

Ramakrishna Sarada Mission Vivekananda Vidyabhavan

**33, Sri Maa Sarada Sarani (Previously Nayapatty),
South Dum Dum, Kolkata - 700055**

www.rksmvv.ac.in



PO, PSO & CO MAPPING

Program Outcomes (PO)

Program Specific Outcomes (PSO)

Course Outcomes (CO)

Choice Based Curriculum System (CBCS)

&

National Education Policy (NEP) 2020

based System



Ramakrishna Sarada Mission Vivekananda Vidyabhavan

33, SRI MAA SARADA SARANI, DUM DUM, KOLKATA- 700055
WEBSITE: www.rkmsvv.ac.in, Email: rksm.college@gmail.com, Phone: 033-2551 3452

B.A. Programme Outcomes (PO)	
At the end of UG programme (B.A.), students (arts/social sciences/humanities) will:	
PO1: Communication Skills	Be confident to speak, write, read, listen and understand the English language and one or more Indian languages. Relate the ideas, knowledge, books, and people. Think and decide rationally, and adopt technology and electronic/print media in disseminating thoughts, facts, and realities.
PO2: Social responsibility	Develop an obligation to act for the benefit of society at large. Cultivate the responsibility to maintain a balance between the economy and the ecosystems. Nurture a moral obligation to minimize the adverse effect on those immediately around them
PO3: Critical, logical, and rational thinking	Acquire the ability for objective, rational, sceptical, logical, and unbiased analysis of factual evidences to form a judgment or conclusion. Enhance the process of rational thinking, problem solving and analytical evaluation from different perspectives.
PO4: Enlightened and effective Citizenship	Cultivate progressive citizenship for a knowledge society for peace and prosperity of nations and the world. Develop clear, rational and progressive thinking. Participate in decision-making concerning the society and upholding national development, integrity, unity and fraternity
PO5: Values and Ethics	Recognize the importance, worth and usefulness of principles and standards of behavior and moral dimensions of one's own decisions and judgements. Be aware of various aspects of social responsibility through social, outreach, and cultural activities during the programme. Shape a personality which understands and appreciates religious and cultural diversity and plurality.
PO6: Sustainable Development	Understand, organize and promote the principle of human development goals by sustaining the ability of natural systems, natural resources and ecosystem services upon which the economy and society depends.
PO7: Life-long process of Learning	Cultivate the proficiency to engage in independent, life-long and progressive learning abilities in the broadest context of changing sociopolitical-economic-cultural and technological scenario
PO8: Employment Skills	Be prepared for employment in various fields by developing reading, writing and comprehension skills which make the students fit and eligible for jobs in the government and non-government sectors. A broad-spectrum study of various subjects helps the students compete in various examinations for employment after graduation.

Pr. Vedacupaprana
Principal
Ramakrishna Sarada Mission
Vivekananda Vidyabhavan



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DEPARTMENT OF BENGALI	
Programme Specific Outcomes (PSO)	
PSO 1	Acquiring knowledge about origin, history, development of language and literature.
PSO 2	Tracking the ethno-anthropological concepts of society and nationality.
PSO 3	Understanding the foundation concepts of literary theories
PSO 4	Achieving knowledge on socio-political history of the country and world through literary Lense
PSO 5	Developing aesthetic consciousness and emotional properties from the study of poetry and aesthetics
PSO 6	Developing environmental consciousness from the study of poetry and narratives.
PSO 7	Tracing the currents of traditional and world literature
PSO 8	Enhancing the power of cognitive understanding from the study of linguistics.
PSO 9	Understanding the regional geography, language, culture and upgrading racial study, sense of communal integrity
PSO 10	Developing feminist consciousness from the study of travelogues and partition narratives.

