spaces along with relevant case laws.	CO1: understand basic aspects of contracts for making the agreements, contracts and subsequently enter valid business propositions. CO2: be able to recognize and differentiate the special contracts and identify their appropriate usage at varied business scenarios. CO3: equip the students about the legitimate rights and obligations under The Sale of Goods Act CO4: enable with skills to initiate entrepreneurial ventures as LLP CO5: understand the fundamentals of Internet based activities under The Information and Technology Act.	The teaching - learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed, role plays, seminars, tutorials project- based learning. Case laws comprehension and higher-	The assessment methods of this course is properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

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3	B.Com(H ons)	Paper BCH 2.2: CORPORATE ACCOUNTIN G	To acquire the conceptual knowledge of corporate accounting and to understand the various techniques of preparing accounting and financial statements	CO1: develop an understanding of accounting for share capital and debentures CO2: prepare financial statements of a company CO3: develop an understanding of cash flow statements CO4: understand the accounting for amalgamation and liquidation of companies CO5: prepare consolidated balance sheet for Holding company	Theory/ numerical with examples	Class participation, Presentation, Viva/ test, End Semester Exam
4	B.Com(H ons)	Paper BCH 2.3: CORPORATE LAWS	To impart basic knowledge of the provisions of the Companies Act 2013 and the Depositories Act, 1996. Case studies involving issues in corporate laws are required to be discussed.	CO1: understand the regulatory aspects and the broader procedural aspects involved in different types of companies covering the Companies Act 2013 and Rules there under. CO2: follow the basic legal documents and their usage essential for operations and management of company. CO3: enable the students to synthesis company processes, meetings and decisions. CO4: equip the students with framework of dividend distribution and role of auditors in a company. CO5: comprehend and evaluate working of depositories and their functions in stock markets.	The teaching - learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed , role plays , seminars , tutorials , project-based learning. Case laws comprehension and higher-	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

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5	B.C.H. 3.1 B.Com (Hons.) Programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of B.Com. (Hons.) degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Law etc. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.	HUMAN RESOURCE MANAGEMENT	The objective of this course is to enable learners to understand the importance of human resources and their effective management in organisations.	CO1: understand basic nature and importance of human resource management. CO2: analyze the current theory and practice of recruitment and selection. CO3: realize the importance of performance management system in enhancing employee performance. CO4: recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the workforce, and comply with the legal framework. CO5: understand role of modern	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.	Class tests/Assignments, Class participation, Presentations, End-semester examination
6	B.C.H. 3.2	INCOME TAX LAW & PRACTICE	This course aims to impart knowledge of law pertaining to levy of income tax in India. It also aims to enable the students to apply the same practically.	CO1: understand the basic concepts in the law of income tax and determine the residential status of different persons. CO2: identify the five heads in which income is categorised and compute income under the heads 'Salaries' and 'Income from House Property'. CO3: compute income under the head ' Profits and gains of business or profession', 'Capital gains' and 'Income from other sources'. CO4: understand clubbing provisions, aggregate income after set-off and carry forward of losses, and deductions allowed under the Income Tax Act; and further to compute taxable income and tax liability of individuals and firms. CO5: develop the ability to file online returns of income.	The teaching learning process would include classroom lectures to introduce students to the law pertaining to the levy of income tax. This would be supported by case studies to enable an understanding of the practical implications of the income tax law. Further, to enable the students to apply the law practically, presentations by students and practicals	The assessment methods would include end semester examination, assignments and class tests. Further, practical exams may be conducted to gauge the understanding of students regarding application of relevant provisions of the income tax law.

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7	B.C.H. 3.3	MANAGEMENT PRINCIPLES AND APPLICATIONS	The objective of the course is to familiarize the learner with extant and emerging management theories and practices for reflective and holistic thinking on management principles and practices.	CO1: understand the evolution of management and apprehend its effect on future managers. CO2: analyze how organisations adapt to an uncertain environment and decipher decision making techniques managers use to influence and control the internal environment. CO3: comprehend the changes happening in organisation structure over time. CO4: analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.	Class tests/Assignments, Class participation, Presentations, End-semester examination
8	B.C.H. 3.5(a)	E-COMMERCE	To enhance skills for effective and contemporary applications of E-commerce.	CO1: understand the basics of E-commerce, current and emerging business models. CO2: familiarize with basic business operations such as sales, marketing, HR etc. on the web. CO3: enhance the students' skills for designing and developing website. CO4: identify the emerging modes of e-payment. CO5: understand the importance of security, privacy, ethical and legal issues of e-commerce.	A combination of various learning methods like audio-visual materials, class presentations, expert lectures(Webinar), case studies and group discussion using ICT (such as: WhatsApp group, Google Group, Etc.).	The methods of assessing the students includes presentations, online/off line quiz, micro research projects, group discussion and class tests. The assessment of webpage includes e-commerce, world wide web, electronic funds transfer, automated clearing house, digital signature and online shopping.
9	B.C.H. 3.5(b)	TRAINING & DEVELOPMENT	The course aims at exposing the learner to the concept and practice of training and development in the modern organisational setting through the pedagogy of case discussions, practical, experiential learning, and recent experiences.	CO1: learn the practical applications of training and development theories in recent times. CO2: learn to design training programmes for diverse workforce. CO3: understand the role of development officers. CO4: evaluate training and development programmes. CO5: recognize the mechanism of career development programmes.	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.	Class tests/Assignments, Class participation, Presentations, End-semester examination

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10	B.C.H. 4.1	COST ACCOUNTING	To provide an in-depth study of the cost accounting principles for identification, classification and analysis of cost components and cost ascertainment in different industries using various costing methods	<p>CO1: understand thoroughly the conceptual framework of Cost Accounting; identification of differences between different financial and cost accounting; cost concepts and elements of cost; preparation of cost sheet.</p> <p>CO2: understand the accounting and control of material and labour cost.</p> <p>CO3: develop ability to understand classification, allocation, apportionment and absorption of overheads in cost determination; under and over absorption of overheads; treatment of various item of overheads</p> <p>CO4: develop ability to calculate the cost of products, jobs, contracts, processes and services after understanding the basic concepts and processes involved in them.</p> <p>CO5: understand cost accounting book keeping systems and</p>	Theory, numerical and analytical and theoretical cases	Class participation, Presentation, class tests, assignments, End Semester Exam
11	B.C.H. 4.2	BUSINESS MATHEMATICS	The objective of this course is to familiarize the students with the basic mathematical tools with special emphasis on applications to business and economic situations.	<p>CO1: comprehend the concept of systematic processing and interpreting the information in quantitative terms to arrive at an optimum solution to business problems.</p> <p>CO2: develop proficiency in using different mathematical tools (matrices, calculus, linear programming, and mathematics of finance) in solving daily life problems.</p> <p>CO3: acquire competence to use computer for mathematical computations, especially with Big data.</p> <p>CO4: obtain critical thinking and problem-solving aptitude. CO5: evaluate the role played by mathematics in the world of business and economy.</p>	This course is well structured and sequenced attainment of knowledge and skills. It will constitute an important aspect of teaching learning process. the course would involve lectures supported by group tutorials, open ended projects and self study.	Matrices and Determinants, Basic Calculus, Advanced Calculus, Mathematics of Finance, Linear Programming

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12	B.C.H. 4.3	COMPUTER APPLICATIONS IN BUSINESS	To provide computer knowledge to commerce students and equip them with computational skills using ICT tools.	CO1: understand the various concepts and terminologies used in computer networks and internet and be aware of the recent developments in the fast changing digital business world. CO2: handle document creation for communication. CO3: acquire skills to create and make good presentations CO4: make various computations in the area of accounting and finance and represent the business data using suitable charts. S/He should be able to manipulate and analyze the business data for better understanding of the business environment and decision making	The course would involve lectures supported by group discussion, real life projects, open ended projects and hands-on-practice in computer labs.	There shall be practical examination of 50 Marks (2 hours duration (External)), theory exam of 25 marks (1 hour duration) and Internal Assessment of 25 marks (Class Test-10 Marks, Work Book- 10 Marks and attendance- 5 marks).
13	B.C.H. 4.5(d)	COLLECTIVE BARGAINING & NEGOTIATION SKILLS	To understand the concept and theories of collective bargaining, and also to provide exposure to the required skills in negotiating a contract.	CO1: identify issues in collective bargaining, its significance. CO2: understand the levels, coverage and agreements of collective bargaining. CO3: work on liaison in negotiations CO4: differentiate between negotiations, collective bargaining and use of its approaches. CO5: administer the negotiation agreement and handle grievance management	The teaching - learning processes play a vital role in instilling in the student the curiosity to study this subject. It includes lectures through presentations of real life scenarios, expert lectures, case study involving industrial disputes , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.


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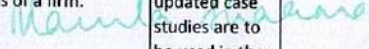

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14	B.C.H. 4.5(f)		CYBER CRIMES & LAWS	This paper intends to create an understanding towards the cyber crimes and to familiarize the students with the application of cyber laws in business.	CO1: identify cyber risk associated with online activities CO2: prepare them for safe working in the vertical having varied access points, data sources, network and system related issues, especially in online transactions. CO3: generate and preserve electronic evidences for personal and professional use. CO4: work in virtual space safely and with business process or products confirming to the regulatory framework and not falling under the ambit of cyber crimes. CO5: analyse the cases and find pertinent facts for resolutions.	The teaching - learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures discussing the real life cyber scams and the relevant precautionary measure, case study approach is widely followed, role plays, seminars, tutorials,	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voice interviews
15	B.COM(H)	B.Com (Hons.) Programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of B.Com. (Hons.) degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Law etc. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.	Paper BCH 5.1: PRINCIPLES OF MARKETING	The objective of this course is to provide basic knowledge of concepts, principles, tools and techniques of marketing and to provide knowledge about various developments in the marketing.	CO1: develop understanding of basic concepts of marketing, marketing philosophies and environmental conditions effecting marketing decisions of a firm. CO2: understand the dynamics of consumer behaviour and process of market selection through STP stages. CO3: understand and analyze the process of value creation through marketing decisions involving product development. CO4: understand and analyze the process of value creation through marketing decisions involving product pricing and its distribution. CO5: understand and analyze the process of value creation through marketing decisions involving product promotion and also to equip them with the knowledge of various developments in marketing area that may govern marketing decisions of a firm.	The teaching learning process help students to become more effective learners in the course. It includes lectures, case study discussions, individual, group presentation and projects. All the relevant and updated case studies are to be used in the process	The assessment methods of this course include class tests, assignments, project evaluations and class presentations.


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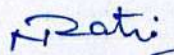

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16	B.COM(H)		Paper BCH 5.2: FINANCIAL MANAGEMENT	To familiarize the students with the principles and practice of financial management	CO1 - explain the nature and scope of financial management as well as time value of money and risk return trade off CO2 – analyze capital budgeting process and capital budgeting techniques CO3 - estimate various capital structure theories and factors affecting capital structure decisions in a firm CO4 - critically examine various theories of dividend and factors affecting dividend policy CO5 - evaluate working capital requirement	As course of Fundamentals of Financial Management is designed to familiarize the students with the principles and practice of financial management, the teaching learning process for Unit I, IV, and V will be based on lectures, seminars and project work. For Unit II & III lectures/practical labs may be conducted for developing better understanding of the concepts.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
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17	B.COM(H)		Paper BCH 5.3(a): MANAGEMENT ACCOUNTING	Enable students to acquire knowledge of concepts, methods and techniques of management accounting for the purpose of managerial planning, control and decision making	CO1: understand thoroughly the conceptual framework of Management Accounting; identification of differences between different forms of accounting—Financial, Cost and Managerial; distinction between cost control and cost reduction. CO2: understand the concept of marginal cost and marginal costing; preparation of income statements using absorption and variable costing; learning of cost-volume-profit analysis and break-even analysis using mathematical and graphical approaches; and the application in businesses. CO3: understand the concept of relevant and irrelevant costs and make decisions related to different business situations using marginal costing and differential costing techniques. CO4: understand budgetary control system as a tool of managerial planning and control; ability to prepare various types of budget. Ability to understand standard costing system as a tool of managerial control; calculation of variances in respect of each element of cost and sales; control ratios. CO5: understand management accounting issues of Responsibility accounting,	Class room lectures based on the theory concepts, case study, students presentation and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires class participation, class test, assignment, project work, end semester examination
18	B.COM(H)		Paper BCH	The underlying	CO1: understand the development of	The course	Class tests/Assignments, Class participation,
19	B.COM(H)		Paper BCH	To provide students	CO1: understand the meaning and scope of	As the course	The assessment of the students must be aligned
20	B.COM(H)		Paper BCH	To teach the basics of	CO1: understand the communication	The following	The methods used for assessing the students include
21	B.COM(H)		Paper BCH	To provide knowledge	CO1: differentiate between different	The teaching -	The assessment methods of this course are properly
22	B.COM(H)		Paper BCH	To impart knowledge	CO1: connect with the genesis of goods and	The teaching	The assessment methods would include end
23	B.COM(H)		Paper BCH	To familiarize the	CO1: explain investment environment and	As the course	The assessment of the students must be aligned
24	B.COM(H)		Paper BCH	This paper seeks to	CO1: understand the importance of	All the	Presentation/project, Tests, quizzes and role playing
25	B.COM(H)		Paper BCH	This course aims to	CO1: understand the process of	It is	Students should be assessed on the basis of a
26	B.COM(H)		Paper BCH	To enable the	CO1: understand evolution of industrial	The teaching -	The assessment methods of this course are properly


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	A	B	C	D	E	F	G	H
1	PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME							
2	B.A Programme-Commerce ADVERTISING, SALES PROMOTION & SALES MANAGEMENT (ASPSM)							
3	S.NO	COURSE NAME	LEARNING OUTCOMES	PAPER NAME	COURSE / PAPER OBJECTIVE	COURSE LEARNING OUTCOMES	TEACHING LEARNING PROCESS	ASSESSMENT METHODS
4	1	ASPSM: SEMESTER-I	The new curriculum of Commerce based courses in BA (prog.) is aimed at enabling students to not only seek but also create knowledge, become industry-ready and achieve	Marketing Management	The objective of this course is to provide basic knowledge of different concepts, principles, and techniques of marketing.	CO1: understand the basic concepts and principles of marketing and to develop their conceptual skills to be able to manage marketing operations of a business firm. CO2: discuss and make the students understand the complexities involved in various targeting and positioning decisions. CO3: take effective decisions for launching new products. CO4: understand the implications of different pricing strategies. CO5: develop the skills among students to enable them to design the promotion-mix strategies and to make the students aware about the current trends in marketing to enable them to take proactive measures while taking marketing decisions.	The teaching learning process includes lectures, case study discussions, individual and group presentations and projects.	The assessments methods of the course include class tests, assignments, project evaluations and class presentations.
5	2	Paper 2: SEMESTER-II		Marketing Communication	The aim of this course is to provide insights into the communication aspects of marketing. Students will be able to develop the basic understanding of marketing and communication process. They will be able to understand the steps involved in development of effective marketing communication, determining the various tools of promotion, and organizing them successfully in the light of the consumer buying behavior	CO1: explore the fundamental concepts of marketing communication and learn effective communication. CO2: develop effective marketing communication simulations. CO3: Categorize the promotion mix tools to be used for creating public relations, sales promotion and direct marketing. CO4: understand the consumer buying behavior which will serve as a guide to develop new and suitable marketing strategies. CO5: conversant with the process of integrated marketing communication process and also how to manage cultural diversity through communication.	Experiential Learning via Simulation Exercises and Role Playing, Case Study Discussions and Presentations and Field Trips are the components suggested for effective teaching learning process.	Students' assessment for this course will be done by following methods like Class Test, Assignments, Projects and Presentations, End Semester Examination.
6	3	Paper 3: SEMESTER-III		Advertising	The objective of the course is to familiarize the students with the basic concepts of advertising. They will be able to learn the insights of advertising: preparing an advertising message, selecting an appropriate medium and evaluation of an advertising campaign.	CO1: acquaint with the concepts, objectives and budgeting methods of advertising used in marketing. CO2: create advertising message using various advertising appeals and elements of advertising used by the marketers for promoting their brands in the market CO3: identify the major media decisions, media choice and scheduling. CO4: discover the role and types of advertising agency. CO5: acquaint with the methods of measuring advertising effectiveness and role of ASCI in maintaining the ethical nature of advertising.	There are different methods like Experiential Learning via Simulation Exercises and Role Playing, Research Projects, Internships Case Study Discussions and Presentations and Field Trips would be used for effective teaching learning process.	The following methods would be used for assessing the students and providing feedback to them: Class Test, Assignments, Projects and Presentations, End Semester Examination.

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7		4 Paper 4: SEMESTER -IV		Personal Selling and Salesmanship	The purpose of this course is to familiarize the students with the fundamentals of personal selling and the selling process. They will be able to understand selling as a career and what it takes to be a good salesperson. They will be able to learn the various theories of selling and motivation.	CO1: understand concepts of personal selling, roles and opportunities for sales persons. CO2: know the theories, models and approaches of selling. CO3: comprehend the meaning of motivation in the context of personal selling. CO4: explain the role of a salesperson in entire personal selling process in order to develop a customer oriented attitude in selling. CO5: discover various sales reports and ethical issue in selling.	Effective teaching learning process includes vital methods like Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing.	Assessment methods comprise timely class test, assignments, projects and presentations and end semester examination for assessing the students and providing feedback to them
8		5 Paper 5: SEMESTER -V		Sales Promotion & Public Relations	The aim of the course is to familiarize the students with the basics and techniques of sales promotion and public relations. Students will be able to learn the various forms of sales promotion tools, develop a sales promotion programme, and learn the importance of public relations especially during crisis. To teach students deal about ethical and legal aspects of sales promotion and public relations.	CO1: understand the fundamental concepts of sales promotion and public relations. CO2: ascertain the tools of sales promotion and public relation in enhancing a companies brand equity and influencing consumer behaviour. CO3: develop, evaluate and modify the sales promotion programmes. CO4: understand the concept, importance and tools of public relations. CO5: identify the ethical and legal aspects of sales promotion and public relation activities of a firm.	Effective learning will be facilitated through continuous process of Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing.	Assessment method would include class test, assignments, projects and presentations and end semester examination.
9		6 Paper 6: SEMESTER -VI		Sales Force Management	The purpose of this course is to familiarize the students with the management of sales force and various aspects of sales management.	CO1: learn the concepts of sales force management, functions of sales manager. CO2: understand the arrangement of sales department on the basis of geographic, product or market. CO3: comprehend how to manage sales force starting from recruitment to performance appraisal. CO4: describe the process of sales planning and controlling. CO5: ascertain the emerging developments in sales force management.	The teaching learning process includes Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing.	Projects and presentations, class test, assignments and end semester examination would be used for assessing the students and providing feedback to them.
10		7 B.A. Program me- Commerce SKILL BASED COURSE (SEC) PAPER 3(a): SEMESTER R III		Computer Applications in Business	To provide Information Technology skills and knowledge about hardware and software through practice on computer systems and to enhance the capabilities of students through acquiring knowledge about the processing of data and information in software packages - word processing, excel and power point.	CO1: understand the basics of computer systems, its fundamentals. CO2: understand the components of computer system CO3: acquire the knowledge and use of word processor, spreadsheet and power point CO4: develop understanding about the usage and analysis of manual as well as online data in the IT platform. CO5: acquire the knowledge and hands on experience working in spreadsheet program and hands on practice for presentation of power point report.	Students will be able to work in IT environment though practice on computer systems while learning practically. • Final Practical Exam in Computer Lab. • Through assignments/practical based skill enhancement through practical exercises from Unit I,II,III, IV & V.	As per the University norms, the details of assessment will be as shown below: Time: 2Hrs, Maximum Marks: 50 (Practical-35 Marks, Viva-5 Marks and Work Book-10 Marks) Teaching arrangements need to be made in the computer lab only. There shall be 2 Lectures per class and 4 Practical periods per batch to be taught in Computer Lab.

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	A	B	C	D	E	F	G	H
11		8 SKILL BASED COURSE (SEC) PAPER 3(b): SEMESTER III		Cyber Crimes and Laws	This paper intends to create an understanding towards the cyber crimes and to familiarize the students with the application of cyber laws in business and in day today for secure operations in cyber space.	CO1: identify cyber crimes associated in online activities CO2: work in the vertical having varied access points, data sources, network and system related issues, especially in online transactions. CO3: generate and preserve electronic evidences for personal and professional use. CO4: work in virtual space safely CO5: understand business process or products not falling under the ambit of cyber crimes	The teaching-learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures discussing the real life cyber scams and the relevant precautionary measures, case study approach is widely followed, role plays, seminars, tutorials, project-based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.
12		9 SKILL BASED COURSE (SEC) PAPER 4(a): SEMESTER IV		E-Commerce	To enhance skills for effective and contemporary applications of E-commerce.	CO1: comprehend the foundation of e-commerce, current and emerging business models. CO2: recognize the dynamic of website designing for online business. CO3: find out various components of internet information technology structure. CO4: recognize how to meet the needs of the website visitors. CO5: understand the importance of security, privacy, ethical and legal issues of e-commerce.	A blend of various learning methods like audio-visual materials, class presentations, expert lectures (Webinar), case studies and group discussion using ICT (such as: WhatsApp group, Google Group, Etc.).	Presentations, Online/Offline Quiz, Micro Research Projects, Group Discussion and Class Tests will be used to assess the students' performance.
13		10 SKILL BASED COURSE (SEC) PAPER 4(b): SEMESTER-IV		Investing in Stock Markets	This paper intends to provide basic skills to operate in stock markets and the ways of investing in it. It will enable the student to take up investment in stock markets independently.	CO1: acquaint with the Investment Fundamentals of Equity shares, IPO/FPO & Bonds CO2: understand online trading of stocks, Analysis of the company, the Principles of investing CO3: perform Comparative analysis of companies, Stock valuations CO4: Learn to Invest in Mutual Fund CO5: understand Derivatives: Instruments & Markets	As the course is designed to enable the student to take up investment in stock markets independently, the teaching learning process will be based on lectures.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination


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	A	B	C	D	E	F	G	H
14	11	SKILL BASED COURSE (SEC) PAPER 5: SEMESTER -V		Entrepreneurship	This course aims at imparting basic knowledge on entrepreneurship and new enterprise creation so that it is able to provide an opportunity for the students to opt for entrepreneurship as an alternative career option.	CO1: understand entrepreneurship as volition in context of India CO2: gather knowledge and ideas on the existing support system for entrepreneurial orientation CO3: understand enterprise formation process for gaining ideas CO4: understand requirements of post-enterprise creation for effective operations of the business CO5: gain knowledge on available growth strategies for implementing effective suitable strategy for expansion and growth	Interactive class room teaching method along with practical guidance on project preparation may be carried out for the understanding of the entrepreneurial process.	Class tests/Assignments, Class participation, Presentations, End-semester examination
15	12	SKILL BASED COURSE (SEC) PAPER 6: SEMESTER -VI		Collective Bargaining and Negotiation Skills	To promote understanding of the concept and theories of collective bargaining, and also to provide exposure to the required skills in negotiating a contract.	CO1: identify issues in collective bargaining, its significance. CO2: understand the levels, coverage and agreements of collective bargaining. CO3: enable to liaison in negotiations CO4: recognise the skills required for efficient negotiations. CO5: administer the negotiation agreement and handle grievance management	The teaching -learning processes play a vital role in instilling in the student the curiosity to study this subject. It includes lectures through presentations of real life scenarios , expert lectures, case study involving industrial disputes , role plays , seminars , tutorials , project-based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.	The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.