DEPARTMENT OF BENGALI	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC1 BNGACOR01T Pre-Modern History of Bengali Literature	<ul style="list-style-type: none">➤ To give a concept about different trends of pre-modern Bengali Literature that it can be placed as a cultural base of Modern era.➤ To create a sense of history and historical analysis about Literature.➤ To know about Religion, Society, Culture and development of the Bengali Literature.➤ To acquire knowledge of literature, transformation of content, form and style of writing technique through ages and indication of future direction in literature.
CC2 BNGACOR02T Pre- Modern Bengali Textual Reading	<ul style="list-style-type: none">➤ To make understand about the basic textual depiction of Medieval Bengali Literature.➤ To find the origin of ancient Bengali Text in perspective of philosophical ideas of Buddhism.➤ To make understand about the Vaishnava and Shakta religious and Philosophy and its reflection on literature.➤ To give idea of social and historical values of this literature.

<p>CC3</p> <p>BNGACOR03T</p> <p>Linguistics</p>	<ul style="list-style-type: none"> ➤ To give a concept in the historical context how Bengali language originated from Indo-European or Aryan Family of Languages and changed over time and how it varies from place to place. ➤ Concept of Phonology, Syntax, Semantics, Socio-linguistics. ➤ To give the ideas of awareness and understanding of multilingualism, Classification of dialect and the characteristics of various dialect.
<p>CC4</p> <p>BNGACOR04T</p> <p>History of Modern Bengali Literature</p>	<ul style="list-style-type: none"> ➤ To give an idea regarding the Genre of Bengali prose and essay: origin of prose and essay in early 19th to 20th century ➤ Origin and development of Bengali Drama, its contents, language, and forms ➤ Origin and development of Bengali poetry---the features of poems, Modernism, post-modernism, symbolism, Sur-realism etc. ➤ To give the concepts of the origin and development of Bengali Novel.
<p>CC5</p> <p>BNGACOR05T</p> <p>Rrhetic & Prosody</p>	<ul style="list-style-type: none"> ➤ To give an idea about the Rhetoric, an art of persuasion through communication. ➤ Prosody is the rhythm, stress and intonation of speech which is an important part of verse. Both are the pillars of language and literature. ➤ Help in writing skills and also play major role in enhancing musical quality
<p>CC6</p> <p>BNGACOR06T</p> <p>Bengali Drama and Theatre</p>	<ul style="list-style-type: none"> ➤ To give the concept of Bengali Theatre---its origin and development in contrast of European Theatrical theories. ➤ The distribution of 19th and 20th century's Bengali Dramatist. ➤ Help in writing skill and enhanced careerist approach.
<p>CC7</p> <p>BNGACOR07T</p> <p>Bengali prose and essays</p>	<ul style="list-style-type: none"> ➤ To understand the socio-cultural perspective of 19th century. ➤ To grow logical rational thoughts through the prose and essays of eminent socialist and writers. ➤ To infer scientific rationality and advisability through literary thoughts.
<p>CC8</p> <p>BNGACOR08T</p> <p>Bengali Poetry & Poem</p>	<ul style="list-style-type: none"> ➤ To give an idea of development and upswing of Bengali poetry from 19th century to the modern era. ➤ To input environmental aesthetic sense as well as human values through poetry. ➤ Give the power of recite, recall and dramatic expression through the thorough reading. ➤ To understand the style of poetry, rhyme, rhetoric and philosophy of life of the poets.
<p>CC9</p> <p>BNGACOR09T</p>	<ul style="list-style-type: none"> ➤ To give the idea of Rabindranath Tagore's writings, his life, views and philosophical thoughts. ➤ Rabindranath Tagore's thoughts about contemporary political world through his Novel 'Ghore-Baire'.

Rabindra Sahitya	<ul style="list-style-type: none"> ➤ Students will get the idea of Rabindranath Tagore's rational thinking about education, social discrimination, and economic instability of the country in perspective of agro-based self-reliance of Russia.
CC-10 BNGACOR010T Literary Form & Theory	<ul style="list-style-type: none"> ➤ To enable students to understand genre of literature– poetry, fiction, drama, essays; so that they develop skill to analyse literature. ➤ To catch a glimpse of various literary movements and to give an idea of aesthetics which is the source of all art forms. ➤ To give a concept of Oriental and Western Literary Theories which help to analyses Bengali Literature.
CC-11 BNGACOR011T Bengali Fiction	<ul style="list-style-type: none"> ➤ To make able to the analysis of a novel as a relatively long work of narrative fiction in prose. ➤ To make more mature understanding to the students about the challenging issues of the contemporary such as conflicts of interests between the society and the individual, the socio-cultural canopy of caste ism, religious taboos, women's position in the Bengali household, people's struggle for socio-economic and political existence.
CC12 BNGACOR012T Bengali Short Stories	<ul style="list-style-type: none"> ➤ To give an idea how within two decades Bangla Short stories could set its heights according to its contemporary world literature. ➤ Acquainting students with the development of the short story as a genre from its origin to its post-independence modern form, helps them understand the changing times.
CC13 BNGACOR013T History of Sanskrit, English, Hindi, Ohomia Literature	<ul style="list-style-type: none"> ➤ To give an idea about the various literary periods in English Literature and the influence they had on modern Bengali Literature. ➤ Understanding the Sanskrit literature along with Hindi and Ohomia, students will acquire knowledge of traditional and regional narratives with social-economic views of writers.
CC14 BNGACOR014T Bengali Travelogue	<ul style="list-style-type: none"> ➤ Students will be able to gain a complete Knowledge on Bengali Travelogue. ➤ Apart from learning the aesthetics and critical approaches to the genre, students also learn about the lifestyle, food habit, language culture of far-off places.
DSE 1 BNGADSE01T Medieval Bengali Literature	<ul style="list-style-type: none"> ➤ Students will be able to gain a complete knowledge of medieval Bengal--- the Socio-Political-economic and religious life of that period. ➤ Trans-narration of Ramayana gives the lesson of victory over evil power. ➤ The reading of Medieval Bengali literature is a documentary of complete history, politics and social condition of that period. ➤ Ideas of manuscripts give the students the anthropological

	essence.
DSE 2 BNGADSE02T Bengali Prose	<ul style="list-style-type: none"> ➤ To develop a reading habit of Bengali prose of 19th and 20th century along with literary criticism. ➤ Through the distinctive types of prose students could understand the logical, rational, social approach of the writers.
DSE 3 BNGADSE03T Post Rabindranath Bengali Poetry-Poem & Poetic Thought	<ul style="list-style-type: none"> ➤ Students will learn modernism in Bengali Poetry in contest of Rabindranath Tagore. The Modern Bengali poets like Jibanananda Das, Subhash Mukhopadhyaya, Shakti Chattopadhyay, Binoy Majumder, Shankha Ghosh has created various aspects of poetry and poetic thoughts become differ from pre-Modern ideas as life and civilization went through a very difficult time in the world. Students will familiar with these thoughts through their poetry.
DSE 4 BNGADSE04T Bengali drama and Dramatic Thought	<ul style="list-style-type: none"> ➤ To develop a reading habit of the audio-visual art form--- Drama. ➤ To understand the variable dramatist Theories and movements related to drama. ➤ 20th century Bangali Drama makes the audience as well as the students aware about the form and socio-political approach of contemporary world.
DSE 5 BNGADSE05T Bengali Fiction: In context of Famine Partition & Riots	<ul style="list-style-type: none"> ➤ To make the students understand a period of time in context of war, famine, partition and riots. ➤ Students will know the agony, the sense of fraternity and to grow communal harmony, sense of anti-violence and nationhood.
DSE 6 BNGADSE06T Rabindranath Tagore's life, work-related Study	<ul style="list-style-type: none"> ➤ To make the students understand the life and work of Rabindranath Tagore. ➤ To know Rabindranath Tagore's Philosophy, education related thoughts and love towards nature & nation.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO -CC1	<ul style="list-style-type: none"> • To give a concept about different trends of pre-modern Bengali Literature that it can be placed as a cultural base of Modernera. • To create a sense of history and historical analysis about Literature. • To know about Religion, Society, Culture and development of the Bengali Literature. • To acquire knowledge of literature, transformation of content, form and style of writing technique through ages and indication of 	Knowledge, analyze, Develop, acquire, Compare, Sequence, explore	1,2,7