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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

Economics Department

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	B.A(P)	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	B.A(P) CBCS (PRINCIPLE OF MICROECONOMICS-I)	This course intends to expose the students to the basic principles in Microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyze real-life economic situations.	The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.	Lectures and tutorials	Internal assessment and final examination as per CBCS rules
2	B.A(P)	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	B.A(P) CBCS (PRINCIPLE OF MACROECONOMICS-I)	This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various	This course is useful for understanding various real economic issues and evaluating policy outcomes.	Lectures and tutorials	Internal assessment and final examination as per CBCS rules

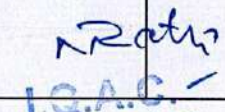

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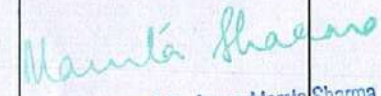

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3	B.A(P)	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	B.A(P) CBCS (EDPI-I)	This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-independence period.	This course will help students understand the key issues related to the Indian economy. It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making.	Lectures and tutorials	Internal assessment and final examination as per CBCS rules
4	SKILL ENHANCEMENT FOR B.A PROGRAMME	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	SKILL ENHANCEMENT FOR B.A PROGRAMME (UES&B)	The course seeks to familiarise students with basic concepts related to the Economic Survey, and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.	Students will have the capability to understand government policies and will be informed participants in economic decision-making.	Lectures and tutorials	Internal assessment and final examination as per CBCS rules
5	SKILL ENHANCEMENT FOR B.A PROGRAMME	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	SKILL ENHANCEMENT FOR B.A PROGRAMME (DATA ANALYSIS)	The students will be instructed on the use of spreadsheet and statistical software to analyse data. Software used for the course will vary based on what is available. Open access software such as R will be encouraged.	Students will learn to input, visually represent and analyse data.	Combination of labs and lectures	Assessment will be based on lab tests and projects.

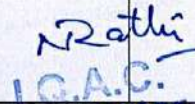

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6	B.A(P)	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	B.A(P) CBCS (PRINCIPLE OF MICROECONOMI CS-II)	This is a sequel to Principles of Microeconomics-I covered in the first semester. The objective of the course is to introduce the students to different forms of market imperfections and market failures, input demand, factor incomes and international trade.	Given the topical nature of the course, the readings will be updated every year	Lectures and tutorials	Internal assessment and final examination as per CBCS rules
7	B.A(P)	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	B.A(P) CBCS (PRINCIPLE OF MACROECONOMICS-II)	This is a sequel to Principles of Macroeconomics I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.	This course provides students with an analytical framework to understand the basic functioning of the macroeconomy. It also allows them to critically examine and comment on effectiveness of various policies.	Lectures and tutorials	Internal assessment and final examination as per CBCS rules
8	B.A(P)	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	B.A(P) CBCS (EDPI-II)	The course seeks to equip students with sector-specific knowledge and skills to analyse key economic issues and policy documents. It will also enable them to relate theoretical frameworks of macroeconomics and microeconomics to the Indian context.	Students will have capability to understand government policies and will enable informed participation in economic decision making, thus improving their employment prospects and career advancement.	Lectures and tutorials	Internal assessment and final examination as per CBCS rules


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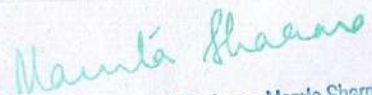

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9	SKILL ENHANCEMENT FOR B.A PROGRAMME	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	SKILL ENHANCEMENT FOR B.A PROGRAMME (RESEARCH METHODOLOGY)	This course is designed to provide students skills for collecting and analysing data to answer real world problems. It will cover modes of data collection, data cleaning and data representation	The student will develop an understanding of how commonly available data is collected and analyzed. This would help in the interpretation of secondary data and in the management of small primary surveys.	Combination of labs and lectures	Assessment will be based on lab tests and projects.
10	SKILL ENHANCEMENT FOR B.A PROGRAMME	The course intends to familiarize the students with the broad contours of Economics and its methodologies, tools and analysis procedures. The course also aims to create an enthusiasm among students about different schools of Economic thought and various aspects of social science research, methodology, concepts and tools like data analysis, research methodology. Students are able to understand Indian economy and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.	SKILL ENHANCEMENT FOR B.A PROGRAMME (Basic computational technique for data analysis)	The main purpose of this skill Enhancement Course (SEC) in Economics is to provide B.A. (P) students with hands on experience to develop skills in statistical techniques using computer applications. The course could help students to get familiar with different data sources on various aspects of the economy, estimate simple relationship between economic variables and interpret estimation results.	This course is an extension of the previous semester's SEC: Data Analysis, which is a requisite for taking this course. This course intends to develop computational skills based on the statistics knowledge developed in the last semester. Along with the previous semester's SEC papers, viz. 'Understanding the Economic Survey and the Union Budget', 'Research Methodology' And 'Data Analysis', the course will equip the students to undertake basic research projects on the Indian economy, which would prove to be helpful in a variety of professions.	Combination of labs and lectures	Assessment will be based on lab tests and projects.


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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

Food Technology (FT) Department

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	B.A. (Programme) with Food Technology	<p>The Learning Outcomes based Curriculum Framework (LOCF) for the B.A. (Programme) with Food Technology is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas of food processing. The framework is architected to allow for flexibility in programme design and course content development, while at the same time maintaining a basic uniformity in structure. The B.A. (Programme) with Food Technology covers a wide range of courses. The core courses that are a part of the programme are designed to build a strong knowledge base in the student. The programme offers a wide range of elective courses to the student. These include skill enhancement courses that prepare the student for entrepreneurship or eventual job in industry. Students of B.A. (Programme) with Food Technology will:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food processing, preservation and nutrition. • Demonstrate the scope of the food industry especially food preservation and bakery industry. • Recognize the importance of preservation and food processing to reduce the post-harvest losses and guide them to start their own entrepreneurial ventures. • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) technologies for improving food and nutritional security (iii) understanding on food hygiene. • Illustrate the post-harvest changes in fruits and vegetable. • Demonstrate skills in preparing various baked and preserved products and evaluating the products based on consumer preferences. • Demonstrate the importance of food labeling, packaging, marketing and costing of prepared products. • Demonstrate skill in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease. 	1st Year/ Sem 1: DSC-FT 1- Fundamentals of Food Science and Technology Part I	<ul style="list-style-type: none"> • To introduce the students to the vibrant field of food science, food technology and nutrition. • To sensitize them on issues related to food safety. • To introduce the concept of weights and measurement of food. • To provide insights on the uses of various foods and the effect of processing. • To impart theoretical and practical knowledge about basic processing of cereals, pulses, 	<p>CO1- Define food science and describe its association with other related fields CO2- Illustrate the scope and role of food science in food and health industry CO3- Describe composition, nutritive value and processing of cereals, pulses, fruits, vegetables, cocoa and chocolate CO4- Justify scientifically the changes occurring in food during processing, handling and storage CO5- Describe enzymatic and non-enzymatic browning reactions along with the preventive measure and</p>	<ul style="list-style-type: none"> • Use of interactive ICT (such as PowerPoint presentations) • Lecture • Group discussions • Assignments • MOOCs, Videos etc. • Interactions with industry (optional) • Conduct of Practicals 	<p>As per University of Delhi norms for each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <ul style="list-style-type: none"> • End semester exam: 75 marks • Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) <p>For practical (where applicable) (maximum marks 50):</p> <ul style="list-style-type: none"> • End-semester practical exam: 25 marks • Continuous evaluation of practical: 25 marks <p>Result is declared in terms of letter grade and grade points for each course</p>


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2	B.A. (Programme) with Food Technology	<p>The Learning Outcomes based Curriculum Framework (LOCF) for the B.A. (Programme) with Food Technology is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas of food processing. The framework is architected to allow for flexibility in programme design and course content development, while at the same time maintaining a basic uniformity in structure. The B.A. (Programme) with Food Technology covers a wide range of courses. The core courses that are a part of the programme are designed to build a strong knowledge base in the student. The programme offers a wide range of elective courses to the student. These include skill enhancement courses that prepare the student for entrepreneurship or eventual job in industry. Students of B.A. (Programme) with Food Technology will:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food processing, preservation and nutrition. • Demonstrate the scope of the food industry especially food preservation and bakery industry. • Recognize the importance of preservation and food processing to reduce the post-harvest losses and guide them to start their own entrepreneurial ventures. • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) technologies for improving food and nutritional security (iii) understanding on food hygiene. • Illustrate the post-harvest changes in fruits and vegetable. • Demonstrate skills in preparing various baked and preserved products and evaluating the products based on consumer preferences. • Demonstrate the importance of food labeling, packaging, marketing and costing of prepared products. • Demonstrate skill in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease. 	1st Year/ Sem 2: DSC-FT 2- Fundamentals of Food Science and Technology Part II	<ul style="list-style-type: none"> • To familiarize the students with the composition and processing of milk, egg, meat, sugars and fats • To impart concept of sugar refining, egg foam stages, milk products, emulsions • To impart knowledge about food adulteration. 	<p>CO1-Describe the composition and nutritive value of milk, meat, egg, sugar and fats and their role in cookery CO2-Develop understanding about basic processing of milk and eggs. CO3-Illustrate the basic techniques of manufacturing /refining of sugar and demonstrate the behavior of sugar at various temperatures. CO4-Describe spoilage of fat scientifically, determine the smoke point of different fats and illustrate the ways to prevent fat rancidity. CO5-Test common adulterants in food</p>	<ul style="list-style-type: none"> • Lectures • Use of prescribed textbooks and handouts. • Power Point Presentation • Technology enabled learning • Laboratory based practical component 	<p>As per University of Delhi norms for each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <ul style="list-style-type: none"> • End semester exam: 75 marks • Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) <p>For practical (where applicable) (maximum marks 50):</p> <ul style="list-style-type: none"> • End-semester practical exam: 25 marks • Continuous evaluation of practical: 25 marks <p>Result is declared in terms of letter grade and grade points for each course</p>
3	B.A. (Programme) with Food Technology	<p>The Learning Outcomes based Curriculum Framework (LOCF) for the B.A. (Programme) with Food Technology is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas of food processing. The framework is architected to allow for flexibility in programme design and course content development, while at the same time maintaining a basic uniformity in structure. The B.A. (Programme) with Food Technology covers a wide range of courses. The core courses that are a part of the programme are designed to build a strong knowledge base in the student. The programme offers a wide range of elective courses to the student. These include skill enhancement courses that prepare the student for entrepreneurship or eventual job in industry. Students of B.A. (Programme) with Food Technology will:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food processing, preservation and nutrition. • Demonstrate the scope of the food industry especially food preservation and bakery industry. • Recognize the importance of preservation and food processing to reduce the post-harvest losses and guide them to start their own entrepreneurial ventures. • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) technologies for improving food and nutritional security (iii) understanding on food hygiene. • Illustrate the post-harvest changes in fruits and vegetable. • Demonstrate skills in preparing various baked and preserved products and evaluating the products based on consumer preferences. • Demonstrate the importance of food labeling, packaging, marketing and costing of prepared products. • Demonstrate skill in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease. 	2nd Year/ Sem 3: DSC-FT 3- Basic Baking Technology	<ul style="list-style-type: none"> • To impart students basic knowledge related to the principles of baking • To introduce them to the techniques and skills of cake and pastry making and their decoration • To introduce the concept of proximate analysis of wheat flour 	<p>CO1-Describe the present and future trends of the bakery industry. CO2-Illustrate the basic ingredients and equipment used for baking along with their significance CO3-Describe the process of cake and pastry preparation, their decoration and evaluation. CO4-Demonstrate the skills for making cakes and pastries. CO5-Test wheat flour and conduct labeling, packaging and costing of prepared bakery products. CO6-Initiate the entrepreneurial journey in the field of bakery.</p>	<ul style="list-style-type: none"> • Lectures • Power point presentations • Experiential learning through demonstrations • Market survey • Experimental learning 	<p>As per University of Delhi norms for each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <ul style="list-style-type: none"> • End semester exam: 75 marks • Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) <p>For practical (where applicable) (maximum marks 50):</p> <ul style="list-style-type: none"> • End-semester practical exam: 25 marks • Continuous evaluation of practical: 25 marks <p>Result is declared in terms of letter grade and grade points for each course</p>

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4 B.A. (Programme) with Food Technology	<p>The Learning Outcomes based Curriculum Framework (LOCF) for the B.A. (Programme) with Food Technology is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas of food processing. The framework is architected to allow for flexibility in programme design and course content development, while at the same time maintaining a basic uniformity in structure. The B.A. (Programme) with Food Technology covers a wide range of courses. The core courses that are a part of the programme are designed to build a strong knowledge base in the student. The programme offers a wide range of elective courses to the student. These include skill enhancement courses that prepare the student for entrepreneurship or eventual job in industry. Students of B.A. (Programme) with Food Technology will:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food processing, preservation and nutrition. • Demonstrate the scope of the food industry especially food preservation and bakery industry. • Recognize the importance of preservation and food processing to reduce the post-harvest losses and guide them to start their own entrepreneurial ventures. • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) technologies for improving food and nutritional security (iii) understanding on food hygiene. • Illustrate the post-harvest changes in fruits and vegetable. • Demonstrate skills in preparing various baked and preserved products and evaluating the products based on consumer preferences. • Demonstrate the importance of food labeling, packaging, marketing and costing of prepared products. • Demonstrate skill in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease. 	2nd Year/ Sem 4: DSC-FT 4- Introduction to Food Safety and Preservation	<ul style="list-style-type: none"> • To impart students basic knowledge relating to food safety and principles of preservation • To introduce them to the concept of processing and preservation of fruits and vegetables • To familiarize the students with preserved fruit and vegetable products available in the market • To equip them with skills required for preservation, packaging and evaluation of fruit beverages. 	<p>CO1-Describe the purpose and scope of the food preservation industry along with a market survey of preserved products. CO2-Illustrate the post-harvest changes in fruits and vegetables. CO3-Explain the different objectives, principles and methods of food preservation CO4-Demonstrate skills for processing of fruits and vegetable chutneys, sauces and beverages along with labeling CO5-Prepare safe and hygienic preserves using appropriate techniques of preservation</p>	<ul style="list-style-type: none"> • Lectures • Power point presentations. • Market survey • Experiential learning through demonstrations • Experimental learning 	<p>As per University of Delhi norms for each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <ul style="list-style-type: none"> • End semester exam: 75 marks • Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) <p>For practical (where applicable) (maximum marks 50):</p> <ul style="list-style-type: none"> • End-semester practical exam: 25 marks • Continuous evaluation of practical: 25 marks <p>Result is declared in terms of letter grade and grade points for each course</p>
5 B.A. (Programme) with Food Technology	<p>The Learning Outcomes based Curriculum Framework (LOCF) for the B.A. (Programme) with Food Technology is designed to afford a skeletal structure within which the programme can be developed to suit the need of the hour, in keeping with the emergence of new areas of food processing. The framework is architected to allow for flexibility in programme design and course content development, while at the same time maintaining a basic uniformity in structure. The B.A. (Programme) with Food Technology covers a wide range of courses. The core courses that are a part of the programme are designed to build a strong knowledge base in the student. The programme offers a wide range of elective courses to the student. These include skill enhancement courses that prepare the student for entrepreneurship or eventual job in industry. Students of B.A. (Programme) with Food Technology will:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food processing, preservation and nutrition. • Demonstrate the scope of the food industry especially food preservation and bakery industry. • Recognize the importance of preservation and food processing to reduce the post-harvest losses and guide them to start their own entrepreneurial ventures. • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) technologies for improving food and nutritional security (iii) understanding on food hygiene. • Illustrate the post-harvest changes in fruits and vegetable. • Demonstrate skills in preparing various baked and preserved products and evaluating the products based on consumer preferences. • Demonstrate the importance of food labeling, packaging, marketing and costing of prepared products. • Demonstrate skill in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease. 	3rd Year/ Sem 5: DSE-FT 1- Advanced Baking Technology	<ul style="list-style-type: none"> • To impart students with knowledge related to processing of breads, biscuits and cookies. • To familiarize them with basics of food packaging, marketing and cost control. 	<p>CO1-Describe the role of ingredients and steps of preparation of bread and biscuits. CO2-Illustrate techniques of marketing and cost control. CO3-Compare various food packaging materials and their characteristics. CO4-Justify label regulations and need for nutritional labeling. CO5-Demonstrate skills to prepare various kinds of breads and biscuits. CO6-Conduct sensory evaluation of prepared baked products. CO7-Perform quality</p>	<ul style="list-style-type: none"> • Lecture • Demonstration • Experimental learning • Market Survey • Power Point Presentation • Videos • Quiz • Assignments • Handouts 	<p>As per University of Delhi norms for each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <ul style="list-style-type: none"> • End semester exam: 75 marks • Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) <p>For practical (where applicable) (maximum marks 50):</p> <ul style="list-style-type: none"> • End-semester practical exam: 25 marks • Continuous evaluation of practical: 25 marks <p>Result is declared in terms of letter grade and grade points for each course</p>

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EXISTING ORDINANCE FOR CHOICE BASED CREDIT SYSTEM (E.C. 28.02.2017/07.03.2017)	AMENDMENTS PROPOSED
<p>Issue of Transcripts: Based on the grades earned, a Grade Certificate shall be issued to all the registered students by the University after every semester and a consolidated transcript indicating the performance in all semesters. The Grade Certificate will display the course details (code, title of the paper, number of credits, grade secured) along with SGPA of each semester and CGPA earned based on overall six semesters</p> <p><i>el</i></p>	<p>Issue of Transcripts: Based on the grades earned, a Grade Certificate shall be issued to all the registered students by the University after every semester and a consolidated transcript indicating the performance in all semesters. The Grade Certificate will display the course details (code, title of the paper, number of credits, grade secured) along with SGPA of each semester and CGPA earned based on overall six semesters.</p> <p>Addition: The percentage shall not be displayed on the Grade Certificate/Transcript. Only the formula approved for the conversion of CGPA into percentage will be displayed on the Grade Certificate/Transcript</p> <p><i>el</i></p>

Suman
06/12/17
O.S.D. (EXAMINATIONS)

Vinay Gupta
6/12/17
DEAN (EXAMINATIONS)

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME
Geography (Hons.)

S.No	Course name	Programme Learning Outcome	Course/ paper name	Course/paper objectives	Course learning outcomes	Teaching Learning process	Assessment
1	B.A. (H) Geography - I sem.	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences	Geomorphology (12291101)	1. To understand the associations between geomorphologic landforms, concepts and processes. 2. To critically evaluate and connect information about geomorphic processes. 3. To provide a theoretical and empirical framework for understanding landscape evolution and the characteristics of individual types of geomorphic landscapes	CO1-understand the functioning of Earth systems in real time and analyze how the natural CO2- distinguish between the mechanisms that control these processes and anthropogenic operating factors affects the development of landforms CO-3 . assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.	Classroom discussions and interactive learning. *Audio visual presentation/teaching methods. * Presentation by students. *Individuals/group training to work with software. * Developing research skills through assignments/projects * Conduct theme based group activities. * Developing Effective communication skills through group discussion. * Beyond classroom teaching/learning through field excursions. *Writing of reports/project.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
2	B.A. (H) Geography SEM-4	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the	Field Work and Research Methodology (12291403)	To understand the Various dimensions of field work and its role in geographical studies. 2. Detailed analysis of different field techniques. 3. Understanding of the report writing and field tools.	CO1- Detailed exposure of new geographical landscape as study area CO2 In-depth knowledge of different field techniques. CO-3 Understanding of the field ethics and different tools of field study.	Field work in ground to study various geographical and social aspects preparing questionnaires and scheduling interviews with respondents in field survey. Classroom discussions and interactive learning. *Audio visual presentation/ teaching methods. * Presentation by students. *Individuals/group training to work with software. * Developing research skills through assignments/projects. *	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. as its a practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done.
3	B.A. (H) Geography SEM-5	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences	Remote Sensing and GIS (12291502)	1/ The course aim is to give basic technical knowledge and practical experience in digital remote sensing. 2. Knowledge and practical experience in handling satellite images focusing on hands-on experience of image pre-processing, enhancement and classification. 3. Better understand the techniques for the study of land use land cover and urban study.	CO1- Explain principles of remote sensing, different satellite systems and sensors. CO2- Apply Image preprocessing for land use land cover and urban studies; CO-3 Perform image pre-processing, enhancement and classification and interpretation of satellite images;	The teaching learning process for this paper includes the hands on training for GIS softwares, satellite images study and interpretation, aerial photo calculation and geometry. other than this a knowledge of GPS also given to students on the basis of all teachings and classroom activity, a project file consisting of 5 exercises using open source software on GIS will be prepared by students.	Different methods will be applied to assess the students over the duration of the programme. These include Assignments, Hans-on exercise, classroom test, peer evaluation, problem solving, exercises, case studies, viva and semester examination. Papers carry 100 marks. as its a practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done and 50 marks for theory and practical exam with external and internal.
4	B.A. (H) Geography SEM-2	Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields such as socio-cultural aspects, rural and urban milieu, population-resource relationship, man-environment relationship	Human Geography (12291201)	to understand Various dimensions of human geography and cultural landscape, to analysis of population growth and distribution to understand, the relationship between population and resou	CO1-Introduction to the basic concepts of Human geography, CO2-Detailed discussion of different theories related to human development, CO3-Deep understanding of cultural regions, race, tribes, religion and language, CO4-Detailed analysis of different types of settlement in rural as well as urban areas, CO5-Understanding the regional resource	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.


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5	B.A. (H) Geography I sem.	The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied	Cartographic Techniques (12291102)	1. Create professional and aesthetically pleasing maps through thoughtful application of cartographic conventions. purposes	CO-1. Explain how maps work, conceptually and technically and will be able to understand science and art of cartography	Classroom Lectures, Practical demonstration. Classroom discussions and interactive learning	Different methods will be applied to assess the students over the duration of the programme. These include written assignments/projects, oral presentation, class room test and hands-on-exercise and end-semester practical record book
6		Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields		2. Develop an understanding of the concepts regarding scale, map projections to suit map	CO-2. Recognize the benefits and limitations of some common map projections and their use.		Cartographic Techniques paper carry 100 marks. 50 marks (25 marks for internal assessment (The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination) and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
7		Students are trained to read and interpret maps. They are also able to read and analyse weather phenomenon through weather maps and charts		3. Better understand the techniques of interpretation of topographical and weather maps	CO-3. Understand and perform interpretation of topographical maps and weather maps.		
8	BA (H) Geography - III Semester	The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied	Advanced Spatial Statistical Techniques - Skill Enhancement Course (SEC)	1. Understanding the application of statistical data in the spatial analysis. 2. Detailed analysis of statistical techniques in geographical study 3. Understanding of statistical applications to analyse both spatial and non-spatial data	1. In depth understanding about the use of quantitative data in the geographical studies 2. Detailed knowledge of statistical techniques to analyse the quantitative data 3. Understanding of statistical software package to enhance the students with quantitative analysis	Classroom Lectures, PPTs, discussions, and Software Application. Classroom discussions and interactive learning* Audio visual presentation/ teaching methods. * Presentation by students. * Conduct theme based group activities. * Developing Effective communication skills through group discussion.	Theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively (The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination)
9		Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields					Assignments, Class Exercises, Software Exercises, Project report
10		Students will acquire scientific methodology of data handling and analysis.					