	future direction in literature.		
CO-CC 2	<ul style="list-style-type: none"> To make understand about the basic textual depiction of Medieval Bengali Literature. To find the origin of ancient Bengali Text in perspective of philosophical ideas of Buddhism. To make understand about the Vaishnaba and Shakta religious and Philosophy and its reflection on literature. To give idea of social and historical values of this literature. 	Knowledge, Correlate, study, write, outline, detail, identify, distinguish	2,5, 7
CO-CC 3	<ul style="list-style-type: none"> To give a concept in the historical context how Bengali language originated from Indo-European or Aryan Family of Languages and changed over time and how it varies from place to place. To understand the concepts of Phonology, Syntax, Semantics, Socio-linguistics. To give the ideas of awareness and understanding of multilingualism, Classification of dialect and the characteristics of various dialect. 	Develop, Tabulate, Classify, Identify, Interconvert, Paraphrase, sequence, sketch	3, 8, 9
CO-CC 4	<ul style="list-style-type: none"> To give an idea regarding the Genre of Bengali prose and essay: origin of prose and essay in early 19th to 20th century Origin and development of Bengali Drama, its contents, language, and forms Origin and development of Bengali poetry---the features of poems, Modernism, post-modernism, symbolism, Sur-realism etc To give the concepts of the origin and development of Bengali Novel. 	Distinguish, infer, illustrate, critique, contrast	1,2,3, 7
CO-CC 5	<ul style="list-style-type: none"> To give an idea about the Rhetoric, an art of persuasion through communication. Prosody is the rhythm, stress and intonation of speech which is an important part of verse. Both are the pillars of language and literature. Help in writing skills and also play major role in enhancing musical quality 	recite, explain, construct, write, compose, illustrate	3, 5
CO-CC 6	<ul style="list-style-type: none"> To give the concept of Bengali Theatre---its origin and development in contrast of European Theatrical theories. The distribution of 19th and 20th century's Bengali Dramatist. Help in writing skill and enhanced careerist approach. 	Abstract, review, paraphrase, acquire, recite, articulate, define, quote, read	3, 4, 5

CO-CC 7	<ul style="list-style-type: none"> To understand the socio-cultural perspective of 19th century. To grow logical rational thoughts through the prose and essays of eminent socialist and writers. To infer scientific rationality and advisability through literary thoughts. 	Illustrate, define, classify, compile, critique, infer, interpret, analyze.	3, 4,7
CO-CC 8	<ul style="list-style-type: none"> To give an idea of development and upswing of Bengali poetry from 19th century to the modern era. To input environmental aesthetic sense as well as human values through poetry. Give the power of recite, recall and dramatic expression through the thorough reading. To understand the style of poetry, rhyme, rhetoric and philosophy of life of the poets. 	Abstract, express, explain, extend, interpret, create, construct, depict.	3, 4, 5, 6, 10
CO-CC 9	<ul style="list-style-type: none"> To give the idea of Rabindranath Tagore's writings, his life, views and philosophical thoughts. Rabindranath Tagore's thoughts about contemporary political world through his Novel 'Ghore-Baire'. Students will get the idea of Rabindranath Tagore's rational thinking about education, social discrimination, and economic instability of the country in perspective of agro-based self-reliance of Russia. 	Appraise, explore, recall, trace, visualize, review, read, acquire, associate	2,3,4,5,6,7,10
CO-CC 10	<ul style="list-style-type: none"> To enable students to understand genre of literature– poetry, fiction, drama, essays; so that they develop skill to analyse literature. To catch a glimpse of various literary movements and to give an idea of aesthetics which is the source of all art forms. To give a concept of Oriental and Western Literary Theories which help to analyses Bengali Literature. 	Categorize, criticize, explain, derive, review, formulate, overhaul	3, 5, 8
CO-CC 11	<ul style="list-style-type: none"> To make able to the analysis of a novel as a relatively long work of narrative fiction in prose. To make more mature understanding to the students about the challenging issues of the contemporary such as conflicts of interests between the society and the individual, the socio-cultural canopy of caste ism, religious taboos, women's position in the Bengali household, people's struggle for socio-economic and political existence. 	Plot, criticize, discuss, design, develop, depict, explain, express, elaborate, review	2, 3, 4, 5, 10