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11	BA (H) Geography V Semester	The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences. Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields	Agriculture and Food Security	1. To understand the concept of land use/land cover classification and determinants of agriculture. 2. To familiarize the students with agriculture regions of India and various types of agriculture system in India. 3. To analyze the food security along with various agricultural revolutions and government policies in India.	1. Conceptualize the agriculture and its determinants. 2. Get the overview of Indian and World agriculture regions and systems. 3. Have sound knowledge of agriculture revolutions and food security	Classroom Lectures, Tutorials, PPT. Classroom discussions and interactive learning *Audio visual presentation/ teaching methods. * Presentation by students. * Conduct theme based group activities. * Developing Effective communication skills through group discussion.	Theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively (The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination)
12							Assignments, Discussions/Debates classroom test.
13	BA (H) Geography IV Semester	The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences. Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields	Industrial Development - Generic Elective	1. To understand the nature of industrial geography and appreciate the importance of Industrial Development 2. To analyze the industrial regions and associated impacts of industrialization and challenges. 3. To critical evaluate the industrial policy of India.	1. Acquaint with the nature and scope of Industrial geography and theories of location of industries. 2. Classify the typology of Industries and understand the physical, cultural, economic and demographic aspects with reference to mega industrial complexes of India. 3. Assess the impacts of industrialization and industrial policy on India.	Classroom Lectures, Tutorials, PPT. Classroom discussions and interactive learning *Audio visual presentation/ teaching methods. * Presentation by students. * Conduct theme based group activities. * Developing Effective communication skills through group discussion.	Theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. (The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination)
14							Assignments, Discussions/Debates classroom test.
15	BA (H) VI Semester	The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields Geography being interdisciplinary in nature integrates learning derived from all basic and applied	Evolution of Geographical Thought	1. Understanding historical evolution of geographic thought 2. Detailed analysis of different paradigms in geography 3. Evaluating the contemporary trends in geographical studies	1. In depth understanding about the evolution of geographical thought 2. Detailed knowledge about the paradigms and debates in the geographical studies. 3. Understanding of recent traditions in geography	Classroom Lectures, PPTs, discussions, and debates. Classroom discussions and interactive learning *Audio visual presentation/ teaching methods. * Presentation by students. * Conduct theme based group activities. * Developing Effective communication skills through group discussion.	Theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. (The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination), Assignments, Tests, Presentations


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16	BA (P) VI Semester	students will be able to : Ability to interpret and analyze various concepts and theories.	Geography of Tourism	1) This course shall introduce basic concepts, nature, and scope of geography of tourism. 2) This paper shall elucidate about types of tourism and recent trends of tourism. 3) This course shall provide detailed understanding related to impact of tourism in general, and tourism experiences and prospects in	1) This paper shall enable the students to understand the basic concepts, nature and relevance of geography of tourism. 2) This course shall enable the students to comprehend the types of tourism and emerging trends of tourism. 3) Students shall be well-versed with the impact of tourism on economy, society and environment and its experiences in the Indian context.	Classroom lectures and tutorials. PPTs, discussions, and debates. Classroom discussions and interactive learning *Audio visual presentation/ teaching methods. * Presentation by students. * Conduct theme based group activities. * Developing Effective communication skills through group discussion.	Theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. (The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination)
17		To understand the subject matter of various branches of physical and human geography.					Assignments, PPT, classroom test.
18	B.A. (H) Geography SEM-4	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Field Work and Research Methodology (12291403)	To understand the Various dimensions of field work and its role in geographical studies. 2. Detailed analysis of different field techniques. 3. Understanding of the report writing and field tools.	CO1- Detailed exposure of new geographical landscape as study area	Field work in ground to study various geographical and social aspects preparing questionnaires and scheduling interviews with respondents in field survey. Classroom discussions and interactive learning *Audio visual presentation/ teaching methods. * Presentation by students *Individuals/group training to work with software. * Developing research skills through assignments/projects. * Conduct theme based group activities. * Developing Effective communication skills through group discussion. * Beyond classroom teaching/learning through field excursions.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks as its a practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done
19					CO2 In-depth knowledge of different field techniques.		
20					CO-3 Understanding the		
21	B.A. (H) Geography SEM-5	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Remote Sensing and GIS (12291502)	1/ The course aim is to give basic technical knowledge and practical experience in digital remote sensing. 2. Knowledge and practical experience in handling satellite images focusing on hands-on experience of image pre-processing, enhancement and classification; 3. Better understand the techniques for the study of land use land cover and urban study.	CO1- Explain principles of remote sensing, different satellite systems and sensors;	The teaching learning process for this paper includes the hands on training for GIS softwares, satellite images study and interpretation, aerial photo calculation and geometry. other than this a knowledge of GPS also given to students on the basis of all teachings and classroom activity, a project file consisting of 5 exercises using open source software on GIS will be prepared by students.	Different methods will be applied to assess the students over the duration of the programme. These include Assignments, Hans-on exercise, classroom test, peer evaluation, problem solving exercises, case studies, viva and semester examination. Papers carry 100 marks. as its a practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done and 50 marks for theory and practical exam with external and internal.
22					CO2- Apply Image		
23					CO-3 Perform image pre-		


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24	B.A. (H) Geography SEM-3	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in	Geographic Information System (12293303)	1. The course aim is to give basic understanding of concept of GIS, its definitions and components; 2. To gain working experience geographical data collection using GPS; 3. To do analysis and application of geographical data in land use, urban sprawl, and forest study.	CO1- Develop basic understanding and hands-on on GIS software and GPS ; CO2- Understand GIS Data CO-3- Apply GIS for	The teaching learning process for this paper includes the hands on training for GIS softwares, satellite images study and interpretation, aerial photo calculation and geometry. other than this a knowledge of GPS also given to students on the basis of all teachings and classroom activity, a project file consisting of 5 exercises using open source software on GIS will be prepared by students.	The assessment of students is aligned with the course learning outcomes and require class participation over the duration of various programme. These include Assignments, Hans-on exercise, classroom test, peer evaluation, problem solving exercises, case studies, viva and semester examination. Papers carry 100 marks. as its a practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done and 50 marks for theory and practical exam with external and internal.
25							
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27	B.A. (H) Geography SEM-2	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied	Spatial Information Technology (12295201)	1. The main objective of this course is to give students an insight on the concepts of spatial information technology, 2. The paper discusses the concept, historical developments, functioning and application of spatial information technology in detail	CO1- Upon successful completion of the course, the students: 1. will be familiar with the concept, components of SIT. CO2- will gained CO-3 will acquire in-depth	The teaching learning process play a vital role in instilling in the student the curiosity to study the detailed on information technology which includes Classroom Lectures and Practical Demonstration. * Developing research skills through assignments/projects * Conduct theme based group activities. * Developing Effective communication skills through group discussion. * Beyond classroom teaching/learning through field excursions like GPS activity and satellite images.	The assessment method of this course are assignments, projects, class tests, presentations and mid-semester examination. papers carry 100 marks for end semester theory Exam. (with 25 marks of internals assessment consisting on unit test, attendance and assignments).
28							
29							
30	B.A. (PROG) Geography SEM-5	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied	Geography of India (62297501)	1. This course shall introduce the physical geography of India. 2. This paper shall elucidate about population trends and composition, and settlement system in India 3. This course shall provide detailed understanding related to resource base and economic systems in India.	CO1- This paper shall enable the students to understand the physical geography of India. CO2- This course shall CO-3- Students shall be	The teaching learning process help students to become more effective learners in the course. It includes lectures, tutorials, case study, ppt presentations, data and graph analysis, discussion, individual, group discussions, assignment and projects.	The assessment of the students is aligned with the course learning outcomes and require class participation, class test, assignments, projects, mid-sem examination. The assessment of this paper would include a theory exam of 75 marks of 3 hours duration and internals assessment of 25 marks. the internal assessment includes 10 marks for mid sem exam, 10 marks for assignments and projects and 5 marks for attendance.
31							
32							
33	B.A. (PROG) Geography SEM-4	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Fundamental of Remote Sensing and GPS/GNSS (62293406)	1. This course shall introduce the basic concepts of remote sensing; 2. This paper shall elucidate about aerial photography, its basic principles and types, satellite remote sensing; 3. This course shall provide detailed understanding related to interpretation and application of remote sensing, GPS/GNSS.	CO1- This paper shall enable the students to understand fundamental issues related to remote sensing, its development and types. CO2- This course shall CO-3- Students shall be	Classroom teachings, tutorials, discussions and interactive learning. Audio visual presentation/ teaching methods. Presentation by students. Individuals/group training on GPS, aerial photography, satellite image interpretation, Geometry and calculations. writing and preparing a report based on classroom activities and learnings.	The assessment method of this course are assignments, projects, class tests, presentations and mid-semester examination. papers carry 100 marks for end semester theory Exam. (with 25 marks of internals assessment consisting on unit test, attendance and assignments).
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36	B.A. (H) Geography 3 sem. Core paper	Students will acquire scientific methodology of data handling, hypothesis generation, testing and analysis. The learners can greatly contribute to the subject through teaching, research and field. The geography course teaches variety of tools, techniques and data handling which develop analytical reasoning to solve the issues oriented studies. Exhibition of ability to quantitatively analyse the experimental data and writing project reports.	Statistical Methods in Geography (Practical) (12291302)	1. The concept of quantitative information in general and Geographical data in particular. The importance of data analytics. The ways data is collected or data is taken from different sources. The sampling methods' application for data collection purposes. 2. The ways to handle the collected data through classification, tabulation and stigmatization. The data presentation using graphical and diagrammatic ways. 3. To calculate different averages on data and to identify the variations in data. 4. To compute relations and impacts among the data.	CO1. To differentiate between qualitative and quantitative information. CO2. To know the nature of various data, different sources and methods of data collection. CO3. To apply sampling methods for data collection. CO4. To classify, summarize and produce various types of data tabulations. CO5. To present data through graphical and diagrammatic formats. CO6. To apply different forms of averages, their relevance on descriptive data and geographical descriptive data as well. CO 7. To analyze the variations in spatial and non-spatial data. CO 8. To study the associations and cause/effect or impact from the data series. CO9. To use the concept of probability mainly the	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates
37	B.A. (H) - 1 sem. GE Paper	The students also learn hand on skills to prepare building disaster plans, community disaster preparedness and also awareness creation. The students will also be able to pursue a career in Disaster Management management.	Disaster Management (12295101)	1. Understanding the basic concepts of disaster management. 2. Detailed analysis about the different types of disasters in India. 3. Evaluating the role of institutional frameworks to mitigate the disasters in the country.	CO1. In depth understanding about the various disasters in the country. CO 2. It will provide thorough understanding about the human responses to the disasters. CO3. It will highlight the responses and mitigation measures to both natural and manmade disasters.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, Tests, Presentations
38	B.A. (H) Geography - 6 sem. DSEC Paper	The student will develop an understanding of political issues from resource sharing, SEZ and displacement issues. The students also learn state, nation and nation-state, electoral geography and geostrategic view of the world.	Introduction to Political Geography (12297602)	1. To critically understand the concepts of state, nation and nation state, 2. To develop the linkages between electoral geography and political geography 3. To interpret the politics of displacement focusing on Dams and SEZ.	CO1. Learn the concept of nation and state and geopolitical theories. CO 2. Understand the different dimensions of electoral geography and resource conflicts. CO3. Have sound knowledge of politics of displacement, focusing on dams and SEZ.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test
39	B.A. (P) 6 Sem. GE	They will also develop an understanding of global issues from economic, social, environmental and political perspectives, which has relevance in further studies all across the globe. The students will also be able to pursue a career in spatial planning, sustainable practices, environmental and resource management.	Climate Change Vulnerability and Mitigation	1. The course aim is to give basic understanding of concept Science of Climate Change, 2. It will also help in developing understanding about various Impacts of Climate Change on Agriculture and Water, Flora and Fauna, Human Health; 3. This course is also oriented to deliver knowledge on Adaptation and	CO1. Understand basics of Science of Climate Change; CO2. Understand different types of vulnerability; CO3. Dwell upon the issues of adaptation and mitigation.	Classroom lectures and tutorials	Assignments, PPT, classroom test.


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40	B.E.L.E.D. 3 Year	Liberal Course, theory paper of 100 marks. In-depth knowledge of different Aspect and sub field of Human Geography. Various dimensions of Human Geography. To facilitate the students to learn skills of map making.	Geography II (Human Geography) O3.9	1. The course aim is to give basic understanding of paradigm shift in human geography and its changing trends. 2. It will also help in developing understanding about various sub field of Human Geography like agriculture, resources, Industries, Population, Settlement and Transport. 3. Detailed analysis of different Cartographic and statistical techniques. 4. This course is also report writing oriented along with field work.	CO1. Understand the basic paradigm shift in human geography and its changing trends. CO2. Understanding of resources along with types of farming around the world like shifting, subsistence, commercial, plantation and dairy farming. CO3. It will highlight the components of population like fertility, mortality and migration. CO4. To understand the settlement around the world. Types of rural settlement and urban centers and their origin. World pattern of urbanization, city and its region. And transport pattern in the world. CO5. Able to understand maps.	Classroom lectures and tutorials, field visit for survey and report writing.	Assignments, PPT, classroom test and presentations.
41	B.A. (H) Geography 5 sem.	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Regional Planning and Development 12291501	1. To understand the concept of Region and Regional Planning. 2. To familiarize the students with Theories and Models for Regional Planning. 3. To develop understanding about concept of Development, Sustainable Development and different programmes and policies.	CO-1. Conceptualize the Regional Planning and its theories. CO-2. Get the overview of Sustainable Regional Development. CO-3. Have sound knowledge to Sustainable Development Policies and Programmes.	Classroom Lecture and interactive learning procedures by the way teaching through the PPTs, documentaries, case studies approach, discussions and tutorials. Assigning varied tasks related to course, Preparation of Group Project Works, Deliverance of Given themes through PPTs etc	Different methods will be applied to assess the students over the duration of the programme. These include written assignments, projects and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
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44	B.A. (H) Geography 6 sem.	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied	Disaster Management Based Project Work 12291602 (Practical)	1. Understanding the basic concepts of disaster management 2. Detailed analysis about the different types of disasters in India 3. Evaluating the various dimensions of disaster management through field works	CO-1. In depth understanding about the various disasters in the country CO-2. It will provide thorough understanding about the human responses to the disasters CO-3. It will give an in-depth knowledge about the disasters escapes through	Classroom Lecture and interactive learning procedures by the way teaching through the PPTs, documentaries, case studies approach, discussions and tutorials. Assigning varied tasks related to course, Preparation of Group Project Works, Deliverance of Given themes through PPTs and Preparations of Project Report, Conducting Field Surveys etc	Different methods will be applied to assess the students over the duration of the programme. These include written assignments, projects and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
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47	B.A. (P) Geography 2 sem.	Graduates of the B.A. (programme) Geography will be informed citizens who can understand and evaluate the impact of new research discoveries in Geographical subfields and will be able to pursue a wide range of careers, including teacher cartographer, technical assistant, GIS Analyst, demographer, travel & tourism Planner, statistical analyst, product sale executive, Town planner, regional planning, community development Scientist, GIS Expert, Teaching/research and civil services	Human Geography 62291201	1. This course shall introduce definition, nature, major subfields and relevance of human geography. 2. This paper shall elucidate about space and society, cultural regions, race, religion and language. 3. This course shall provide detailed understanding related to world population growth, population theory and settlement patterns.	CO-1 This paper shall enable the students to understand the basic concepts, nature and relevance of human geography CO-2 This course shall enable the students to appreciate the interrelationships between space and society, characteristics of cultural regions, race, religion and CO-3 Students shall be well-versed with the world population growth patterns, demographic transition theory, settlement patterns and urbanization process.	Classroom lectures and tutorials, field visit for survey and report writing.	The assessment broadly will comprise of Internal Assessment (Continuous Evaluation) and End Semester Examination. Each theory paper will be of 100 marks with 25% marks for Internal Assessment and 75% for End Semester examination. The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination.
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50	B.A. (H) Geography - IV sem.	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Economic Geography (Theory Paper)	1. To understand the concept and spatial distribution of economic activities in the world. 2. To analyse the factors affecting the economics activity focusing on Von Thunen and Weber theory. 3. To describe in the details the regionalization of different economic activities.	After learning, students should be able to: 1. Distinguish to different types of economic activities and their utilities. 2. Appreciate the factors responsible for the location and distribution of activities. 3. Examine the significance and relevance of theories in relation to the location of different economic activities	* Classroom Lectures, Tutorials, PPT * Assignments, Discussions/Debates classroom test. Classroom discussions and interactive learning *Audio visual presentation/teaching methods. * Presentation by students. *Individuals/group training to work with software * Developing research skills through assignments/projects.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
51	B.A. (Programme) Skill Enhancement - VI sem., Year III	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Introduction to GIScience (Practical)	1. The course aim is to give basic understanding of concept of GIScience, its definitions and components; 2. To gain working experience collecting data, preparing and handling geographical data; 3. To do analysis and application of geographical data for land use, urban and forest mapping.	This is a practical, hands-on course, when you have completed it, you will be able to: 3. Trace and know evolution of GIS and GIScience and roles of various intuitions in data sharing; 4. Perform preparing different maps integrating spatial and no-spatial data. 5. Professionally do interpretations and analysis of land use land cover maps;	Classroom Lectures, Practical demonstration * Classroom Lectures, Practical demonstration of using GPS in the field * Classroom Lectures, Practical demonstration using GIS softwares * Classroom Lectures, Practical demonstration using GIS softwares * Classroom Lectures, Lectures on case study of different applications	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner. *Assignments, classroom test. *Assignments, Hans-on exercise in the field with GPS, classroom test. *Assignments, Hans-on exercise, midterm examination. *Assignments, Hans-on exercise, classroom test. *Assignments, classroom test, end semester examination.


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52	B.A. (H) Geography - IV sem. (Skill Enhancement)	The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.	Thematic Atlas (Practical)	1. Create professional and aesthetically pleasing maps through thoughtful application of principles of map design; 2. Develop hands on skill of diagrammatic representation of geographical data. 3. Better understand thematic map techniques, its cartographic representation and Interpretation	This is a practical, hands-on course; when you have completed it, you will be able to: 1. Explain principles of map design and skill development for presentation of diagrammatic data 2. Apply thematic mapping techniques for presentation of geographic data. 3. Skillfully preparation and interpretation of thematic maps	Classroom Lectures, Practical demonstration * Assignments, Hians-on exercise, classroom test. *semester examination Classroom discussions and interactive learning *Audio visual presentation/teaching methods. * Presentation by students. *Individuals/group training to work with software * Developing research skills through assignments/projects	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
53	BA(H) VI	The learning outcome is	Geography of	To familiarise the	Get Knowledge of the	Classroom discussions and	Different methods will be applied to assess the students
54	BA(H) IV	The course aim is to give	G.J.Science	1 Explain principles	Application of Geography in	Classroom discussions and	Different methods will be applied to assess the students
55	BA(H) I SEM.	To Understand the various dimensions of geography of tourism and pilgrimage. To make aware the students with national and international trends and patterns of tourism with its impacts.	Geography of tourism and pilgrimage	Equip with a basic understanding of nature and scope, trends and patterns of various types of tourisms. Have sound knowledge on geographical, environmental and socio-cultural aspects of tourism in India. Apply the principles of Geo-tourism and analyse the prospects and problems associated with	Applying various dimensions of geography in tourism sector.	Students will be aware about national and international trends of tourism with impacts.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively.
56	BA(H) II SEM.	Various dimensions of concepts, components and theories of coupled human environment system Detailed analysis of different biogeochemical cycles. Understanding of the concept of lowland and highland interaction.	Coupled human environment system	Detailed exposure of climate change related issues, relationship between human and natural system	Detailed analysis of bio-geo chemical cycles understanding the concepts of low land and high land	Students will get in depth knowledge of ecosystems, global warming, climate change, Green-house effect and management policies.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively.
57	BA(P) V SEM.	To understand the concept and spatial distribution of economic activities in the world. To analyse the factors affecting the economics activity focusing on Von Thunen and Weber theory. To describe in the details the regionalization of different economic activities.	World Economic Geography	Distinguish to different types of economic activities and their utilities. Appreciate the factors responsible for the location and distribution of activities. Examine the significance and relevance of theories in relation to the location of different economic activities	Introducing basic concepts and approaches related to economic geography	Students will get in depth knowledge of locational theories postulates and there relevance in contemporary world.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively.
58	BA(P) V SEM.	Various dimensions of field work and its role in geographical studies. Detailed analysis of different field techniques. Understanding of the report writing and field tools	Field work and surveying methods	Techniques of report writing	Students are able to write a report on geographical study based on mountain desert coastal area and plains.	Students came to know the relevance of field work and surveying methods in practice situations	Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively.


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59	B.EL.ED. II Year	students would understand the basic phenomena of our mother nature. Understanding basic concepts of geography.	Physical Geography	To have an in-depth knowledge of physical activities occurring over and inside the Earth.	students would understand the basic phenomena of our mother nature. Understanding basic concepts of geography.	Classroom lectures and tutorials, field visit for survey and report writing.	Assignments, PPT, classroom test and presentations.
60	B.A. (H) Geography IV sem.	Environmental Geography: Concepts and Approaches; Ecosystem – Concept and Structure; Ecosystem Functions.	Environmental Geography (12291402)	1. Various dimensions of environment and natural resource management. 2. Detailed analysis of concept, structure and functions. 3. Understanding of the concept of appraisal and conservation of Environment and Natural Resources.	1. Detailed exposure of human – environment relationship. 2. In-depth knowledge of environmental issues in tropical, temperate and polar ecosystems. 3. Understanding the environmental programmes and policies at local as well as global level.	Classroom Lectures, Power point presentations, documentaries available in audio video format, Group discussions among students in small tutorial groups.	Assessment include written assignments and projects, group discussions and presentations, weekly MCQs (Multiple Choice Questions), surprise tests, presentations. After the rigorous assessment, weaker students identified for extra classes and special attention. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively.
61	B.A. (H) Geography IV sem. Generic Elective	introduction of the basic concept of sustainable resource development.	Sustainable Resource Development (12295404)	To learn the concepts related with Sustainable development and its role in reducing poverty and inequality in the world. 2. To get updated knowledge of Millennium Development Goals & Sustainable Development Goals 3. To critically evaluate the global policies and programmes for sustainable development.	1. Understand the basic concept of sustainable resource development and differentiate between the Millennium development goals and Sustainable development goals. 2. Assess the issues associated with the Inclusive Development. 3. Explain the sustainable development policies and programmes.	Classroom Lectures, Power point presentations, documentaries available in audio video format, Group discussions among students in small tutorial groups.	Assessment include written assignments and projects, group discussions and presentations, weekly MCQs (Multiple Choice Questions), surprise tests, presentations. After the rigorous assessment, weaker students identified for extra classes and special attention. All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively.
62	B.A.(HONS)	1 Introduction to the	Biogeography &	1. Various 2. Detailed analysis 3. Understanding of biodiversity.	Detailed exposure of	Classroom Lectures, PPTs,	Assignments, presentations, discussions.
63							
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66	B.A.(PROG) I SEM	1 Physical Geography –	Physical	1) This course shall	1) This paper shall enable	Classroom lectures and	Assignments, presentations, discussions.
67							


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68	B.A.(PROG) IV SEM	Environmental Geography: Concepts and Approaches, Ecosystem – Concept and Structure, Ecosystem Functions.	Environmental Geography	1) This course shall introduce the basic concepts and approaches of environmental geography. 2) This paper shall elucidate about human- environmental relationship, environmental programs and their management 3) This course shall provide detailed understanding related to environmental programmes and initiatives.	1) This paper shall enable the students to understand basic concepts and approaches related to environmental geography. 2) This course shall enable the students to comprehend about human-environment relationship, and different environmental problems and its management. 3) Students shall be well- versed with the analysing the environmental programmes and policies.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
69	B.A.(PROG) VI SEM	Disaster, Hazards, Risk, Vulnerability and Disasters: Definition and Concepts.	Disaster Risk Reduction	1) This course shall introduce the basic concepts related to disaster risk reduction. 2) This paper shall elucidate about disasters in India. 3) This course shall provide detailed understanding related to human induced disasters, and disaster risk reduction programmes and initiatives.	1) This paper shall enable the students to understand basic concepts and issues related to disaster risk reduction. 2) This course shall enable the students to comprehend about causes, impact, distribution and mapping of disasters in India. 3) Students shall be well-versed with the analysing the programmes and policies related to disaster risk reductions.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
70	B.A. (H)	The learning outcome is	Climatology	(1) Various	(1) Detailed exposure of	Classroom Lectures, PPT	Different methods will be applied to assess the students
71		Students of the BA/BSc		(2) Detailed analysis	(2) In-depth knowledge of		Climatology paper carry 100 marks. 25 marks for internal
72				(3) Understanding of	(3) Understanding the		
73	BA (H) Geography - V Semester	Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields	Urbanization and Urban System	(1) To introduce the students with concepts and approach to studying the urban geography	(1) Understand the fundamentals and patterns of urbanization process	Classroom Lectures, PPTs, classroom discussions, group discussions in tutorial class, debate, and interactive learning sessions.	Urbanization and Urban System paper carry 100 marks. 25 marks for internal assessment. The internal assessment will be based on assignment, oral presentation, project, attendance, and mid semester examination. 75 marks for semester end main examination.
74		The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences		(2) To study with patterns and functional attributes of urban places	(2) Learn the functional classification of cities and central place theories		
75				(3) To analyze the urban contemporary issues focusing on Indian mega cities	(3) Know contemporary problems of Delhi, Mumbai, Kolkata and Chennai		
76	BA (H) Geography VI Semester	Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields	Geography of Heath	(1) Various dimensions of health geography and its linkages with environment	(1) Detailed exposure of health geography and environment.	Classroom Lectures, PPT presentations, Classroom discussions, interactive learning sessions, Audio visual presentation/ Documentaries Presentation, and group discussion in tutorial class.	Assignments, Discussions/Debates classroom test
77				(2) Detailed analysis of environment and health quality and exposure to risk	(2) In-depth knowledge of health risk and exposure		

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78			(3) Understanding of the relationship between climate change and human health	(3) Understanding the impact of climate change and human health		Geography of Health paper carry 100 marks. 25 marks for internal assessment. The internal assessment will be based on assignment, oral presentation, project, attendance, and mid semester examination. 75 marks for semester end main examination.
79	B.A. (H) Geography - II sem.	Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields	Thematic Cartography (Practical) (1) Create thematic maps through thoughtful application of Cartographic conventions	(1) Explain how maps work, conceptually and technically and will be able to understand science and art of cartography	Classroom Lectures, Practical demonstration. Classroom discussions and interactive learning and practice sessions.	Different methods will be applied to assess the students over the duration of the programme. These include written assignments/projects, oral presentation, class room test and hands-on-exercise, practical record file and Thematic atlas.
80		Students are trained to prepared thematic atlas on specific them at least with 5 plates of any state of india.	(2) Enhance understanding of the concepts regarding thematic mapping techniques	(2) Recognize the benefits and limitations of Diagrammatic Data Presentation		Thematic Cartography paper carry 100 marks. 25 marks for internal assessment (The internal assessment will be based on assignment, oral presentation, class test, project, attendance, mid semester examination) and 25 marks for Thematic Atlas is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.
81		The learning outcome is to prepare the students of BA Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic	(2) Better understand preparation and interpretation of thematic maps	(3) Understand and perform interpretation of thematic maps		


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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

HDFE Department		Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
S No	Course Name	Programme Learning Outcome	Principles of Child Development	To familiarize students with the concept of child development as a field of study. • To create an understanding of various stages of lifespan development.	Get familiarized with the concept of child development as a field of study. • Develop an understanding of the various stages of child development beginning with prenatal, neonate and infant development. • Learn about the basics of techniques of data collection.	Lecture method • Group discussions Tutorials • Use of PPT, Web pages, Audio-visual aids, Brainstorming • Role plays Contextualising content in real life situations	As per University of Delhi rules For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) For practical (where applicable) (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a pre-described key Result is declared in terms of letter grade and grade points for each course. Oral presentations Mock interviews, questionnaires, observation techniques. Written test, Multiple choice questions
1	Human Development and Family Empowerment	Demonstrate the understanding of fundamentals of human development through lifespan and developmental perspective. • Demonstrate the scope of the field of human development through identification of conventional and novel avenues. • Learn about the complete spectrum of the field to gain understanding of developmental psychology. • Understand the theoretical knowledge of the field through inductive and deductive reasoning. • Become aware of unsaid and unexplored areas of human development and think out of the box. • Explore the area of early childhood development and education and gain insights into bringing new possibilities • Learn to critically examine the issues of life and become active agents in bringing affirmative changes in society. • Explore contemporary issues, understand the magnitude of daily life problems and identify appropriate solutions to help humankind at large.	Principles of Child Development	To familiarize students with the concept of child development as a field of study. • To create an understanding of various stages of lifespan development.	Get familiarized with the concept of child development as a field of study. • Develop an understanding of the various stages of child development beginning with prenatal, neonate and infant development. • Learn about the basics of techniques of data collection.	Lecture method • Group discussions Tutorials • Use of PPT, Web pages, Audio-visual aids, Brainstorming • Role plays Contextualising content in real life situations	As per University of Delhi rules For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) For practical (where applicable) (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a pre-described key Result is declared in terms of letter grade and grade points for each course. Oral presentations Mock interviews, questionnaires, observation techniques. Written test, Multiple choice questions

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<p>2</p> <p>Human Development and Family Empowerment</p>	<p>Demonstrate the understanding of fundamentals of human development through lifespan and developmental perspective.</p> <ul style="list-style-type: none"> • Demonstrate the scope of the field of human development through identification of conventional and novel avenues. • Learn about the complete spectrum of the field to gain understanding of developmental psychology. • Understand the theoretical knowledge of the field through inductive and deductive reasoning. • Become aware of unsaid and unexplored areas of human development and think out of the box. • Explore the area of early childhood development and education and gain insights into bringing new possibilities • Learn to critically examine the issues of life and become active agents in bringing affirmative changes in society. • Explore contemporary issues, understand the magnitude of daily life problems and identify appropriate solutions to help humankind at large. 	<p>To develop an understanding of women and children related issues in India.</p> <ul style="list-style-type: none"> • To create awareness among students about the Government programme, policies and legal provisions as well as Non-governmental efforts made to improve the status of women and children in India. • To provide significant information related to 	<p>Get aware with the situation of women and children in the country.</p> <ul style="list-style-type: none"> • Acquire knowledge and skills to work with women and children. • Evoke competencies in the area of empowerment through knowledge of various programmes and policies. • Develop an understanding of maternal health and education in order to work with community. • Enhance research related 	<p>Lecture method</p> <ul style="list-style-type: none"> • Group discussion • Use of PPT, Web pages, google forms, E visits etc • Brainstorming • Role plays • Contextualising content in real life situations • Case study • Research methods (Interviews, Observations, Questionnaires) • Field visits • Audio visual aids • Visits to organisations • Opportunity of reflective thought • Giving back to 	<p>As per University of Delhi rules For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks) For practical (where applicable) (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a pre-described key Result is declared in terms of letter grade and grade points for each course. Written and oral Tests Presentations in the Classroom Multiple choice Questions Written tests</p>
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<p>Human Development and Family Empowerment</p>	<p>Demonstrate the understanding of fundamentals of human development through lifespan and developmental perspective.</p> <ul style="list-style-type: none"> • Demonstrate the scope of the field of human development through conventional and novel avenues. • Learn about the complete spectrum of the field to gain understanding of developmental psychology. • Understand the theoretical knowledge of the field through inductive and deductive reasoning. • Become aware of unsaid and unexplored areas of human development and think out of the box. • Explore the area of early childhood development and education and gain insights into bringing new possibilities • Learn to critically examine the issues of life and become active agents in bringing affirmative changes in society. • Explore contemporary issues, understand the magnitude of daily life problems and identify appropriate solutions to help humankind at large. 	<p>Principles and Perspectives on Early Child Care and Education</p>	<p>To understand the need and significance of early childhood care and education.</p> <ul style="list-style-type: none"> • To understand the policy perspectives on ECCE in India and world. • To develop knowledge and skills for research and evaluation in ECCE. 	<p>Become sensitized on the significance of focusing on early years.</p> <ul style="list-style-type: none"> • Understand the policy perspectives of ECCE in India. • Recognize the role of community in order to involve and encourage community participation. • Get equipped with knowledge of research, development and evaluation in ECCE. • Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the 	<p>Lecture method</p> <ul style="list-style-type: none"> • Group discussion • Use of PPT, Web pages, google forms, E-visits etc • Brainstorming • Role plays • Contextualising content in real life situations • Case study • Research methods (Interviews, Observations, Questionnaires) • Field visits • Audio visual aids • Workshops: Art & craft, theatre • Preparation of TLM: Best out of waste 	<p>As per University of Delhi rules For each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <ul style="list-style-type: none"> -End Semester exam: 75 marks -Internal Assessment: 25 marks <p>(Class test- 10 marks; Assignment- 10 marks; Attendance – 5 marks)</p> <p>For practical (where applicable) (maximum marks 50):</p> <ul style="list-style-type: none"> -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a pre-described key <p>Result is declared in terms of letter grade and grade points for each course.</p> <p>Written and oral Tests</p> <p>Presentations in the Classroom</p> <p>Multiple choice Questions</p> <p>Written tests</p>
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**बी.ए. प्रोग्राम
पाठ्यक्रम**

हिन्दी विभाग के अंतर्गत बी.ए. (आनर्स) हिन्दी पत्रकारिता एवं संचार पाठ्यक्रम (जिसका विवरण अलग से दिया गया है) के अतिरिक्त बी.ए. आनर्स, बी.ए. प्रोग्राम, बी.कॉम प्रोग्राम, बी.एल.एड. आदि हिन्दी पाठ्यक्रम में हिन्दी के विविध प्रश्नपत्र पढ़ाए जाते हैं। बी.ए. प्रोग्राम और बी.कॉम प्रोग्राम में हिन्दी भाषा के तीन स्तर हैं- हिन्दी 'क'- उन छात्रों के लिए है जिन्होंने बारहवीं कक्षा तक हिन्दी भाषा पढ़ी है, हिन्दी 'ख'- उन छात्रों के लिए है जिन्होंने दसवीं कक्षा तक हिन्दी भाषा पढ़ी है व हिन्दी 'ग'- उन छात्रों के लिए है जिन्होंने आठवीं कक्षा तक हिन्दी भाषा पढ़ी है। बी.ए. प्रोग्राम के अंतर्गत अन्य विषयों के समान हिन्दी अनुशासन का प्रश्नपत्र भी हमारे महाविद्यालय में पढ़ाया जाता है। अदिति महाविद्यालय के पुस्तकालय में हिन्दी भाषा और साहित्य की महत्वपूर्ण पुस्तकों का वृहद संकलन है। दिल्ली विश्वविद्यालय की परीक्षाओं में हिन्दी भाषा और साहित्य पढ़ने वाली हमारी छात्राओं का प्रदर्शन सराहनीय रहता है।

S.NO.	COURSE NAME	PROGRAMME LEARNING OUTCOMES	COURSE/PAPER NAME	COURSE /PAPER OBJECTIVE	COURSE LEARNING OUTCOMES	TEACHING LEARNING PROCESS	ASSESSMENT METHODS
1	B.A Prog	भारतीय सांविधान में देवनागरी लिपि में लिखित हिन्दी को सघ की राजभाषा घोषित किया गया है। हिन्दी पढ़ने वाले छात्रों को भाषा की क्षमता से परिचित होना जितना आवश्यक है उतना ही उसे समाज की चुनौतियों के संदर्भ में जोड़ने की योग्यता विकसित करना भी जरूरी है आज हम भूमंडलीकृत समाज का अंग हैं। अतः पाठ्यक्रम का उद्देश्य विद्यार्थी को देश विदेश के साहित्य में हो रहे बदलाव से परिचित कराना भी है और व्यावसायिक योग्यता उत्पन्न करना भी। यह पाठ्यक्रम बाजारवाद और भूमंडलीकरण की वैश्विक गति के बीच से ही हिन्दी की राष्ट्रीय लेकिन को भी सुनिश्चित करेगा। एक	<p>संमस्टर- 1</p> <p>1.1 हिन्दी भाषा और साहित्य का इतिहास (Core Course-1)BA PHCC -01</p> <p>1.2 हिन्दी योग्यता संवर्धक पाठ्यक्रम Language- MIL/English Comm. (AECC) BAPAECC01</p> <p>संमस्टर- 2</p> <p>2.1 हिन्दी कविता मध्यकाल और आधुनिक काल (Core Course-2) BAPHCC02</p> <p>2.2 आधुनिक भारतीय साहित्य हिन्दी: भाषा और साहित्य - क BAPMILHA01 - आधुनिक भारतीय भाषा हिन्दी : भाषा और साहित्य - ख BAPMILHA02 - आधुनिक भारतीय साहित्य हिन्दी - गण और</p> <p>संमस्टर- 3</p> <p>3.1 हिन्दी कथा साहित्य (Core Course-3) BAPHCC03</p>	भाषा, साहित्य और संस्कृति के अध्ययन विश्लेषण द्वारा इतिहास, समाज विज्ञान, मनोविज्ञान, दर्शन, भाषाविज्ञान आदि विषयों का तुलनात्मक ज्ञान विकसित होगा	<p>इस पाठ्यक्रम को पढ़ने पढ़ाने को दिशा में निर्णालोखित परिणाम सामने आएंगे-</p> <p>1. इस पाठ्यक्रम के माध्यम से सीखने-सिखाने की प्रक्रिया में हिन्दी भाषा के आरंभिक स्तर से आप सब के बदलते रूपों की विस्तृत जानकारी प्राप्त की जा सकेगी।</p> <p>2. भाषा के सैद्धांतिक रूप के साथ साथ व्यवहारिक पक्ष को भी जाना जा सकेगा।</p> <p>3. उच्च शैक्षिक स्तर पर हिन्दी भाषा किस प्रकार महत्वपूर्ण भूमिका निभा सकती है, इससे संबंधित परिणाम को प्राप्त किया जा सकेगा।</p> <p>4. छात्र अपनी भाषा को सीखने की प्रक्रिया में भाषागत मूल्यों को व्यावहारिक रूप से भी जान सकेंगे।</p> <p>5. व्यावसायिक क्षमता को बढ़ावा देने के लिए भाषा, अनुवाद, कंप्यूटर जैसे विषयों को हिन्दी से जोड़कर पढ़ना जिससे बाजार के लिए आवश्यक योग्यता आवश्यक योग्यता काफ़ी विकास किया जा सके का भी</p> <p>6. हिन्दी के आंतरिक भारतीय साहित्य का ज्ञान भी अपेक्षित रहेगा जो छात्रों के गेट पर विकास में सहायक होगा तथा अभिव्यक्ति क्षमता का विकास भी किया जा सकेगा।</p> <p>7. साहित्य के सौंदर्य, कला बोध के साथ वैचारिक मूल्यों को बढ़ावा देना।</p> <p>8. साहित्य की विधवाओं के माध्यम से विद्यार्थियों की रचनात्मकता कुछ दिशा देना।</p> <p>9. साहित्य के आदिकालीन संदर्भों से लेकर समकालीन रूपों से परिचित कराना जिससे विद्यार्थी साहित्यकार और युगबोध के संबंध को परख और पहचान सके।</p>	<p>सीखने की प्रक्रिया में इस पाठ्यक्रम में हिन्दी दक्षता को मजबूती देना है, छात्र हिन्दी भाषा में नयापन और वैश्विक माध्यम की निर्माण प्रक्रिया में सहायक बन सकें। अपनी भाषा में व्यवहार कुशलता और निपुणता प्राप्त कर सकें। साहित्य की समझ विकसित हो सके तथा आलोचनात्मक दृष्टि से साहित्यिक विवेक निर्मित किया जा सके। इसके लिए निम्नांकित विदुओं को देखा जा सकता है</p> <ul style="list-style-type: none"> • कक्षा व्याख्यान • सामूहिक चर्चा • सामूहिक परिचर्चा और चर्चनित विषयों पर आधारित सेमिनार आयोजन • साहित्यिकता की समझते ना देना • प्रदर्शन कलाओं को वास्तविक रूप में देखना • कक्षाओं में पठन पाठन पद्धति • लिखित परीक्षा • आंतरिक मूल्यांकन • शोध सर्वेक्षण • वाद विवाद • आशु प्रस्तुति • कंप्यूटर आदि का व्यवहारिक ज्ञान • दृश्य श्रव्य माध्यमों की जानकारी • व्यावहारिक रूप से देना • काव्यवचन, पठन और आलोचनात्मक मूल्यांकन • कथा के पाठ और वाचन में अंतर समझाना • आलोचनात्मक मूल्यांकन पर बल 	<ul style="list-style-type: none"> • हिन्दी भाषा के व्यवहारिक मूल्यों पर आधारित परियोजना कार्य व मूल्यांकन • भाषिक नमूने तैयार करना और विश्लेषण • विद्यार्थियों का मौखिक और लिखित मूल्यांकन • पीपीटी बनाने के लिए विद्यार्थियों को प्रोत्साहित करना इस माध्यम से हिन्दी की विविध विधवाओं को दृश्य माध्यम से अधिक रूप से जाना जा सकेगा • विधा विशेष के भाव सौंदर्य के साथ साथ रचना में छंद अलंकार रास गुण शर्त आदि के सौंदर्य का मूल्यांकन करना • भाषा विश्लेषण के लिए विधा आधारित प्रश्नोत्तर कर मूल्यांकन करना • पारंपरिक और आधुनिक तकनीक के माध्यमों की सहायता से अध्ययन अध्यापन • समूह परिचर्चा
1	B.A Prog			हिन्दी कथा साहित्य के उद्भव और विकास का परिचय गद्दा साहित्य विश्लेषण	कथा साहित्य के विकास का परिचय प्रमुख उपन्यास और कहानियों का अध्ययन	<ul style="list-style-type: none"> • कथा व्याख्यान • समूह चर्चा • सप्ताह सामूहिक चर्चा • विशेष व्याख्यान एवम • आंतरिक मूल्यांकन संबंधित गतिविधियों 	<ul style="list-style-type: none"> • कथा व्याख्यान • परिचर्चा
		हिन्दी कोशल- संवर्धक पाठ्यक्रम (Skill Enhancement)	रचनात्मक लेखन BAPHSEC01	• विद्यार्थियों के मौखिक और लिखित अभिव्यक्ति कोशल को विकसित करना • उनमें कल्पनाशीलता और रचनात्मकता का विद्यार्थी भाषा शिक्षण की आवश्यकता और महत्व से परिचित हो सकेगे	इस पाठ्यक्रम के अध्ययन के पश्चात विद्यार्थियों में • मौखिक और लिखित अभिव्यक्ति कोशल को विकसित होने में मदद मिलेगी • उनमें कल्पनाशीलता और रचनात्मकता का विकास हो सकेगा • साहित्य की विविध विधाओं और उनकी रचनात्मक शैली विभिन्न भाषाई कोशल को ज्ञानार्जन के उपरान्त विद्यार्थी शिक्षण मीडिया अभिनय आदि क्षेत्रों में अपनी प्रतिभा का विकास कर सकेंगे शिक्षा और परीक्षण की क्षेत्र में नई पद्धतियों का अनुसंधान करने की दिशा में अग्रसर होंगे	<ul style="list-style-type: none"> • पाठ्यक्रम में निर्धारित विभिन्न रचनात्मक अभिव्यक्तियों से विद्यार्थी का परिचय करवाना • विद्यार्थी को उचित अभिव्यक्तियों के अभ्यास के लिए प्रेरित करना • विभिन्न साहित्यकारों के साहित्य का पठन पाठन करने के लिए प्रेरित करना • विद्यार्थी शिक्षक प्रशिक्षण संस्थानों में जाकर मातृभाषा और विदेशी भाषा शिक्षण की कक्षाओं का निरीक्षण कर सकते हैं और इसके प्रोजेक्ट तैयार कर सकते हैं 	टेस्ट और असाइनमेंट
		हिन्दी कोशल- संवर्धक पाठ्यक्रम (Skill Enhancement)	भाषा शिक्षण BAPHSEC02	भाषा शिक्षण की आवश्यकता और महत्व से परिचित हो सकेगे	भाषा शिक्षण की आवश्यकता और महत्व से परिचित हो सकेगे	<ul style="list-style-type: none"> • विभिन्न साहित्यकारों के साहित्य का पठन पाठन करने के लिए प्रेरित करना • विद्यार्थी शिक्षक प्रशिक्षण संस्थानों में जाकर मातृभाषा और विदेशी भाषा शिक्षण की कक्षाओं का निरीक्षण कर सकते हैं और इसके प्रोजेक्ट तैयार कर सकते हैं 	टेस्ट और असाइनमेंट
		हिन्दी कोशल- संवर्धक पाठ्यक्रम (Skill Enhancement)	कार्यालय हिन्दी BAPHSEC03	• कार्यालय भाषा की जानकारी देना • विभिन्न कार्यालय आवश्यकताओं को चिन्हित करना	• कार्यालय भाषा का व्यावहारिक ज्ञान प्राप्त होगा • विभिन्न कार्यालय पत्रचार के विविध रूप सीख सकेंगे • टिप्पणी प्रारूपण और संक्षेपण आवश्यकताओं की समझ विकसित होगी	<ul style="list-style-type: none"> • विभिन्न कार्यालय पत्रों दस्तावेजों के माध्यम से कार्यालय भाषा का व्यवहारिक ज्ञान देना • कक्षा व्याख्यान सामूहिक चर्चा 	टेस्ट और असाइनमेंट
3			संमस्टर- 4 4.1 अर्थ गद्य विधाएं (Core Course-4) BAPHCC04	• हिन्दी कथेतर गद्दे की समझ विकसित करना • निबंध संस्मरण रेखाचित्र व्यांग आदि विधवाओं के विश्लेषण की पद्धतियों से परिचित कराना	• अन्य गद्य विधवाओं को स्पष्ट समझ विकसित होंगी • आलोचनात्मक समझ विकसित होगी	<ul style="list-style-type: none"> • कथा व्याख्यान • समूह चर्चा • सप्ताह सामूहिक चर्चा • विशेष व्याख्यान एवम • आंतरिक मूल्यांकन संबंधित गतिविधियाँ 	टेस्ट और असाइनमेंट