CO-CC 12	<ul style="list-style-type: none"> To give an idea how within two decades Bangla Short stories could set its heights according to its contemporary world literature. Acquainting students with the development of the short story as a genre from its origin to its post-independence modern form, helps them understand changing times. 	Plot, criticize, discuss, design, develop, depict, explain, express, elaborate, review	2, 3, 4, 5, 10
CO-CC 13	<ul style="list-style-type: none"> To give an idea about the various literary periods in English Literature and the influence they had on modern Bengali Literature Understanding the Sanskrit literature along with Hindi and Ohomia, students will acquire knowledge of traditional and regional narratives with social-economic views of writers. 	Compare, compile, integrate, transcribe, translate, assess	2, 3, 4, 5, 7, 9
CO-CC 14	<ul style="list-style-type: none"> Students will be able to gain a complete Knowledge on Bengali Travelogue. Apart from learning the aesthetics and critical approaches to the genre, students also learn about the lifestyle, food habit, language culture of far off places. 	Explore, critique, acquire, estimate, compare	2, 3, 4, 5, 7, 9, 10
CO-DSE1	<ul style="list-style-type: none"> Students will be able to gain a complete knowledge of medieval Bengal--- the Socio-Political-economic and religious life of that period. Trans-narration of Ramayana gives the lesson of victory over evil power. The reading of Medieval Bengali literature is a documentary of complete history, politics and social condition of that period. Ideas of manuscripts give the students the anthropological essence. 	Interpolate, explore, review, infer, compare, correlate, depict, repeat	1, 2, 5, 7
CO-DSE2	<ul style="list-style-type: none"> To develop a reading habit of Bengali prose of 19th and 20th century along with literary criticism. Through the distinctive types of prose students could understand the logical, rational, social approach of the writers. 	Analyze, validate, critique, compose, interpret, explain, classify	2, 3, 4, 5, 7
CO-DSE4	<ul style="list-style-type: none"> To develop a reading habit of the audio-visual art form---Drama. To understand the variable dramatist Theories and movements related to drama. 20th century Bangali Drama makes the audience as well as the students aware about the form and socio-political approach of contemporary world. 	Read, reproduce, review, articulate, associate, visualize	2, 3, 4, 5, 7, 9
CO-DSE5	<ul style="list-style-type: none"> To make the students understand a period of time in context of war, famine, partition and 	Sketch, document,	2, 4, 5, 9, 10

	riots. <ul style="list-style-type: none"> Students will know the agony, the sense of fraternity and to grow communal harmony, sense of anti-violence and nationhood. 	identify, explore, breakdown, personalize, discriminate, correlate, translate	
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PO - CO MATRIX (UG CBCS HONS)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CC1		✓		✓	✓			
CC2		✓		✓	✓			
CC3	✓		✓				✓	
CC4		✓		✓	✓		✓	
CC5	✓		✓				✓	
CC6	✓	✓	✓	✓	✓	✓	✓	✓
CC7		✓	✓	✓	✓	✓	✓	
CC8	✓	✓	✓	✓	✓	✓		
CC9		✓	✓	✓	✓	✓	✓	
CC10	✓		✓		✓		✓	
CC11		✓	✓	✓	✓	✓	✓	✓
CC12		✓	✓	✓	✓	✓	✓	✓
CC13	✓	✓		✓	✓	✓	✓	✓
CC14	✓	✓		✓	✓		✓	
DSE 1		✓		✓	✓		✓	
DSE 2	✓	✓	✓	✓	✓	✓	✓	
DSE 4	✓	✓		✓	✓	✓	✓	✓
DSE 5		✓		✓	✓	✓	✓	