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	4.2 आधुनिक भारतीय भाषा - हिंदी गद्य : उद्भव और विकास - क BAPMILHA01 Language-MIL/English-2	हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना राष्ट्रभाषा राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना विशिष्ट कविताओं के अध्ययन विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना	हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना राष्ट्रभाषा राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना विशिष्ट कविताओं के अध्ययन विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
4	4.3 हिंदी कौशल सवर्धक पाठ्यक्रम(Skill Enhancement)	भाषाई दक्षता BAPHSECO4	भाषाई दक्षता का विकास विद्यार्थियों की कार्यकुशलता में वृद्धि विषय के संक्षेपण एवं पल्लवन की कार्यकुशलता का विकास	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
5		विज्ञापन और हिंदी भाषा BAPHSECO5	विज्ञापन लेखन की दृष्टि से भाषा दक्षता विज्ञापन निर्माण की पूरी प्रक्रिया को समझना विज्ञापन बाजार में विभिन्न माध्यमों की पहुँच और प्रसार क्षमता से परिचित होना कॉपी लेखन अधिकारियों के लिए तैयार होना	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
6		कंप्यूटर और हिंदी भाषा BAPHSECO6	कंप्यूटर को वर्तमान स्थिति की समझ विकसित करना कंप्यूटर पर हिंदी का व्यवहारिक ज्ञान विकसित करना	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
7	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1)	रोमैस्टर- 5 5.1 हिंदी भाषा का व्यावहारिक व्याकरण BAPHDSE01	व्याकरण की सैद्धांतिक और व्यावहारिक जानकारी देना साहित्य के विभिन्न क्षेत्रों में व्याकरण की प्रकृति की जानकारी	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
8		हिंदी का मौखिक साहित्य और उसकी परंपरा BAPHDSE02	भारत के मौखिक साहित्य और लोक परंपरा का अवलोकन लोग जीवन और संस्कृति की जानकारी पर्यटन और संगीत नृत्य आदि में आकर्षण विकसित होगा	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
9		हिंदी रंगमंच BAPHDSE03	रंगमंच का सैद्धांतिक और व्यवहारिक ज्ञान देना हिंदी रंगमंच के विकास के माध्यम से महत्वपूर्ण विद्वानों के विचारों को समझना	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक ज्ञान के लिए एनएसडी भ्रमण ऑनलाइन विडीओ	टैस्ट और असाइनमेंट
10	सामान्य ऐच्छिक पाठ्यक्रम (Generic Elective; Any One)	5.2 अनुवाद: व्यवहार और सिद्धांत BAPHGE01	अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी देना विभिन्न क्षेत्रों में अनुवाद की प्रकृति की जानकारी	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
		जनपदीय साहित्य BAPHGE02	विभिन्न बोलियों और जन संस्कृति का परिचय देना जनपदीय जीवनशैली और साहित्य को अध्ययन की मुख्य धारा से जोड़ना	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
11	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective- 2)	सेमैस्टर- 6 6.1 साहित्य चिंतन BAPHDSE04	साहित्य सिद्धांतों का अध्ययन साहित्यिक आलोचना के निर्माण में विभिन्न अवयवों का अध्ययन साहित्य की व्याख्या के लिए जरूरी अंगों उपांगों साहित्यिक भेद उपभेदों का अध्ययन	कथा व्याख्यान समूह चर्चा सप्ताह सामूहिक चर्चा विशेष व्याख्यान एवम आंतरिक मूल्यांकन संबंधित गतिविधियाँ	टैस्ट और असाइनमेंट
12		कोष विज्ञान :	कोष विज्ञान की समझ	कथा व्याख्यान	टैस्ट और असाइनमेंट

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विशेष अध्ययन एक प्रमुख साहित्यकार

कबीर	•हिंदी साहित्य के	•भक्तिकाल की राजनीतिक सामाजिक सांस्कृतिक धार्मिक	•निर्धारित दो ही और पदों का विद्यार्थियों द्वारा वाचन	•कबीर काव्य में
तुलसीदास	•भक्ति काल के महत्वपूर्ण	•तुलसीदास के जीवन और साहित्य का आलोचनात्मक	•निर्धारित दो ही और पदों का विद्यार्थियों द्वारा वाचन	•तुलसीदास काव्य में
प्रेमचन्द	•कथा सम्राट् मूशी प्रेमचन्द	•प्रेमचन्द के साहित्य के विविध आयामों का अध्ययन	•कथा व्याख्यान	टेस्ट और असाइनमेंट
निराला	•महाकवि निराला का	•महाकवि निराला के साहित्य का अध्ययन विश्लेषण	•कथा व्याख्यान	टेस्ट और असाइनमेंट
6.2	•अस्मिताओं का	•अस्मितामूलक विमर्श का ज्ञान	•कथा व्याख्यान	टेस्ट और असाइनमेंट
हिंदी सिनेमा और	•सिनेमा के निर्माण और	•सिनेमा की व्यवहारिक और आलोचनात्मक समाज	•कथा व्याख्यान	टेस्ट और असाइनमेंट

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME HISTORY DEPARTMENT

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	B.A(P)	The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.	Paper B.A(P) Sem-II/Core/History of India c. 300-1200	This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases of understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.	In this course, the students will be able to: <ul style="list-style-type: none"> Identify the historical importance of the accelerated practice of land grants issued by ruling houses. Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture. Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities. 	The teaching learning process helps students to become more effective learners in the course. It includes lectures, case study discussions, individual, group presentation and projects. All the relevant and updated case studies are to be used in the process	Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.
2	B.A(P)	The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.	Paper B.A(P)/Sem-III/Core/History of India c. 1200 TO 1700	This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the interconnectedness of the subcontinental region in its transition to the Early Modern period.	In this course the students will be able to: <ul style="list-style-type: none"> Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement. Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned. Delineate the development of trade and urban complexes during this period. 	Classroom teaching on key concepts and discussions on important readings shall be the format. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall focus on tracing broad historical overview of the Indian subcontinent during the time period under study. Given that the students are also pursuing another discipline, the process shall consistently emphasize what is meant by the historical approach and delineate the contributions/ importance of historical analysis. With an expanding exposure to historical view points, the BA Programme student shall increasingly imbibe an interdisciplinary approach.	Students will be assessed on the basis of their analytical answers, critical understanding of historical debates and class room comprehension as well as readings. Two written submissions as well as at least one presentation will be considered essential for the final assessment of a student's overall performance. Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

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4	<p>The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.</p>	<p>BAP/Sem-IV/ SEC/ Archives and Museum</p>	<p>This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.</p>	<ul style="list-style-type: none"> Describe various stages of development of archaeology as a discipline. Discuss the methods of excavations. Explain various dating methods employed by the archaeologists. Identify and contextualize the past objects found during explorations and excavations of sites. Interpret aspects of past societies, analyse the role of institutions and individuals in the development of Indian archaeology. Undertake projects related to the search of pieces related to the epics, Sangama and the Buddhist tradition. 	<p>Lecture and discussion method, problem-solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, around an archaeological site, an institution or an eminent archaeologist. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the discipline.</p>	<p>The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination</p>

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5	<p>The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific, Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.</p>	<p>BA(P)/Sem-V/ SEC/ Popular Culture</p>	<p>One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.</p>	<p>students will be able to:</p> <ul style="list-style-type: none"> Engage with a range of theoretical perspectives in an attempt to define popular culture, Describe the methodological issues involved in a historical study of popular culture. Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it. Interpret the above theoretical concerns to actual historical studies, through a case study. Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices, Examine the role of orality and memory in popular literary traditions, Demonstrate the evolution of theatre and dance within the popular performative traditions. Analyse the role of technology in the transformation of music from elite to popular forms. Examine the relationship between practices, books and the construction 	<p>Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.</p>	<p>Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students. Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks</p>
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<p>8</p>	<p>The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.</p>	<p>BA(P)/Sem-V/DSE/ Issues in Twentieth Century World History-II (the 20th Century)</p>	<p>This course aims to provide an understanding of 20th-century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the second half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.</p>	<ul style="list-style-type: none"> Define world history and explain the evolving politics. • Categorise the economies and cultures of the twentieth century world. • Define the making of the geopolitical order and 'North-South' distinctions. • Delineate the complex character of modernity and its differences. • Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends. 	<p>Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socioeconomic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.</p>	<p>Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks</p>

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PROGRAMME LEARNING
OUTCOMES & COURSE
LEARNING OUTCOME

Music Department

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	BA(Prog)	The Music Department is committed to providing quality education directed to individual student needs. In our department students gain - perfect skills as a performer and leader, study the rich legacy and tradition of music literature and history, realize their full artistic potential in a supportive environment and prepare for graduate study or a career in a music-related field	DSC 1 (A) Theory : Fundamentals of Indian Music	The foremost emphasis of the course is on establishing better understanding of the different aspects of Hindustani music. • Basic knowledge of the instruments – Tanpura/ Sitar. • Biographies of the musicians, composers and musicologists will help students to know about the great musicians. • Theoretical knowledge of Ragas and Talas	The student has learnt and understood the definitions of the radical musical phrases and is able to effectively communicate the same. • Gained qualitative knowledge on the study of important melodic terminology, which was successfully displayed. • The students attained erudition of musical instruments such as the Tanpura and Sitar and skillfully illustrated their various sections. • They acquired cognition about the biographies of renowned musicians, thereby deriving influence from their musical pursuits. • Accurately exemplified the prescribed Ragas and Talas which further illuminated their Practical demonstration.	Lectures and tutorials	Theory paper - 38 marks + 12 internal marks =50 marks
2	BA(Prog)		DSC 1(B) Practical : Performance & Viva -Voce	Ability to play/sing Alankar. • Performance based on Raga and Tala in prescribed syllabus. • Learn different techniques to sing and play. • Learn to play basic Harmonium.	The students gained proficiency in learning the five rudimentary Alankars and adeptly demonstrated them, thereby attaining a firm grasp on the accuracy of Swaras. • They efficiently displayed their mastery over Swarimalika in one of the prescribed Ragas, which became the fulcrum to learning the intrinsic nature of the Raga. • They skillfully exhibited Drut Khayals in the two specified Ragas. This became a preamble to acquiring performance skills. • Students achieved disphering of the twelve musical notes by the ear, giving them a resilient hold on the Swaras. • They brilliantly recited the Thekas with their Dugun and Tali-Khali in the given Talas, achieving a stable foothold on rhythm. • Students obtained understanding of the fundamental knowledge of playing the Tanpura and Harmonium which is become a core for further learning and self reliance. • The practical file carrying 25 marks for internal assessment was well presented with illustrations of Ragas, notations of traditional compositions, Talas with Dugun, Tigon and Chaugun. This also became a valuable note file for references.	Practical Class	Practical exam=25 marks internal+ 25 marks external = Total 50 marks
3	BA(Prog)		DSC 2 (A) Theory : Basics of Indian Musicology	The prime intent of the course is to establish better understanding of the various terms of musicology. • Understanding of Ragas, Talas and one prescribed instrument with sketch. 9 • Biographies of some great musicians and their contributions.	The students comprehended and ably illustrated the terminology of the rudimentary principles of musicology. • They acquired instruction on the lives of illustrious musicians, eventually gaining inspiration from their musical journeys. • With the study of the specified Ragas and Talas, the students amply assimilated their tutions and meticulously exemplified their learning. • The students gained fundamental knowledge of the Harmonium and Tabla, which they deftly sketched and labelled.	Lectures and tutorials	Theory paper - 38 marks + 12 internal marks =50 marks
4	BA(Prog)		DSC 2 (B) Practical : Performance & Viva -Voce	Learn to identify Ragas and Talas and perform Gat/Drut Khayal. • Ability to recite the Thekas of different Talas along with Dugun. • Perform one light Dhun/Shajan/Lokgeet.	• The students learnt to perform and skillfully illuminated various aspects in the requisite ragas. • They adeptly demonstrated traditional compositions in Vilambit and Madhya laya Khayals/Maseetkhani and Razakhani Gats, Alaaps and Taans, thus developing their performance capabilities. • They learnt to perform the Swarimalika – giving them a strong foothold of Swaras with Laya, as well as the Lakshangeet - which irradiated the salient features of the raga, making their performance more explicit. • The students learnt to identify ragas and talas by the ear, which helped them to decipher various compositions and ragas by listening. • They were able to effectively recite and demonstrate their learning of the suggested talas, with their divisions – Tali, Khali and Dugun. Giving them a distinct command on rhythm. • Students learnt to a play the Talas - Keherwa on the Tabla, which they exhibited with a practical display. • They acquired basic instruction of playing the Tanpura and Harmonium which further enabled them to practice their Alankars and compositions independently	Practical Class	Practical exam=25 marks internal+ 25 marks external = Total 50 marks


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5	BA(Prog)		DSC 3 (A) Theory: Theory of Indian Music, Ancient Granthas & Contribution of musicologists.	The main focus of the course is to establish better understanding about the musical forms and varied elements of Raga and Tala. • Basic knowledge of notation writing in Bhakthande Paddhati. • Writing notation of compositions. The visually challenged students have an option of writing essays on the given topics. • The student studies the origin and development of Vedic music and prescribed ancient treatises. • The students learn about the contribution of various musicians and musicologists.	The study of the elements and forms of Indian music have opened new horizons and created interest amongst the students for the subject. • Writing of the Bhakthande Swarlipi Paddhati taught them the importance and value of traditional style of writing musical notations. • They have also learned to write Talas and compositions in notation with minute details. • The visually challenged students are given an option of attempting either writing of notation or an essay on a general topic. • Detailed study of the Ragas enables them to attain proficiency in the subject. • The study of Vedic music, Natyashastra and Brihadheshi has given a speculative insight to the students to understand the origin and development of Indian Music. • Life and contribution of great musicians and musicologists are a source of constant inspiration for the students.	Lectures and tutorials	Theory paper - 38 marks + 12 internal marks =50 marks
6	BA(Prog)		DSC 3 (B) Practical: Performance & Viva -Voce	The prime design of this course is to enable students to develop performance skills by learning to • Demonstrate various forms of music in different Ragas and Talas as a part of performance and Viva-Voce. • To identify the Ragas and Talas. • Play or sing one Light Dhun/Bhajan/Lokgeet based on Raga.	A variety of musical forms in each Raga have been taught to the students, thus building their repertoire and preparing them for stage performance. • They have learnt the customary and traditional Gayaki of Dhruwad-Dhamaar. • They have learnt to identify different Ragas and Talas while being played or sung. • Reciting the Thekas of the Talas and playing basic Talas has enabled them to get acquainted with the rhythmic patterns. • The knowledge of playing Harmonium has abetted them in understanding the placement of fingers and swaras instrument. • The practical file with details of each topic covered in the syllabus has taught the students the method of systematic documentation and presentation.	Practical Class	Practical exam=25 marks internal+ 25 marks external = Total 50 marks
7	BA(Prog)		DSC 4 (A) Theory: Theory of Indian Music, Medieval Granthas & Contribution of Musicians & Musicologists.	The course is formulated with an objective to enhance the knowledge of the students through definitions, descriptions and explanations, with the teaching of- • The theory of Indian Music with reference to terminologies, musical forms, Ragas and Talas and essays. • The purpose of studying the Medieval Granthas is to impart the information of the development of music during this period. • The aim behind the study of contributions of musicians and musicologists is to share their life and achievements with the students.	The indepth knowledge of the semi-classical forms like Thumri, Dadra, Tappa is imparted. • Elaborate knowledge of the popular Ragas- Bageshree, Bhupali and Bhipalasi is given. • Students are able to recite the Thekas and their Dugun, Tigun and Chaugun recitation of many Talas. • They attain knowledge of significant Granthas with special reference to their time period.	Lectures and tutorials	Theory paper - 38 marks + 12 internal marks =50 marks
8	BA(Prog)		DSC 4 (B) Practical: Performance & Viva -Voce	The practical aspects are intended at increasing the degree of mastery in the subject through performance and viva-voce.	The student acquire proficiency in singing Vilambit and Drut Khayals, Dhruwad, Dhamar thereby elaborating them through Alaap, Taan and Layakari respectively. • The students of instrumental music skillfully play various Gat with Taan and Jhala. • They understand the significance of the Raga. • They get the understanding of folk music by singing Lokgeet or playing folk-dhun. • They obtain the basic knowledge of Harmonium or any other instrument playing which facilitates their musical learning process.	Practical Class	Practical exam=25 marks internal+ 25 marks external = Total 50 marks



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9	BA(Prog)		DSE 1 (A) Theory: Theory of Indian Music and study of ancient Granthas and Ragas	<ul style="list-style-type: none"> The study of the ancient text aims at providing the knowledge of the historical era and its reference to the subject. Discussions on different terminologies to make the subject more comprehensive and perceptive. The study of Ragas, Talas and compositions aim at crafting the theoretical aspect of their presentation. 	<p>The students have obtained wisdom and understood the musical references and instruments found in the epic Ramayan and its relevance to present time.</p> <ul style="list-style-type: none"> With the indepth study of the ancient text, Sangeet Ratnakar by Pt. Sharangdev, the students gained a deep insight into the origin of Indian music. The general study of Matang Muni's Granth Brihaddeshi provided an axis to the students who are now able to communicate the result of studies undertaken on this ancient treatise. Students have understood the concept of Margi and Desi sangeet and are able to demonstrate its significance in modern times. 20 The students have attained a detailed study of the theoretical aspects of the prescribed Ragas and Talas which enhance the quality of projects and their practical illustrations. They have also acquired skills in writing the notations of traditional compositions of Ragas with Dugun of given Talas. The comparative study of Talas bearing equal number of beats further enhances their ability to understand the salient features of various Talas. The students have developed skills in writing notations of traditional compositions in Khayal/ Dhrupad/ Dhamar/ Razakhani/ Maseetkhani Gats thereby getting empowered to learn authentic compositions independently by reading 	Lectures and tutorials	Theory paper - 38 marks + 12 internal marks =50 marks
10	BA(Prog)		DSE 1 (B) Practical: Performance & Viva-Voce	<p>The Objective behind the teaching of various forms of vocal and instruments is to take the students a step forward into the domains of Indian Classical Music.</p>	<ul style="list-style-type: none"> The student is able to give a practical demonstration of the prescribed Ragas and Talas with improvisation and also learnt folk Music and Dhun. They have been taught the customary and traditional Gayaki of Dhrupad-Dhamar. Reciting the Thekas of the Talas and playing basic Talas has enabled them to get acquainted with the rhythmic patterns. 22 The practical file with details of each topic covered in the syllabus has taught the students the art of systematic documentation and presentation. 	Practical Class	Practical exam=25 marks internal+ 25 marks external = Total 50 marks
11	BA(Prog)		DSE 2 (A) Theory: Musicology and Study of Ragas and Talas	<p>The course has been precisely structured to provide a deep understanding of the historical texts and their content which are of great significance in Indian Music.</p> <ul style="list-style-type: none"> The in detail study of the important and diverse elements would provide a grip on the subject. The writing of compositions and essays are intended to increase an appropriate and research oriented knowledge of the students. 	<p>Students have acquired knowledge and understood the musical references found in the epic Mahabharata.</p> <ul style="list-style-type: none"> Gained proficiency in the comparative study of the two major notation systems, which has provided them with virtual understanding of the two methods. Achieved discernment on the classification of instruments – such as a) String instruments, b) Drum instruments, c) Wind instruments, and d) Percussion instruments. Imbued erudition of the importance of Raga Lakshanas and are able to apply the same to the definition of Ragas. They have understood the assets and flaws of the performing musicians which they employ to their advantage during performances. Acquired cognition of writing notations of traditional compositions and further developing their skills to independently read and learn authentic compositions on their own. Visually challenged students have engaged their mind to writing on prescribed topics, thereby developing their expression and learning better skills for declaration. 	Lectures and tutorials	Theory paper - 38 marks + 12 internal marks =50 marks
12	BA(Prog)		DSE 2 (B) Practical: Performance & Viva-Voce	<p>The performance and viva voce aim at enhancing the understanding and propensity of the students to take this subject as a part of their higher study.</p>	<p>The students have gained competence in demonstrating the Vilambit & Madhyalaya Khayals/ Maseetkhani and Razakhani Gats, their Alaps, Taans, variations in the traditional compositions of the prescribed Ragas, thereby developing performance skills.</p> <ul style="list-style-type: none"> They accomplish erudition and ability of performing Dhrupad/ Dhamar and demonstrating their Dugun, Tigun and Chaugun. The students are able to skillfully display their understanding of the prescribed Talas different Laya. They have acquired the judgement of deciphering the various Ragas and Talas by listening and observing. Having learnt the basic technique of playing the Harmonium, the students exhibit a vivid view of sound and placement of notes. This has empowered them to independently play and learn songs and compositions. 	Practical Class	Practical exam=25 marks internal+ 25 marks external = Total 50 marks



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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

NHE Department

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	BA(Prog)	<ul style="list-style-type: none"> ☐ Demonstrate the understanding of fundamentals of food, nutrition and health ☐ Recognize the importance of nutrition during the various stages of life. ☐ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☐ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☐ Demonstrate skills in assessment of nutritional status ☐ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☐ Demonstrate skills for playing the role of nutrition/ health educators in the community ☐ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSC-NHE-A: FUNDAMENTALS OF NUTRITION AND FOOD SCIENCE	To familiarize students with fundamentals of food, nutrients and their relationship to health. • To study functions, dietary sources and clinical manifestations of deficiency or excess of nutrients. • To create awareness regarding various aspects of culinary science.	CO1: Understand basic concepts in food and nutrition and interpret relation between food, nutrition and health. CO2: Know various functions of food. CO3: Describe functions, dietary sources and clinical manifestations of deficiency or excess of important nutrients. CO3: Know the advantages of cooking and understand healthy cooking practices. CO4: Describe various methods of cooking and the principles underlying them. CO5: Analyze the effect of various methods of cooking on nutrients and non-nutritional components of food. CO6: Understand the importance of weights and measures in cooking, prepare market order and do the table setting. CO7: Demonstrate skills in basic food preparation, understand nutritional quality and concept of portion size.	<ul style="list-style-type: none"> • Lectures • Use of prescribed textbooks and handouts • Power point presentations • Practicum 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided key: 25 marks
2	BA(Prog)	<ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food, nutrition and health • Recognize the importance of nutrition during the various stages of life. • Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security • Demonstrate skills in assessment of nutritional status • Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease • Demonstrate skills for playing the role of nutrition/ health educators in the community • Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSC-NHE-B: NUTRITION FOR THE FAMILY	To introduce students to the basic concepts of meal planning. To equip them with knowledge of physiological changes, nutritional requirements, nutritional concerns and healthy food choices during the life cycle.	CO1: Describe food groups, food pyramid and the concept of a balanced diet. CO2: Understand the importance of food exchange list and use them for meal planning. Understand the factors effecting meal planning. CO3: Know the features of dietary guidelines for Indians and the relevance of the same. CO4: Explain the physiological changes, nutritional guidelines and healthy food habits during adulthood, pregnancy, lactation and old age. CO5: Describe growth and development, nutritional guidelines and nutritional concerns during infancy, preschool years, school age and adolescence. CO6: Plan and prepare balanced meals and nutritious snacks for various age groups.	<ul style="list-style-type: none"> • Lectures • Use of prescribed textbooks and handouts • Power point presentations • Practicum 	As per University of Delhi norms. For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided key: 25 marks
3	BA(Prog)	<ul style="list-style-type: none"> • Demonstrate the understanding of fundamentals of food, nutrition and health • Recognize the importance of nutrition during the various stages of life. • Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments • Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security • Demonstrate skills in assessment of nutritional status • Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease • Demonstrate skills for playing the role of nutrition/ health educators in the community • Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSC-NHE-C: INTRODUCTION TO FOOD SAFETY	• To impart knowledge about various aspects of food safety and hygiene and related regulations in order to create consumer awareness. 12 • To create awareness regarding contamination and adulteration of food and ways and means to prevent the same.	CO1: Understand how to select, purchase and store food to ensure food safety. CO2: Explain the importance, challenges and factors affecting food safety as well as assess food safety issues at the field level. CO3: Know the importance of hazards, control measures, monitoring and corrective actions regarding HACCP. CO4: Describe safe handling practices related to food, personnel and equipment. CO5: Know about food additives and their proper use in safe food production. CO6: Understand issues related to food adulteration and related ill effects. CO7: Interpret and prepare food labels. CO8: Describe ways in which food-borne micro-organisms can cause illness in the body and give examples. CO9: Understand the role of FSSAI in ensuring food quality and safety.	<ul style="list-style-type: none"> • Lectures • Practicum and field based training • Use of prescribed textbooks and handouts • Power-point presentations 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) 14 For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided key: 25 marks

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4	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSC-NHE-D: PUBLIC HEALTH NUTRITION	<ul style="list-style-type: none"> ☑ To enable students to identify and contribute to the prevention of public health problems in the country, ☑ To equip students with knowledge to deal with nutrition for special conditions. ☑ To create awareness of recent concerns of food security and technologies for improving food and nutrition security. 	<p>CO1: Understand the Public Health Nutrition concept and health care system operating in the country.</p> <p>CO2: Identify the causes, symptoms, prevention and treatment of various deficiency diseases.</p> <p>CO3: Assess the ill effects of smoking, alcoholism and drug addiction on health.</p> <p>CO4: Know the causes and prevention of AIDS and AIDS control programme.</p> <p>CO5: Understand the importance of nutrition for physical fitness and sport.</p> <p>CO6: Analyze the feeding problems of children with special needs and resolve them.</p> <p>CO7: Know the nutritional needs during calamities and emergencies.</p> <p>CO8: Describe concepts related to food security and identify the technologies and programs for improving food and nutrition security.</p> <p>CO9: Plan and prepare diet and snacks for persons suffering from various deficiency diseases.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Use of prescribed methods and handouts ☑ Power point presentation ☑ Practicum 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided key: 25 marks
5	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSE-NHE-1: PUBLIC NUTRITION	<ul style="list-style-type: none"> ☑ To make students aware of public nutrition concept and various national nutrition programmes. ☑ To impart knowledge of various methods of assessment of nutritional status. ☑ To explain the role of nutrition education in bringing about behavior change. 	<p>CO1: Understand the concept and scope of public nutrition and know the role of Public Nutritionist</p> <p>CO2: Explain various other government programmes implemented to overcome malnutrition.</p> <p>CO3: Understand objectives and importance of assessment of nutritional status.</p> <p>CO4: Interpret direct and indirect methods of assessment of nutritional status.</p> <p>CO5: Know about objectives, principle and scope of nutrition education.</p> <p>CO6: Analyze importance of communication for behaviour change.</p> <p>CO7: Understand how to plan a nutrition education programme for a community and use suitable methods/tools for its implementation.</p> <p>CO8: Assess the diet by FFQ and 24 hour recall method.</p> <p>CO9: Plan and cook low cost nutritious recipes for various age group.</p> <p>CO10: Plot and interpret growth charts.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Use of prescribed textbooks and handouts ☑ Power point presentations ☑ Practicum 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided
6	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSE-NHE-2: ENTREPRENEU RSHIP FOR SMALL CATERING UNITS	<ul style="list-style-type: none"> ☑ To impart concepts of menu planning, purchasing, receiving, storage, food production, space and equipment. ☑ To develop concept of financial and personnel management. ☑ To enable students to develop project plan to open a food service unit. 	<p>CO1: Describe the origin and kinds of food service units.</p> <p>CO2: Discuss importance and types of menu and factors affecting menu planning.</p> <p>CO3: Understand basic principles of organization and management.</p> <p>CO4: Develop insight into food production process, highlighting areas like food purchase, storage, quantity food production, food service and food hygiene</p> <p>CO5: Explain the role of space, equipment, budget, costs and personnel in catering business</p> <p>CO6: Plan for a small food service unit.</p> <p>CO7: Conduct market survey of foods and food service units and develop checklist for good hygiene practices.</p> <p>CO7: Demonstrate skills in standardizing recipes and plan menus for packed meals, tiffins for school/college canteen.</p>	<ul style="list-style-type: none"> ☑ Lecture ☑ Use of prescribed textbooks and handouts ☑ Power point presentation ☑ Field visit ☑ Project based learning 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks 22 -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation


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7	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	DSE-NHE-3: THERAPEUTIC NUTRITION	<ul style="list-style-type: none"> ☑ To impart understanding regarding etiology, symptoms and nutritional management of some common ailments. ☑ To develop skills in planning and preparation of therapeutic diets. ☑ To inculcate skills to be able to perform market surveys. 	<p>CO1: Explain therapeutic adaptations of normal diet.</p> <p>CO2: Understand the etiology, symptoms and nutritional management of some common diseases.</p> <p>CO3: Explain etiology, assessment and management of weight imbalances and eating disorders.</p> <p>CO4: Describe risk factors, assessment, complications and dietary management of Diabetes, Hypertension, Atherosclerosis</p> <p>CO5: Demonstrate skills in modifying diets and planning therapeutic diets for various conditions.</p> <p>CO6: Conduct market survey of therapeutic foods.</p>	<ul style="list-style-type: none"> ☑ Lecture ☑ Use of prescribed textbooks and handouts ☑ Power point presentation ☑ Practicum ☑ Market survey 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided key: 25 marks
8	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	SEC-NHE1: HOME BASED CATERING	<ul style="list-style-type: none"> ☑ To impart concepts of menu planning, purchasing, receiving, storage, food production, space and equipment. ☑ To develop concept regarding management of resources. ☑ To develop skill to plan and set up a small food service unit 	<p>CO1: List the various factors contributing to growth of food service industry.</p> <p>CO2: Know the kinds of food service establishments.</p> <p>CO3: Describe the various aspects of food production, including menu planning, food purchase, storage and quantity food production.</p> <p>CO4: Develop understanding of standardization of recipe.</p> <p>CO5: Describe the importance of hygiene and sanitation in a food service unit.</p> <p>CO6: Understand various resources and their optimum utilization.</p> <p>CO7: Plan for a small food service unit, keeping basic principles in mind.</p>	<ul style="list-style-type: none"> ☑ Lecture ☑ Use of prescribed textbooks and handouts ☑ Power point presentation 	As per University of Delhi norms. For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)
9	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	SEC-NHE-2: NUTRITION AND FITNESS	<ul style="list-style-type: none"> ☑ To provide students the basic knowledge of nutritional supplements. ☑ To explain the significance of fitness and sports in maintaining health. ☑ To explain the importance and types of physical activity. 	<p>CO1: Understand the concept of fitness and basic terminologies related to it.</p> <p>CO2: Describe the basic nutritional guidelines/ recommendations for fitness and sports.</p> <p>CO3: List the basic categories of nutritional supplements.</p> <p>CO4: Explain the importance and benefits of physical activity.</p> <p>CO5: Classify physical activities based on frequency, intensity, and type.</p> <p>CO6: Assess the etiology and health implications of overweight and obesity.</p> <p>CO6: Prepare a diet and weight management plan.</p>	<ul style="list-style-type: none"> ☑ Power point presentations ☑ Lectures ☑ Use of prescribed textbooks and handouts ☑ Experimental learning 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)
10	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	SEC-NHE-3: BAKERY SCIENCE	<ul style="list-style-type: none"> ☑ To impart knowledge related to baking technology. ☑ To introduce students to the techniques and skills of baking cakes, biscuits, bread, buns, pizza base and pastry. 	<p>CO1: Understand the significance of ingredients, processes and product characteristics in bakery.</p> <p>CO2: Demonstrate skill in preparation of cream and sponge cakes, short crust pastry, bread, buns, dinner rolls, pizza base, biscuits and cookies.</p> <p>CO3: Know about bakery equipment, their selection and maintenance.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Power point presentations ☑ Use of prescribed textbooks and demonstration s ☑ Practicum 	As per University of Delhi norms. For each course the assessment is as follows: For theory (maximum marks 50): -End semester exam: 50 marks For practical (maximum marks 50): Continuous evaluation.

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11	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	SEC-NHE-4: MATERNAL AND CHILD NUTRITION	<ul style="list-style-type: none"> ☑ To impart knowledge of principles underlying maternal and child nutrition and its impact. ☑ To develop understanding of Infant and Young Child Feeding (IYCF) guidelines. 	<p>CO1: State the nutritional requirements during pregnancy.</p> <p>CO2: Understand the common disorders during pregnancy and other issues relating to maternal health.</p> <p>CO3: Describe the nutritional needs of nursing mothers and infants</p> <p>CO4: Explain the biology and importance of breastfeeding and the implications of low birth weight.</p> <p>CO5: Explain Infant and Young Child Feeding (IYCF) guidelines.</p> <p>CO6: Identify and assess malnutrition in infants and children.</p> <p>CO7: Interpret various statistics related to child health and infant mortality.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Power point presentations ☑ Use of prescribed textbooks and demonstrations 	<p>As per University of Delhi norms</p> <p>For each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <p>-End semester exam: 75 marks</p> <p>-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)</p>
12	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	SEC-NHE-5: FOOD AND NUTRITION	<ul style="list-style-type: none"> ☑ To develop professional skills in the field of food and nutrition. ☑ To impart skill to assess nutritional status. ☑ To make students capable of interpreting food labels 	<p>CO1: List food sources of various nutrients</p> <p>CO2: Assess diet of self using 24 hour dietary recall method</p> <p>CO3: Demonstrate skill in planning and preparing balanced meal plans for different age and income groups using food exchange system</p> <p>CO4: Demonstrate skill in preparing nutritious snacks using various methods of cooking</p> <p>CO5: Prepare Nutrition Labels for food products</p> <p>CO5: Interpret data relating to body mass index (BMI)</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Power point presentations ☑ Use of prescribed textbooks and demonstrations ☑ Practicum 	<p>As per University of Delhi norms</p> <p>As per University of Delhi norms.</p> <p>For each course the assessment is as follows:</p> <p>For theory (maximum marks 50):</p> <p>-End semester exam: 50 marks</p> <p>For practical (maximum marks 50): Continuous evaluation.</p>
13	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	GE-NHE-1: HUMAN NUTRITION	<ul style="list-style-type: none"> ☑ To familiarize students with fundamentals of food, nutrition and their relationship to health. ☑ To impart knowledge and develop skills regarding planning healthy diets for all age groups. 	<p>CO1: Explain the importance and structure of food groups and understand the relationship between nutritional health and food selection.</p> <p>CO2: Explain functions of specific nutrients in maintaining health.</p> <p>CO3: Identify good sources of various nutrients.</p> <p>CO4: Know the effects of deficiency and excess of various nutrients.</p> <p>CO5: Explain rationale for nutrient intake recommendations across life cycle.</p> <p>CO6: Use food exchange list method for planning balanced diets.</p> <p>CO6: Plan balanced diets and nutritious snacks for various stages of life.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Use of prescribed textbooks ☑ Power point presentations ☑ Practicum 	<p>As per University of Delhi norms</p> <p>For each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <p>-End semester exam: 75 marks</p> <p>-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)</p> <p>For practical (maximum marks 50):</p> <p>-End-semester practical exam: 25 marks</p> <p>-Continuous evaluation of practicals on a predecided key: 25 marks</p>
14	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	GE-NHE-2: NUTRITION: A LIFE SPAN APPROACH	<ul style="list-style-type: none"> ☑ To introduce students to the basic concepts of meal planning. ☑ To equip them with knowledge of physiological changes, nutritional concerns and healthy food choices during the life cycle. 	<p>☑ Describe food groups, food pyramid and the concept of a balanced diet.</p> <p>☑ Understand the importance of food exchange list and use them for meal planning</p> <p>☑ Understand the factors effecting meal planning.</p> <p>☑ Know the features of dietary guidelines for Indians and the relevance of the same.</p> <p>☑ Explain the physiological changes, nutritional guidelines, healthy food habits and health concerns during adulthood and old age.</p> <p>☑ Understand the physiological changes, nutritional needs during pregnancy and lactation.</p> <p>☑ Know factors affecting pregnancy outcomes and nutritional problems during pregnancy.</p> <p>☑ Describe growth and development, nutritional guidelines and nutritional concerns during infancy, preschool years, school age and adolescence.</p> <p>☑ Plan and prepare balanced meals and nutritious snacks for various age groups.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Use of prescribed textbooks and handouts ☑ Power point presentations ☑ Practicum 	<p>As per University of Delhi norms</p> <p>For each course the assessment is as follows:</p> <p>For theory (maximum marks 100):</p> <p>39</p> <p>-End semester exam: 75 marks</p> <p>-Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)</p> <p>For practical (maximum marks 50):</p> <p>-End-semester practical exam: 25 marks</p> <p>-Continuous evaluation of practicals on a predecided key: 25 marks</p>

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15	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	GE-NHE-3: CURRENT CONCERNS IN PUBLIC HEALTH NUTRITION	<ul style="list-style-type: none"> ☑ To enable students to identify and contribute to the prevention of under-nutrition and non-communicable diseases prevalent in the population. ☑ To create understanding of measures that can be taken to improve health and nutritional status of the population and national efforts towards the same. 	<p>CO1: Identify the causes and clinical features of various states of malnutrition and understand strategies for their treatment and prevention.</p> <p>CO2: Describe the risk factors, symptoms and management strategies for obesity, coronary heart disease and diabetes.</p> <p>CO3: Understand various strategies for combating malnutrition in communities.</p> <p>CO4: Explain the various national programmes to overcome malnutrition.</p> <p>CO5: Understand the concept of food and nutrition security and explain various technologies for improving food and nutrition security.</p> <p>CO6: Know about the different Public Sector programmes aimed at improving food and nutrition security.</p> <p>CO7: Develop nutritious recipes useful in treating malnutrition.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Use of prescribed textbooks and handouts ☑ Power point presentations ☑ Practicum 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks -Continuous evaluation of practicals on a predecided key: 25 marks
16	BA(Prog)	<ul style="list-style-type: none"> ☑ Demonstrate the understanding of fundamentals of food, nutrition and health ☑ Recognize the importance of nutrition during the various stages of life. ☑ Demonstrate the understanding of etiology and management of nutritional disorders ranging from nutritional deficiencies to lifestyle diseases as well as common ailments ☑ Recognize the significance of (i) food safety, food quality, food laws and regulations (ii) ongoing national nutrition programs (iii) technologies for improving food and nutrition security ☑ Demonstrate skills in assessment of nutritional status ☑ Demonstrate skills in planning and preparing balanced diets for normal persons and in states of malnutrition/ disease ☑ Demonstrate skills for playing the role of nutrition/ health educators in the community ☑ Demonstrate entrepreneurship skills for setting up a home-based catering unit 	GE-NHE-4: CULINARY FOOD SCIENCE	<ul style="list-style-type: none"> ☑ To familiarize students with the science and skill behind cooking so as to enable them to obtain maximum benefit from available food resources. ☑ To introduce students to basic concepts of food storage and preservation so that they can adopt those techniques at the household level. 	<p>CO1: Understand the science and principles underlying cooking.</p> <p>CO2: Explain how to obtain maximum benefit from foods and minimize nutrient losses during cooking.</p> <p>CO3: Describe various cooking methods and demonstrate skills in using them to prepare a variety of dishes.</p> <p>CO4: Discuss issues related to food hygiene and practically adopt hygienic practices in food preparation.</p> <p>CO5: Understand and apply principles of preservation at the household level.</p>	<ul style="list-style-type: none"> ☑ Lectures ☑ Use of prescribed textbooks and handouts ☑ Power point presentations ☑ Practicum 	As per University of Delhi norms For each course the assessment is as follows: For theory (maximum marks 100): -End semester exam: 75 marks -Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks) For practical (maximum marks 50): -End-semester practical exam: 25 marks 44 -Continuous evaluation of practicals on a predecided key: 25 marks

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

OMSP Department PROGRAMME LEARNING OUTCOMES		OMSP Department PROGRAMME LEARNING OUTCOMES		OMSP Department PROGRAMME LEARNING OUTCOMES		
S.NO.	COURSE NAME	COURSE/PAPER NAME	COURSE /PAPER OBJECTIVE	COURSE LEARNING OUTCOMES	TEACHING LEARNING PROCESS	ASSESSMENT METHODS
1	BA(P)	OMSP Course Paper1 Business communication	The course aims to enhance written and verbal communication/presentation skills amongst the learners and ability to frame effective reports and presentations in the business context.	CO1- understand communication process CO2- understand the significance of oral communication in business context. CO3- write business reports and make presentations. CO4- learn to write business communication instruments like memorandum, minutes etc. CO5- learn how to write report writing.	Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning process.	The assessment methods of this course include class tests, assignments, class participations, presentations, End semester examinations.
2	BA(P)	OMSP Paper2 OFFICE MANAGEMENT & Secretarial Practice	To acquaint the students with the tools and techniques of Modern Office Practices in an office environment. The knowledge acquired would help them to manage the modern office efficiently as office manager, executive or personal secretary by using the skills set acquired by them through the course.	CO1- understand office management, office automation, space management, workplace environment. CO2- understand the procedures of mailing as well as record management. CO3- understand the budgets and audit system in the office. CO4- understand and acquire the skills for secretarial functions and proceeding of official meetings. CO5- acquire the banking system and official terms to be used in office.	The course is well structured and sequenced attainment of modern office procedures. It strengthens the knowledge of latest office procedures and equipments used. It involve lectures and demonstration of various equipments supported by tutorials, tests and assignments.	The assignment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It include written test as well as assignments, visit to any office and observe the office management practices being adopted
3	BA(P)	OMSP Paper3: Computer Applications	To provide computer skills and knowledge for OMS students and to enhance the understanding of usefulness of information technology tools for business operations.	CO1- understand the fundamentals of computer. CO2- understand the Internet Technology. CO3- learn the concepts of word processing (MS-Office) CO4- learn the concepts of spreadsheet (MS-Excel) CO5- learn the concepts of Power Point presentation (PPT)	course is well structured and sequenced attainment of computer knowledge and its skills. It will constitute an important aspect of teaching learning process. It involve the lectures through proper demonstration supported by group tutorials, open ended projects and practice on computer.	The assessment of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes oral and written tests, observation of practical typing skills through touch methods.



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4	BA(P)	OMSP Paper 4 Stenography (English)	The course is proposed to orient the need of writing rapidly and accurately. To become a good writer this course is an art of good writing. It is very important for an Executive Assistant/secretary to write rapidly and accurately through spoken sounds with the help of writing shorthand.	CO1: understand the basic concepts of stenography with grammalogues and logograms. CO2: understand the basic concepts of circle and loops in stenography. CO3: understand and practice the use of initial and final hooks. CO4: understand and practice the halving and doubling principles in stenography. CO5: understand and practice the prefixes and suffixes signs in stenography.	The course is well structured attainment (phonetic) sounds adopted throughout the world working in organisations. By making the outlines with proper pronunciation of words student will be able to scribe accurately and speedily by regular practice	Teaching learning processes includes unit wise written tests and Assignments of Grammmalogues and Phrasography. End-semester examination
5	BA(P)	OMSP Paper 5(a) Practical Stenography and e- typewriting	After learning the basic principles of stenography it is essential to build up the speed writing exercises and learning stenography transcriptions from pitmen shorthand instructor. Student will also get the proficiency in practical word processing and spread sheet.	CO1: understand the basic english transcription concept- as most of the shorthand outlines are same but their meaning in english are different CO2: get the proficiency of typing on computer through touch methods CO3: get the proficiency in advance stenography skill and transcriptions. CO4: prepare letters etc. with proper formatting and styles. CO5: prepare pay-roll and result analysis etc.	As the course is designed to enable the students to provide students an overview of financial markets & institutions in India and familiarize them with important fee and fund based financial services, the teaching learning process will be based on lectures/seminars, and project work	The assessment method of the course is properly aligned and teaching learning process and anticipated learning outcomes. It includes practical as internal assessment of Stenography and typewriting.
6	BA(P)	Paper 6(a): ADVANCE STENOGRAPHY AND COMPUTER APPLICATIONS (Practical)	to build higher speed in Stenography, typewriting and learn the advance skills on computers.	CO1: learn the advance phrases skills from the book. CO2: get dictations of unseen passages and also be eligible to compete in the job market for secretarial jobs of personal secretary, office executives and office managers. CO3: do transcriptions of dictated passages in MS Word with a higher speed. CO4: prepare payroll and employ data base. CO5: make the presentations.	The following components would be used for effective teaching learning process: experiential learning via simulation, exercises, role playing, research projects, internships, case study discussions, presentations and field trips.	the assessment method of the course is properly aligned and teaching learning process and anticipated learning outcomes. It includes written tests, dictation and observation of practical practice session of stenography.

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

Physical Education Department

S.NO.	COURSE NAME	PROGRAMME LEARNING OUTCOMES	COURSE/PAPER NAME	COURSE /PAPER OBJECTIVE	COURSE LEARNING OUTCOMES	TEACHING LEARNING PROCESS	ASSESSMENT METHODS
1	Generic Elective	To create awareness about various methods of fitness. To know the concept and principles associated with different ways to improve health and fitness.	Sem I – Yoga & Stress Management	The objective of this course is to provide basic knowledge and awareness about healthy life style.	This course helps the students to understand the benefits of yoga in daily life. They also makes themselves fit and healthy with the help of yoga practices. The students also deals with the stress of daily life with the help of this course.	The teaching learning process helps students to become more effective learners in the course. It includes lectures, discussions, individual, group presentation and practical sessions.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, practical, End Semester Examination. The Assessment for this paper would include a theory exam of 50 marks of 2 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for presentation/ written test, 10 marks for project/assignments, and 5 marks for practical(demonstration/performance), 10 marks for viva and 05 marks for record book.
2	Generic Elective		Sem II – Obesity Management	The objective of this course is to spread awareness about the causes and effect of Obesity and risks associated with it.	Obesity Management helps the students to understand the demerits of obesity. They can help the society by helping them through the ways and methods to control the obesity and reduce to the optimum level of fitness. The disease associated with obesity can also be acknowledge by the students which motivate them to stay away from obesity.		
3	Generic Elective		Sem III – Aerobic Training	The objective of this course is to make everyone fit and healthy through the physical activities like aerobics.	Aerobic training course helps the students to learn the different fitness regimens to make them healthy and fit. This course can help them to develop insite to opt it as career in future. This fitness regime also makes them indulge in physical activity with enjoyment.		
4	Generic Elective		Sem IV – Exercise Management	The objective of this course is to provide the knowledge about benefits associated with physical fitness.	This course helps in developing the understanding about different types of exercises and their benefits on the different parts of the body. It also helps the students to understand the concept of fitness and modalities to achieve the same.		

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

Sanskrit

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	BA(Prog) Sanskrit	The students would be able to understand the secrets Sanskrit literature. 2. Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario. 3. The program would provide the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline. 4. The students would be able to understand societies and multi-dimensional application of Sanskrit language.	DSC-1 Sanskrit Poetry (62131101)	This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts	This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.	1. Since most learners will be new to classical Sanskrit poetry, a step by step approach is recommended. 2. Teachers must read aloud the Sanskrit text and the students should repeat. 3. Teachers must help students in disjoining all sandhis and dissolving all samāsas. 4. Teachers will arrange the words according to the prose order (anvaya). 5. Students will identify the grammatical structure of each word. 6. Teachers will guide students in translating each word and then the complete verse. 7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance. 8. Teachers may also analyse the text according to the principles of traditional Sanskrit poetics.	Basic Structure of Question Paper & Division of Marks 75 i. Translation-3 (from unit-1 to 5) 03 x 04 = 12 ii. Explanations-3 (from unit-1 to 5) 03 x 06 = 18 iii. Questions 04 (Unit 1 to 6) 04 x 08 = 32 iv. Grammatical notes from prescribe text (from Unit 1 to 5) 01 x 05 = 05 v. Short Notes (from 6 Units) 02 x 04 = 08 II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.) 25 Total Marks : (I+II) (75+25) = 100
2	BA(Prog) Sanskrit	The students would be able to understand the secrets Sanskrit literature. 2. Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario. 3. The program would provide the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline. 4. The students would be able to understand societies and multi-dimensional application of Sanskrit language.	DSC-2 Sanskrit Prose (62131201)	This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.	The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. They will acquire skills in advanced Sanskrit communication.	1. Since most learners will be new to classical Sanskrit poetry, a step by step approach is recommended. 2. Teachers must read aloud the Sanskrit text and the students should repeat. 3. Teachers must help students in disjoining all sandhis and dissolving all samāsas. 5. Students will identify the grammatical structure of each word. 6. Teachers will guide students in translating each word and then the complete verse. 7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.	I Basic Structure of Question Paper & Division of Marks 75 i. Translation-3 (from unit-1, 3 & 4) 04 x 05 = 20 ii. Explanations-2 (from unit-1, 3 & 4) 02 x 06 = 12 iii. Questions 02 (Unit 1 to 4) 02 x 07 = 14 iv. Grammatical notes from prescribe text (from Unit 1 to 4) 01 x 05 = 05 v. Short Notes (from 1 to 4 Units) 02 x 04 = 08 vi. Question 1 (Unit 5) 01 x 08 = 08 vii. Short Notes (Unit 6) 02 x 04 = 08 II Internal Assessment (Project/Discussion/Assignment/ paper Presentation/ Periodic tests etc.) 25 Total Marks : (I+II) (75+25) = 100
3	BA(Prog) Sanskrit	The students would be able to understand the secrets Sanskrit literature. 2. Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario. 3. The program would provide the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline. 4. The students would be able to understand societies and multi-dimensional application of Sanskrit language.	DSC-3 Sanskrit Drama (62134309)	This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.	After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition. This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts. The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.	1. Since most learners will be new to classical Sanskrit poetry, a step by step approach is recommended. 2. Teachers must read aloud the Sanskrit text and the students should repeat. 3. Teachers must help students in disjoining all sandhis and dissolving all samāsas. 4. Teachers will arrange the words according to the prose order (anvaya). 5. Students will identify the grammatical structure of each word. 6. Teachers will guide students in translating each word and then the complete verse.	I Basic Structure of Question Paper & Division of Marks 75 i. Translation-3 (from unit-1 to 3) 03 x 05 = 15 ii. Explanations-2 (from unit-1 to 3) 02 x 07 = 14 iii. Questions 02 (Unit 1 to 3) 02 x 08 = 16 iv. Grammatical notes from prescribe text (from Unit 1 to 3) 01 x 05 = 05 v. Short Notes (Unit 4) 03 x 03 = 09 vi. Question 1 (Unit 5) 01 x 08 = 08 vii. Short Notes (Unit 6) 02 x 04 = 08 II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.) 25 Total Marks : (I+II) (75+25) = 100

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4	BA(Prog) Sanskrit	The students would able to understand the secrets Sanskrit literature. 2. Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario. 3. The program would provide the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline. 4. The students would be able to understand societies and multi-dimensional application of Sanskrit language.	DSC-4 Sanskrit Grammar (62134402)	Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantaka umudi, the premier text of Sanskrit grammar by Varadaraj.	After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental samdhi and compounding patterns. They will also understand some most important primary and secondary suffixes of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.	1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra 2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them 3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words 4. Short periodic tests and quizzes must be held 5. Students will be encouraged to apply their theoretical knowledge of the rules of grammar to the literary texts they have already studied in earlier classes	I Basic Structure of Question Paper & Division of Marks 75 i. Explanations of 5 sutras (Units 1 to 5) 05 x 05 = 25 ii. Formation of 5 words (Unit 1 to 5) 05 x 05 = 25 iii. Questions on applied grammar from prescribed texts (from unit 2 to 5) 05 x 02 = 10 iv. युद्ध अथुद्ध वाक्य based on karka 01 x 05 = 05 V Making of compounds and disolution of compounds. 04 x 2.5 = 10 II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.) 25 Total Marks : (I+II) (75+25) = 100
5	BA(Prog) Sanskrit	The students would able to understand the secrets Sanskrit literature. 2. Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario. 3. The program would provide the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline. 4. The students would be able to understand societies and multi-dimensional application of Sanskrit language.	AEEC-3 Basic Elements of Āyurveda (62131101)	Āyurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The theory modules sessions that make up this course offer an introduction to Āyurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health.	This course will enable the students to appreciate the principles of traditional Indian medicine system which has focused not only to physical health but a healthy life style including food habits, diets, preventive medicine, medicinal plants available in their surroundings. The course will make the learner able to know the history of Ayurveda through original sources of Ancient medicine in Sanskrit texts i.e. Charaksamhita, Sushruta-samhita and Ashtanghridaya. They also get basic knowledge of physiology, health care, the way of diagnosing the illness and preventive medicine.	1. Teachers will read and explain the text in the class. 2. Teachers will guide the students to prepare the project/assignments on topics on ancient Indian medicine system based on the text prescribed. 3. Teachers will discuss about the basics of Indian medicinal system and encouraged the students to do a comparison between modern medicine system and Ayurveda and its fullistic approach. 4. Topic wise lectures and discussions will be held in the class.	I Basic Structure of Question Paper & Division of Marks 75 Questions 5 (Unit 1 to 6)* 05 x 12 = 60 Short Notes 3 (Units 1 to 6)* 03 x 05 = 15 *(It may be ensured that questions will be asked from every units.) II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.) 25 viii. Total Marks : (I+II) (75+25) = 100
6	BA(Prog) Sanskrit	The students would able to understand the secrets Sanskrit literature. 2. Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario. 3. The program would provide the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline. 4. The students would be able to understand societies and multi-dimensional application of Sanskrit language.	AEEC-1 Basic Elements of Jyotiṣa (62131101)	The objective of this course to introduce basic elements of the Jyotiṣa to the students. The course covers Origin, Development and Branches of Jyotiṣa and reading of the Jyotiṣa achandrikā will provide elementary knowledge of Jyotiṣa	This course will enable the students to appreciate the general introduction of Jyotiṣa Shastra – the traditional Hindu system of astrology based on the text of Jyotiṣa achandrikā. The course will make the learner capable of analysing the different astrological concepts and its utility in the contemporary life of a human being and to know the planetary influence. It is supposed to create an awareness about the preparation of a calender (Panchanga system) to determine the date for auspicious rituals and make major decisions.	1. Teachers will read and explain the text in the class. 2. Teachers will guide the students to prepare the horoscope based on ancient Indian text. 3. Teachers will discuss about the basics of Indian Panchang system. 4. Topic wise lectures and discussions will be held in the class.	I Basic Structure of Question Paper & Division of Marks 75 i. Explanations-4 (from units-3 to 6) 04 x 08 = 32 ii. Questions -1 (from units-3 to 6) 01 x 10 = 10 iii. Questions -2 (Units 1 & 2) 02 x 10 = 20 iv. Short Notes (Units 3 to 6) 02 x 6.5 = 13 II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.) 25 Total Marks : (I+II) (75+25) = 100

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Fundamentals of Social Work Paper Code: SW 101 Semester: I	To understand the basic concepts of social work. To familiarize with the historical development of social work. To understand social work as a profession.	Able to understand the fundamental concepts of social work profession in order to develop an insight about professional attitude and attribute. Capable to demonstrate the awareness about values and ethics of the social work profession.	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
2	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Introduction to Society for Social Work Paper Code: SW 102 Semester: I	To understand and develop insight about sociological concepts for professional social work practice. To develop an understanding and analytical thinking on social structure and social systems. To familiarize on concepts of social process & social stratification.	Capable to understand the basic sociological concepts. Able to know the society, its structure & institutions, various processes in order to get an insight about social phenomenon.	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
3	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Social Work with Youth Paper Code: SW 111 Semester: I	To understand multifaceted needs, issues and problems of youth To familiarize with National youth policy and programmes To orient the role of social work profession with youth	Capable to understand the concepts, problems of youth. To orient with policies and programmes related to youth.	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.

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<p>4</p> <p>B.A. Social Work</p>	<p>To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.</p>	<p>Disability and Social Work Paper Code: SW 112 Semester: I</p>	<p>To understand the concept of disability, needs and challenges of persons with disability (PWDs). <input type="checkbox"/> To understand the prevention and rehabilitation measures to empower and mainstream the PWDs. <input type="checkbox"/> To orient on the rights based perspectives with persons with disability.</p>	<p>Capable to understand the problems & concerns with persons with disability. To orient with policies and programmes related to differently abled persons.</p>	<p>Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.</p>	<p>The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.</p>
<p>5</p> <p>B.A. Social Work</p>	<p>To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.</p>	<p>Field Work Practicum Paper Code: SW 106 Semester: I</p>	<p>Develop sensitivity towards the needs and problems of individuals & families, groups and communities. <input type="checkbox"/> Provide opportunities to the students to agency's structure, functions, resources, service delivery system etc. <input type="checkbox"/> Learn to make use of professional relationship and referrals to deal with human problems.</p>	<p>Able to understand the significance of field work in social work education. • Able to understand the programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations.</p>	<p>Individual conferences, group conferences and field work placement in different organizations</p>	<p>The assessment of the students must be aligned with the course learning outcomes and requires Field Work Participation, ICs, GCs, Project Work, End file submission and viva-voce The Assessment for this paper would include field work attendance, file submission 70 marks external viva-voce assessment of 30 marks.</p>
<p>6</p> <p>B.A. Social Work</p>	<p>To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.</p>	<p>Contemporary Social Concerns Paper Code: SW 201 Semester: II</p>	<p>To understand contemporary social concerns in Indian setting. <input type="checkbox"/> To comprehend the causes of social problems and their impact on various groups. <input type="checkbox"/> Develop an understanding about the role of social work profession in dealing with contemporary social concerns.</p>	<p>Able to understand the genesis and the current scenario of social problems; Capable to understand the basic concepts related to contemporary Indian social concerns</p>	<p>Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.</p>	<p>The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.</p>

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7	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Understanding Psychology for Social Work Paper Code: SW 202 Semester: II	Understand the basic concepts and processes in psychology for social work practice Develop understanding about personality development Acquire knowledge for applying concepts of psychology in social work	<ul style="list-style-type: none"> Able to understand the psychological concepts and its relevance to social work Capable to understand their application in order to deal with dynamics of human behavior. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
8	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Social Work Response to Health Care Paper Code: SW 211 Semester: II	Develop a basic understanding of the concept of health and well-being Develop an understanding of the major health concern in Indian context Understand appropriate skills and approaches for integrating social work practice in health.	<ul style="list-style-type: none"> Understand the various emerging health concern in the society. Able to develop the competencies to work within health care setting. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
9	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: HAPPINESS, WELL-BEING AND SOCIAL WORK Paper Code: SW 212 Semester: II	To promote individual, human relations and collective well-being. To create stress free, joyful and peaceful environment. To develop competencies in every individual to manage self and fellow human beings.	<ul style="list-style-type: none"> Improve collective happiness and wellbeing in every individual. Promote stress free and peaceful environment among individuals and groups in the society. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.

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10	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	<p>Paper Name: Field Work Practicum</p> <p>Paper Code: SW 203</p> <p>Semester: II</p>	<ul style="list-style-type: none"> ⑧ To develop understanding of identities of people, dynamics of relationships, resources and opportunities to deal with them. ⑧ Develop an ability to critically examine and appreciate programmes and projects of governmental and non-governmental social welfare/developmental agencies/organizations. ⑧ Develop understanding of principles, skills, techniques etc. and their application. 	<ul style="list-style-type: none"> • Capable to examine agency's structure, function, resources & service delivery system. • Able to integrate theoretical knowledge with field practice 	Individual conferences, group conferences and field work placement in different organizations	The assessment of the students must be aligned with the course learning outcomes and requires field work participation, GCs, Project Work, End file submission and viva-voce The Assessment for this paper would include field work attendance, file submission 70 marks external viva-voce assessment of 30 marks.
11	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	<p>Paper Name: Working With Individuals</p> <p>Paper Code: SW 301</p> <p>Semester: III</p>	<ul style="list-style-type: none"> • Understand social casework as a method of social work. • Develop abilities to critically analyse problems of individuals & families and factors affecting them. • Enhance understanding of the basic concepts, skills, tools, techniques and process. • Develop ability of establishing and sustain a working relationship with the client. 	<ul style="list-style-type: none"> • Able to demonstrate the familiarity with Casework process. • Capable to understand the methodology, tools, techniques and skills required for working with individuals and families. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.

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12	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Working With Groups Paper Code: SW 302 Semester: III	Develop understanding of group work as a method of social work. Develop knowledge, skills and techniques to be used by the social worker in groups. Understand group as an instrument of change.	<ul style="list-style-type: none"> • Able to demonstrate the familiarity with Group Work process. • Capable to understand the methodology, tools, techniques and skills required for working with groups. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
13	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Social Deviance and Criminal Justice. Paper Code: SW303 Semester: III	Gain insight into the concept of social deviance and criminal justice. Develop understanding of the concept and philosophy of social deviance and correctional services. Develop practice skills in prevention, correction and rehabilitation work in social defence. Understand the philosophy, approaches and relevance of community based programmes in social defence.	1) Able to understand the basic concepts related to contemporary Indian social problems and related legislations; 2) Capable to understand the process and the mechanisms of formal social control and criminal justice system.	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.



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14	B.A. Social Work To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Criminal Justice and Social Work Paper Code: SW311 Semester: III Develop understanding of the concept and philosophy of social defence and correctional services. Develop practice skills in prevention, correction and rehabilitation work in social defence. Understand the philosophy, approaches and relevance of community based programmes in social defence.	1) Able to understand the conceptual and theoretical aspects of Criminal Justice and Social Work. 2) Capable to develop the competencies in understanding the correctional social work setting.	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
15	B.A. Social Work To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Skills and Techniques in Field Work Paper Code: SW 321 Semester: III To inculcate values in strengthening knowledge and skills, bringing uniformity and high quality standards in field work practice learning. Build confidence and develop aptitude and attitudinal base of the students. Develop sensitivity towards self-awareness, self-development, goal setting and time management.	1) Have conceptual clarity about various skills and techniques of field work practice. 2) Able to utilize them more effectively in real life situation.	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.



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16	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: Programme Media in Social Work Paper Code: SW 322 Semester: III	<ul style="list-style-type: none"> 1) Understand the concept of programme media and its importance in social work practices. 2) Develop an understanding of various types of programme media and their effective use in social work realm. 3) Motivate students to develop creative ideas and to express them. 	<ul style="list-style-type: none"> • Able to understand the concept, importance and relevance of programme media. • Capable to develop and sharpen skills for using programme media, information and digital communication. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
17	B.A. Social Work	To develop sensitivity towards issues of human rights and social justice. To familiarize the students with knowledge, skills and attitudes required for professional social work practice. To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare, justice and development.	Paper Name: GENDER EQUALITY AND SOCIAL WORK Paper Code: SW 312 Semester: III	<ul style="list-style-type: none"> 1) To know gender specific policies and programmes. 2) Understanding the concept of gender and related terms. 3) Understanding analytical perspectives about gender development 	<ul style="list-style-type: none"> 1) Develop understanding of the gender related concerns. 2) Learn gender approaches and legislative measures to respect gender equality in society. 	Class room lectures based on the theory concepts, case study, students presentation assignments, and participation is the recommended pedagogy.	The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination. The Assessment for this paper would include a theory exam of 75 marks of 3 hours duration and internal assessment of 25 marks. Internal assessment will include 10 marks for practical exam, 10 marks for class tests/assignments, and 5 marks for attendance.
18	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	1) Provide an	• Able to prepare learning plan and	Individual conferences, group conferences	The assessment of the students must be aligned with the course
19	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	2) Develop an	• Able to understand the community,	Class room lectures based on the theory	The assessment of the students must be aligned with the course
20	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	1) Understand	1) Able to understand the	Class room lectures based on the theory	The assessment of the students must be aligned with the course
21	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	2) Develop an	• Capable to understand the	Class room lectures based on the theory	The assessment of the students must be aligned with the course
22	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	3) Understanding	1) Able to design and use various tools	Class room lectures based on the theory	The assessment of the students must be aligned with the course
23	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	4) To understand	1) Able to develop the competence in	Class room lectures based on the theory	The assessment of the students must be aligned with the course
24	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	5) To understand	1) Able to understand the concepts,	Class room lectures based on the theory	The assessment of the students must be aligned with the course
25	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	6) Develop an	1) Able to understand the basics of	Class room lectures based on the theory	The assessment of the students must be aligned with the course
26	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	7) Learn to	1) Capable to mobilize clients/	Individual conferences, group conferences	The assessment of the students must be aligned with the course
27	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	8) Familiarize	1) Capable to understand the	Class room lectures based on the theory	The assessment of the students must be aligned with the course
28	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	9) Understanding	1) Familiarise with the process of	Class room lectures based on the theory	The assessment of the students must be aligned with the course
29	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	10) Familiarize with	1) Familiarize with the basic concepts	Class room lectures based on the theory	The assessment of the students must be aligned with the course
30	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	11) Develop a basic	1) Gained knowledge about the basic	Class room lectures based on the theory	The assessment of the students must be aligned with the course
31	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	12) Understand the	• Able to understand the impact of	Class room lectures based on the theory	The assessment of the students must be aligned with the course
32	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	13) Develop an	1) Gain theoretical perspectives and	Class room lectures based on the theory	The assessment of the students must be aligned with the course
33	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	14) Develop	• Capable to develop professional	Individual conferences, group conferences	The assessment of the students must be aligned with the course
34	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	15) Develop	• Able to understand the social	Class room lectures based on the theory	The assessment of the students must be aligned with the course
35	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	16) Understand the	1) Familiarize with the concepts and	Class room lectures based on the theory	The assessment of the students must be aligned with the course
36	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	17) To understand	1) Gained knowledge about concept	Class room lectures based on the theory	The assessment of the students must be aligned with the course
37	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	18) To know	1) Understand the changing dynamics	Class room lectures based on the theory	The assessment of the students must be aligned with the course
38	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name:	19) To understand	1) Develop perspective to respond to	Class room lectures based on the theory	The assessment of the students must be aligned with the course

39	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name: <input type="checkbox"/> Give	• Capable to apply the research skills	Individual conferences, group conferences	The assessment of the students must be aligned with the course
40	B.A.	To develop sensitivity towards issues of human rights and social	Paper Name: <input type="checkbox"/> Develop ability	• Able to make an assessment of	Individual conferences, group conferences	The assessment of the students must be aligned with the course

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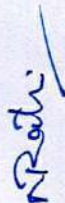
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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

		Sociology Department		Sociology Department		Sociology Department	
S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	CORE COURSE 01 - Introduction to Sociology	This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline.	CO 1 Focuses on the origin and development of Sociology as a separate discipline. CO 2 After studying the paper you should be able to outline the background to the emergence of Sociology as a discipline. CO 3 Understand the basic concept of Sociology and relate them to social life. CO 4. Inculcate a sociological way of thinking.	This course is aimed at developing an understanding of the basic forms and processes of social interaction in society, therefore, the lecture-cum-participation method is used to engage the students and to encourage them to view as well as question the social events. The students, in addition to attending lectures and tutorial, write assignments, projects and prepare presentations as well.	Periodic tutorials, team-based project works, class tests, assignments as modes of assessment further helps the students to understand and grasp the key concepts in a better way.
2	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	CORE COURSE 02 Sociology of India	This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens. The students will be able to understand some key social structures of Indian society.	CO 1 Understand the functioning of various institutions of society After studying this paper, students should be able to:- *analyze different bases of plurality in India CO 2 Define the structure of caste, class, tribe, kinship and village CO 3 Describe the shifts in issues addressed by the women's movement and CO 4 Understand the nature of dalit movement * CO 5 Discuss the growth of communalism in India	This course is aimed at developing an understanding of the basic forms and processes of social interaction in society, therefore, the lecture-cum-participation method is used to engage the students and to encourage them to view as well as question the social events. The students, in addition to attending lectures and tutorial, write assignments, projects and prepare presentations as well.	The evaluation of students' understanding of the course will be a continuous process. Learning – Outcomes will be assessed through paper presentations, individual project reports, mid-term test and end-semester final examination. Learning Outcomes assessment is divided into two parts: (a) 25 marks for internal assessment (b) 75 marks for final examination
3	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	CORE COURSE 03 Sociological Theories	The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.	CO 1 A student on course completion will have a basic grounding in sociological thought. CO 2 The student shall also be able to relate the theories to the development of the discipline of sociology. CO 3 The very nature of the course requires higher order thinking skills among students. CO 4 Thus, the student shall develop reflective thinking.	1 Lectures and tutorials 2. Short Research Project	1 Assignments 2 End Semester Theory Exam
4	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	CORE COURSE 04 METHODS OF SOCIOLOGICAL ENQUIRY	The Course is a general introduction to sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.	CO 1 The 'how' question, is as relevant, for any discipline, as are the 'what, where, when and who' questions. It is mainly through this core paper, that a student of sociology, is introduced to the 'how' question. * CO 2 On completion it is expected that a student is able to have a basic understanding of: * The philosophical underpinnings of sociological research. * CO 3 The complementary relationship between theory and research. * CO 4 Features and suitability of both qualitative and quantitative research. * CO 5 Ability to undertake short self-directed, and also team based research project	1 Conventional Lecturing 2 Oral presentations by students, both individually and in group.	1. Assignments 2. Oral Presentations on the Assignments

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5	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	DSE 01 Religion and Society	1. The course introduces students an apt understanding of religion from a sociological perspective. 2. Various approaches to religion, its diverse forms and contemporary religious issues are placed as major themes of the syllabus. 3. The objective of the course is to offer a holistic, empirical and comparative view of religion in India and its role in modern society.	CO 1. Understanding religion from cultural, social, symbolic and comparative perspective CO2. Respect for religious pluralism and cultural relativism CO 3. Strong relationship between sociology of religion and sociology of knowledge CO 4. How religion is a guide to man's life and it offers a world view to individual	(a) The students are required to read the texts and participate in the class room discussions (b) They will be encouraged to make presentations on various themes of the syllabus (c) Contemporary issues related to religion will be connected with the theme of the syllabus by the teacher (d) Through the academic discourse attempt will be made to evolve a conscious empathetic and knowledgeable citizen 1.5	Assessment for the paper will be in the form of tests, written assignments, project reports and punctuations
6	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Social Stratification	1. The course intends to familiarize students with various forms of social inequalities and their implications on social life. 2. It introduces them to the concepts and theories of social stratification. 3. The Course offers a analytical view on the social structure, hierarchical relationships between individuals and groups in different societies.	CO1. To make students understand about the pervasive nature of social inequality and their contextual variations CO2. Develop a critical understanding about social structure and social change through the lens of social stratification CO3. How persistence of inequality brings in anxieties and tension in social life. CO 4. Social mobility and its impact on class position, class relationship and social structure of society	(a) To intimate the learners about how human life, social, cultural, and economic produces, perpetuates, revise, redefine and challenge to various forms of inequalities (b) Changing forms and functions of social stratification in contemporary context (c) How competitive inequality is making modern societies more inclusive (d) How the scope for social mobility is affected by socio-cultural barriers	The paper will be assessed through class tests, project work, internal assessment, presentations and field work
7	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Polity and Society in India Generic Elective 01	This course seeks to introduce the students to the study of Indian politics from a sociological perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general	CO1. Disciplinary knowledge: Students are introduced to basic concepts in political theory from a sociological perspective. The primary objective of the paper is to familiarize undergraduate students to various political processes and developments taking place in contemporary India. CO2. Communication Skills: Students would be able to identify key concepts in political sociology and comment upon contemporary political issues. CO3. Critical thinking: Students would be able to critically analyse the dynamics unfolding in politics in India. An understanding of political processes from multiple perspectives would facilitate in the achievement of the stated objective. CO4. Problem Solving: The course enables students to understand the political processes from multiple perspective and facilitate in the formation of an informed and unbiased opinion. CO5. Reflective thinking: Study of major themes in politics and society in India would enable the students to acknowledge, identify and appreciate their role in the political process. CO 6 Readings on political identities and resistance movements would facilitate in the development of an empathetic temperament among students	Activity based teaching learning process to be adopted	Field work based group project work with the active participation of the teacher

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8	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Generic Elective 02 Economy and Society	The course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point. Students learn to develop an alternative perspective on economy and its various institutional and processual dimensions through comparative studies on economy and society.	CO1. Familiarizes key concepts and theories about the interrelationship between economy and society. CO2. Describes socio-cultural basis of economic systems, institutions and actors in a comparative perspective. CO3. Helps to understand the current transformations of economy by identifying its key sociocultural processes and institutions CO4. Helps to formulate research questions and arguments about the socially embedded character of economy.	a. This course enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Learning process is based on classroom discussions on the key themes covered in the course structure while linking it with the contemporary examples that students relate to. b. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, lectures and interviews on the subjects to keep away students from monotonous and habitual ways of learning.	Periodic tutorials, team-based project works, close or open book tests, term papers as modes of assessment further adds to the strength of this course.
9	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Skill Enhancement Course 01 Techniques of Social Research	This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena.	CO 1 With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both quantitative and qualitative research. CO2 The focus is on understanding through suggested exercises.	1. This course requires a dialogic mode of teaching as students have to constantly share their field experiences in the classroom. The basic use of statistics enables the students to understand both qualitative and quantitative aspects of social research. 2. The students will be encouraged to 'observe' the social reality in an objective manner by clearly distinguishing common sense from scientific research. 3. Students by doing projects also come to know the practical application of using the tools and techniques.	1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic. 2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class. 3. Suggested assignment topics have also been given to facilitate the process of doing research.
10	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Skill Enhancement Course 02 Gender Sensitization	This course will sensitize students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.	CO 1 The course deals with the various aspects of gender. After studying this paper, you should be able to:-- * explain the concepts of gender, sex, sexuality, patriarchy and transgender * CO 2 learn about the legal status and rights of women * CO 3 understand and analyze the interrelations of gender, caste, class, politics and disability	The paper is discussion oriented and encourages the students to visit women's organizations, Family-courts to understand women's issue b. Interactive classroom sessions, film-screenings, documentaries and role-play contribute to the development of group skills.	The evaluation of students' understanding of the course will be a continuous process. Learning - Outcomes will be assessed through paper presentations, individual project reports, mid-term test and end-semester final examination

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11	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Skill Enhancement Course 03 Society through the Visual	This course intends to equip students to engage with sociological and social anthropological research through visuals. This Skill Enhancement paper offers introduction to various issues and challenges that researchers in the discipline of Sociology and Social Anthropology face while producing, consuming and assimilating visuals in their research... It introduces students to different aspects of photography, techniques of anthropological filmmaking, enables a sensitive approach to the use of multimedia and social media in sociological research. The course attempts to familiarize students with the varied ways in which films, photographs, memes and social media technologies have changed the way we see the society around us and the ways in the visuals and new media technologies form our everyday life.	CO 1 Understanding the strength of 'visuals' and effectively and responsibly incorporate visuals in conducting sociological research methods.	a. The primary thrust of this course is to enable students to develop social research skills through the use of camera and film technologies. b. This course demands a constant and rigorous one-on-one interaction with the students, as the teacher has to continually see and evaluate the visual material produced by the young visual researchers. c. This course allows the students to come out of their comfort zones, interact with people, engage with fieldwork, and in the process develop an understanding about their own abilities, limitations and interests.	Since this is a Skill Enhancement Course, the assessment of this paper should ideally entail a three-fold evaluation process, pertaining to the gradual competence acquired by the students both conceptually and practically. Firstly, the students will be marked on the series of exercises that they have to complete as mentioned in the syllabus. Along with technical soundness, students are expected to show ethical integrity in their project work. Secondly, they will be marked on the final project (eg. photo essay, short films, multimedia essay) that they make at the end of the course. Those teaching the paper may invite filmmakers or other faculty members transacting this course to grade these student films. Students may execute their exercises as group projects. Thirdly, tests and classroom presentations can be taken to evaluate the comprehension and analytical abilities to understand the power of visuals and visual technologies in our everyday social and political life.
12	BA Programme Sociology	The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. Through coursework, internships, independent studies with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.	Skill Enhancement Course code: SECO4 Theory and Practice of Development	CO 1 The course helps the students to develop an appreciation for wide variety of approaches to development. CO 2 Equally, the course aims to enable the students to design projects based on any one approach to development.	Activity based teaching learning process to be adopted	Field work based group project work with the active participation of the teacher	

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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING
OUTCOME

Mathematics
Department

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	B.A.(Program) Sem1	Discipline Course	Calculus	Core Learning of advanced mathematics and applications in Geometry	1. Basics of analytical analysis	Interactive Teaching of Theory and Numerical Problems	Assignments, Tests and Presentations
					2. Extension of school level mathematics.		
					3. Basics of Geometry		
2	B.A.(Program) Sem2	Discipline Course	Algebra	Core Learning of Undergraduate mathematics and applications in Algebraic Structures with Equations	1. Algebraic Structures	Interactive Teaching of Theory and Numerical Problems	Assignments, Tests and Presentations
					2. Matrix Algebra		
					3. Theory of Equations		
					4. Basics and properties of Complex Numbers		
3	B.A.(Program) Sem3	Discipline Course	Analytic Geometry and Applied Algebra	Learning of Vector Analysis and Applied Algebra with day to day life Applications	1. Vector Algebra	Interactive Teaching of Theory and Numerical Problems	Assignments, Tests and Presentations
					2. Applications in Analytical Geometry		
					3. Basics of Graph Theory		
					4. Applied Algebraic Structures		
4	B.A.(Program) Sem3	Skill Enhancement Course (SEC)	Computer Algebra Systems	Learning of Mathematical Structures through Coding and Programming Software	1. Drawing of Graphical Sketches through Software	Interactive Teaching of Theory and Numerical/Practical Problems through Software	Assignments, Tests and Presentations through Practical (Coding)
					2. 2D and 3D Graphics		
					3. Mathematical Designing		
					4. Generating of Animations		
5	B.A.(Program) Sem4	Discipline Course	Analysis	Mathematical Analysis through various theoretical aspects in pure mathematics	1. Sets and Relations	Interactive Teaching of Theory and Numerical Problems with Theorems and Proofs	Assignments, Tests and Presentations
					2. Various Aspects of Pure Mathematics		
					3. Generations and		
6	B.A.(Program)	Skill	Mathematical	Learning of Technical Typesetting	1. Typing through Coding and	Interactive Teaching of Theory Typesetting Software	Assignments, Tests and
					2. Technical Typing in Standard		
					3. Easy and Errorless Typing of		
7	B.A.(Program)	Discipline	Statistics	Learning of Probability and Statistics	1. Probability and Distribution	Interactive Teaching of Theory	Assignments, Tests and Presentations
					2. Basic Statistics		
					3. Data Analysis and Testing		
8	B.A.(Program)	Skill	Transportatio	Learning of Basic Operations Research	1. Transportation Problems	Interactive Teaching of Theory	Assignments, Tests and
					2. Assignment Problems		
					3. CPM and PERT		
					4. Advanced Graph Theory		
					5. Learning of TORA Software		
9	B.A.(Program)	Discipline	Differential	Applications of Calculus and Differential	1. Applications of Calculus	Interactive Teaching of Theory	Assignments, Tests and Presentations
					2. Ordinary Differential		
					3. Partial Differential Equations		
10	B.A.(Program)	Skill	Statistical	Learning of Data Science Through R	1. Basics of Datasets	Interactive Teaching of Theory	Assignments, Term Tests and
					2. Vector Notations		
					3. Statistical Graph Plotting		
					4. Statistical Calculations		
					5. Data Analysis		
11	B.El.Ed. II Year	Optional	Mathematics	Core learning of advanced mathematics	1. Basics of Algebra	Interactive Teaching of Theory	Assignments, Unit Tests,
					2. Basics of Calculus		
					3. Basics of Geometry		
12	B.El.Ed. III Year	Optional	Mathematics	Core learning of advanced mathematics	1. Algebraic Structures	Interactive Teaching of Theory	Assignments, Unit Tests,
					2. Advanced Calculus		
					3. Probability and Statistics		


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PROGRAMME LEARNING OUTCOMES & COURSE LEARNING OUTCOME

Political Science

S No	Course Name	Programme Learning Outcome	Course/Paper Name	Course/Paper Objective	Course Learning Outcome	Teaching Learning Process	Assessment Methods
1	B.A.PROG	Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines. Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones. Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments. Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad. 11 Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.	LEGISLATIVE SUPPORT	To acquaint the student with the legislative process in India at various levels, introduce them to the functions of peoples' representatives and provide elementary skills to be part of a legislative support team. Peoples' representatives need support for the multiple tasks they are supposed to undertake. The need to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. All over the world, elected representatives have an office with specialised support team to carry out these tasks. With about 5000 MPs and MLAs, and more than 30 lakhs representatives at the Panchayati Raj level, there is a vast need for legislative support among representatives that needs to be addressed. This course will equip the students with basic skills for this task and expose them to real life legislative work. In the process of learning	On successful completion of the course, students will be able to: • Demonstrate knowledge of the structure and the functions of legislating bodies in India • Demonstrate knowledge of the law making procedure in India • Acquire skills related to a close reading of legislative documents • Understand the relationship between the people and their elected representatives • Develop basic skills to become a part of a support team engaged at different levels of the law making functions	Students will engage in discussion on legislative procedures. They will be imparted elementary skills to become part of legislative support team and engage in real legislative work by attending legislative meetings and monitoring media and public developments. They will be given interactive lectures on powers and functions of representatives at different tiers of governance.	Assessment Methods Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, participation in class discussions and viva voce. They will be evaluated on the basis of their skills to become part of legislative support team and engage in real legislative work. They will be required to submit project report on any one unit of the syllabus before end term examination.
2	B.A.PROG	Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines. Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones. Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments. Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad. 11 Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.	YOUR LAWS YOUR RIGHTS	More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and nondiscrimination, empowerment, redistribution and recognition of traditional rights etc.	On the successful completion of the course, students would be able to: • Demonstrate an understanding of law as a source of right. • Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value. • Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons • Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons • Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents. • Show understanding of the structure and principles of the Indian legal system	Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.	Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva-voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

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3	B.A. PROG	<p>Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines. Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones. Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments. Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad. 11 Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.</p>	UNDERSTANDING GANDHI	<p>The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.</p>	<p>This course will help students to understand fundamental concept of Gandhi philosophy through his words firstly and secondly it will help them understand these concepts in a critical and analytical manner.</p>	<p>This course attempts to introduce key concepts of Gandhi's Thought. Hind Swaraj will be key text that will be discussed and read both by teachers and students in order to grasp the philosophy of Gandhi. Film Gandhi will be screened to visualize and grasp Gandhi's concepts. Commentaries on Gandhi's ideas will be discussed and interactive session with the students by taking them to Gandhi's Museum or historical places associated with Gandhi can further help to contextualize his ideas. Power point presentations detailing key features of each of these ideas will identify and describe the key</p>	<p>Group presentation on each of the ideas will form core part of their assessment. Class test and MCQ will also be part of assessment.</p>
4	B.A. PROG	<p>Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines. Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones. Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments. Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad. 11 Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.</p>	PEACE AND CONFLICT BUILDING	<p>This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.</p>	<p>The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation. • The students will also learn the importance of resource sharing in the conflict zones. • The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels. • Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.</p>	<p>The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class</p>	<p>Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.</p>


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7	B.A. PROG	Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines. Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones. Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments. Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge	THEMES IN COMPARATIVE POLITICAL THEORY	This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory.	Understand how Political Theory draws from and is shaped by both western and Indian traditions. • Appreciate the value and distinctiveness of Comparative Political Theory	The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.	Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

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9	BA PROG	Students of the B.A. Programme in Political Science will have a comprehensive understanding of the fundamental concepts, theories and processes underlying this academic discipline, its different subfields (Political Theory, Comparative Politics, International Relations, Indian Political Thought, Public Administration and Indian Politics), and its linkages with other social science disciplines. Students will develop the capacity to undertake analytical and critical thinking vis-a-vis specific issues and problems in Political Science, as well as other related fields of study, including wider inter-disciplinary ones. Students will be able to both choose and employ appropriate methods to conduct research, make political forecasts, and undertake political analysis of significant contemporary developments. Students will be able to leverage their knowledge and skills to craft solutions to problems they encounter in the real world, which will allow them to take up work both within the academy and outside – in administration, politics, policy making, diplomacy and the courts. They will be equipped with both the procedural and substantive knowledge to evolve into professionals engaged with a wide range of issues – human rights, environment, gender justice, law, foreign policy and global relations – and will be well-placed to take up employment in these fields and to pursue a diverse range of work in both the state and non-state sectors, in the country and abroad. 11 Students will recognize and appreciate the importance of an education in Political Science, and the immense gamut of contexts in which such an education emerges as valuable and to which its lessons can be applied - academic, administrative, political, cultural, economic, legal and social.	COMPARATIVE GOVERNMENT AND POLITICS	The purpose of the course is to familiarise students with the nature and scope of the study of comparative politics. The course aims at examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The objectives of the course further remain to provide information and knowledge to students on constitutional development and the political economy of diverse countries such as Britain, Brazil, Nigeria and China.	The paper will equip students with an in-depth understanding of nature, and scope of comparative politics. The course will enhance student's understanding of comparative analysis both in developed and developing countries. The course will enable students in understanding historical context of modern state, constitutional development and their political economy with specific references; such as capitalism as a case of reference to Britain, socialism with reference to China, colonialism and decolonization with reference to Brazil and Nigeria. The course will develop analytical skills of students to discuss the contemporary debates on the changing nature of state in the context of globalisation	Unit Course Learning Outcome Teaching and Learning Activities Assessment Method 1. The nature, scope and methods of comparative political analysis Learning what, why and how to compare with an objective to discern Eurocentric bias Primarily theory class with power point presentations Assessment through discussion on nature of comparative politics and eurocentricism 2. Comparing Regimes: Authoritarian and Democratic Student will learn different forms of government like unitary, federal, democratic, totalitarian etc Theory lectures and examples from the globe help student understand the nuances of specific forms of government Student will be encouraged to have discussion on merits and demerits of different forms and desirability for India 3.	Assessment Method 1. The nature, scope and methods of comparative political analysis Learning what, why and how to compare with an objective to discern Eurocentric bias Primarily theory class with power point presentations Assessment through discussion on nature of comparative politics and eurocentricism 2. Comparing Regimes: Authoritarian and Democratic Student will learn different forms of government like unitary, federal, democratic, totalitarian etc Theory lectures and examples from the globe help student understand the nuances of specific forms of government Student will be encouraged to have discussion on merits and demerits of different forms and desirability for India 3.
10	BA PROG	Awareness about Administrative practices challenges in administrative work and mechanism for strengthening their services	Administration and public policy- Concepts and theories	To orient students about theories and practices of administration teaching them mechanism of filing R.T.I ensuring good governance	Students feel empowered to be associated with administration with admnstration. Awareness about Consumers right ,good governance	Visit to government offices, exposure to private sectors, interaction with government official, class room teaching with audio visual aids, ppt presentation, ject writing	Students participation , group discussion, term end examination, assignment and proh, project writing.
11	BA PROG	Understanding Globalized world - what is it how it functions, challenges and threat to sovereignty	Understanding globalisation	Orienting students about how - what and when of changing world environment issues	Students are well aware of world economy understanding of international organisations and other vital issues of the world tools.	You tube videos , lecture delivery using ICT	Presentation , delivery , assessment and participating in the class

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12	BA PROG	Understanding of International relations importance and relevance in the phase of Lpg.	Introduction to International Relational	International relations, Indians foreign policy and post cold war world	Students understand world situations, approaches to study international politics	Class room teaching with quiz perspective Map reading perspective	Assignment, project, debates and discussion
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Program Objectives

The Bachelor of Elementary Education- an integrated four year professional degree programme is a grass root attempt to rejuvenate, transform and establish an organic link between schools and the larger educational discourse. This programme is an attempt towards fulfilling the need for professionally qualified elementary school teachers. B.El.Ed. It is a bilingual (Hindi and English) programme that combines the best from the Indian and western pedagogical systems, thereby reaching out to the students who have been linguistically, culturally challenged. It is designed to address the constraints of the government school system, rather than reach out only to lucrative English medium schools. The strength of the programme lies in its potential to create the space for new pedagogic approaches in centres of higher learning.

Program Specific Objective

B.El.Ed. Programme integrates pedagogical preparation of future elementary school teachers with their own general education. The programme offers a unique combination of liberal and professional education, preparing students not only for becoming teachers, but also equips them with necessary background to pursue higher education. B.El.Ed. Curriculum amalgamates under graduate studies in different subjects with educational theory and pedagogical experience in a phased manner. Another important distinction of the programme is that it is intended to be offered in colleges of general education, rather than in specialised institutes of teacher training. The first of these two strategies permits the student to develop his or her knowledge of education and teaching along with the knowledge of chosen subjects in humanities and sciences, rather than as a separate layer of knowledge obtained after undergraduate studies are over. This mixture is designed to encourage the students to reflect on the content of different subjects from an evolving perspective of educational and pedagogical theory.

Within the syllabus of B.El.Ed., an attempt has been made to place emphasis on themes and concerns normally left out in programmes of teacher education. It is designed to integrate the study of subject knowledge, human development with pedagogy and communication skills. It offers compulsory as well as optional theory courses and a comprehensive school internship experience. Students are expected to cover 19 theory courses and seven practicum courses during the four year programme of study. Total weightage of the theory course over four year is 1250 marks and 950 marks for the practicum (2200 marks).

The programme gives high priority to motivate students to look deeply around and reflect on the immediate and the broader milieu, its dynamic aspects and potential. They are expected to get interested in the things that are likely to be of concern to present day children: things such as electronic media, the state of the natural environment, and so on. The knowledge of India's heritage in the arts and crafts has been incorporated in the general plan of the student's self development. Project work is included in every course, in order to ensure that students get an opportunity to develop initiative and the stamina for self study. Observation of children's life in the classroom is featured throughout the course.

Program Outcomes

B.El.Ed. graduates is what an Indian university should be proud of: questioning, reflective, sensitive with a high level of professional commitment. B.El.Ed. Programme and its faculty have provided a unique framework and considerable practical exposure to enable these young enquiring minds to develop into self confident professionals. The strength of the programme lies in its potential to create the space for new pedagogic approaches in centres of higher learning. The practical engagement with the challenge of universalization of elementary education could well rejuvenate other processes within the university system.

Course	Paper Name
B.A (Programme)	Basic Concepts and ideas in Education
B.A (Programme)	Researching Children and Childhoods in India
B.El.Ed.	Pedagogy of Environmental Studies
B.El.Ed.	Classroom Management
B.El.Ed.	Pedagogy of Natural Science
B.El.Ed.	School Observations
B.El.Ed.	Reflective Journal
B.El.Ed.	Project
	Resource Room
B.El.Ed.	Logico – Mathematics Education
B.El.Ed.	Material Development and Evaluation (Mathematics)
B.El.Ed.	Pedagogy of Mathematics
B.El.Ed.	Lesson Planning
	School Supervisions
	Reflecting Journals
B.El.Ed.	Project
	Resource Room
B.El.Ed.	Contemporary India
B.El.Ed.	School Contact Practicum
B.El.Ed.	Material Development and Evaluation
B.El.Ed.	Gender and Schooling
B.El.Ed.	School Observations
B.El.Ed.	Reflective Journal
B.El.Ed.	Project
B.El.Ed.	Resource Room
B.El.Ed.	Cognition and Learning
B.El.Ed.	Human Relations and Communication
B.El.Ed.	Self Development Workshops
B.El.Ed.	School Observations
	Reflective Journal
B.El.Ed.	Project
B.El.Ed.	Resource Room
B.El.Ed.	Core Natural Science
B.El.Ed.	Biology I
B.El.Ed.	Biology II
B.El.Ed.	Nature of Language
B.El.Ed.	Language Acquisition
B.El.Ed.	Story Telling and Children's Literature

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B.El.Ed	Lesson Planning School Supervisions Reflecting Journals
	Project Work
	Resource Room
B.El.Ed.	Core Mathematics
B.El.Ed.	Core Natural Science
B.El.Ed	Material Development and Evaluation (Mathematics)
B.El.Ed.	Lesson Planning School Supervisions Reflecting Journals
B.El.Ed.	Project Work
	Resource Room
B.A (Programme)	Basic Concepts and ideas in Education
B.El.Ed	Observing Children
B.El.Ed	School Planning and Management
B.El.Ed	Material Development and Evaluation(EVS)
B.El.Ed.	Lesson Planning School Supervisions Reflecting Journals
	Project Work
	Resource Room
B.El.Ed	Basic Concepts in Education
B.El.Ed.	Curriculum Studies
B.El.Ed.	School Observations Reflective Journal
B.El.Ed.	Project
B.El.Ed.	Resource Room
B.El.Ed.	Core Social Science
B.El.Ed.	Pedagogy of Social Science
B.El.Ed.	Lesson Planning School Supervisions Reflecting Journals Project
	Resource Room
B.A(Programme)	Education in Contemporary India
B.El.Ed.	Child Development
B.El.Ed.	Observing Children
B.El.Ed.	Classroom Management
B.El.Ed.	Project Work
B.A (Programme)	Basic Concepts and ideas in Education
B.El.Ed.	Language Across the Curriculum
B.El.Ed.	Material Development and Evaluation (Language)
B.El.Ed.	Pedagogy of Language Lesson Planning School Supervisions Reflecting Journals
	Project Work
	Resource Room

Name of the Teacher: Dr. Priya Khurana

Name of the Course: B.El.Ed 1st year

Name of the Paper: Core Mathematics (C 1.2)

Course Objectives: This paper aims to reconstruct mathematics concepts learnt at school and to enable one's own mathematical thinking and learning

Learning Outcomes:

At the end of studying this paper the learners would be able to:

- revisit basic concepts of mathematics at school from the perspective of a teacher;
- understand the fundamentals of mathematics at school;

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-develop logical reasoning and mathematical thinking by observing and relating mathematical concepts to their daily lives

Teaching - learning Process:

- Various concepts and operations are reconstructed through activities and problems, using concrete material
- Conducting mathematical investigations and arriving at solutions
- Followed by reflective discussions on the concepts, solutions, results and methods used

Assessment: Maximum marks for this paper are 50 marks. Out of which 15 Marks are assigned through internal assessment and an annual theory examination for 35 marks is conducted externally by the university. Internal Assessment comprises of two assignments or one assignment and one project intended to assess learners' understanding and application of mathematical concepts and investigations.

Pedagogy of Natural Science OP4.3

Max marks: 50

External Examination: 35

Internal Assessment 15

Theory: 3

The course attempts to develop an understanding of the nature and structure of science and also the ability to transact and analyse science curriculum

BEIED 4th year

The school Internship is envisioned to offer an intense and focussed school experience. It is structured to be a process in partnership between the school and the college. The programme seeks to provide physical and psychological space for evolving innovations in teaching. While functioning as a regular teacher, the intern gets the opportunity to translate the knowledge base, pedagogic theory, understanding of children and her repertoire of skills into reflective classroom practice. The school benefits from this alliance in terms of witnessing possibilities of unconventional pedagogies.

BEIED 4th year

It aims to further develop the process of effective enquiry through classroom-based research. While enhancing skills of systematic observation, documentation and analysis, the overall aim to equip the intern for reflective teaching.

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