DEPARTMENT OF BENGALI	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS1: BNGDSC101T Pre-Modern History of Bengali Literature	<ul style="list-style-type: none"> To give a concept about different trends of pre-modern Bengali Literature that it can be placed as a cultural base of Modern era. To create a sense of history and historical analysis about Literature. To know about Religion, Society, Culture and development of the Bengali Literature. To acquire knowledge of literature, transformation of content, form and style of writing technique through ages and indication of future direction in literature.
DS2: BNGDSC202T Pre- Modern Bengali Textual Reading	<ul style="list-style-type: none"> To make understand about the basic textual depiction of Medieval Bengali Literature. To find the origin of ancient Bengali Text in perspective of philosophical ideas of Buddhism. To make understand about the Vaishnava and Shakta religious and Philosophy and its reflection on literature. To give idea of social and historical values of this literature.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-DS1	<ul style="list-style-type: none"> To give a concept about different trends of pre-modern Bengali Literature that it can be placed as a cultural base of Modern era. To create a sense of history and historical analysis about Literature. To know about Religion, Society, Culture and development of the Bengali Literature. To acquire knowledge of literature, transformation of content, form and style of writing technique through ages and indication of future direction in literature. 	Knowledge, analyze, Develop, acquire, Compare, Sequence, explore	1,2,7
CO-DS2	<ul style="list-style-type: none"> To make understand about the basic textual depiction of Medieval Bengali Literature. To find the origin of ancient Bengali Text in perspective of philosophical ideas of 	Knowledge, Correlate, study, write, outline, detail,	2,5, 7

	<p>Buddhism.</p> <ul style="list-style-type: none"> To make understand about the Vaishnaba and Shakta religious and Philosophy and its reflection on literature. To give idea of social and historical values of these literature. 	identify, distinguish	
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PO - CO Matrix (UG NEP 2020)								
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
DS 1		✓		✓	✓			
DS 2		✓		✓	✓			


 P. Vedarupapriya
 Principal
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DEPARTMENT OF EDUCATION	
Programme Specific Outcomes (PSO)	
PSO 1	Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education; to be acquainted with the different Indian and Western Philosophical thoughts; to be able to inculcate values enshrined in Indian Constitution
PSO 2	To be able to explain different forms of and functions of education
PSO 3	Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system. Students should be able to know the neuro-physiological perspectives; to be acquainted with different theories of Intelligence and Creativity; to be aware of different patterns of human development
PSO 4	To understand the relation between Sociology and Education, nature and scope of Educational Sociology;
PSO 5	To be able to explain the concept of Social Groups and Socialisation; to enable the students to understand the concept of Social Change and Social Interaction in Education
PSO 6	To understand different perspectives of the Science of Teaching
PSO 7	To be able to learn to apply pedagogical implications
PSO 8	To have knowledge about the development of Education under East India Company
PSO 9	To be able to explain the development of Education from 1854-1947
PSO 10	To know the development of Education from 1947 to 2009 through various commissions, Missions, Education Act
PSO 11	To have an in-depth knowledge about some traditional issues like language problems, problems of Vocational and Technical education
PSO 12	To be aware of different social issues like backward classes, adult and non-formal education
PSO 13	To be able to understand problems of equalisation of educational opportunities and National Curriculum Framework
PSO 14	To develop a basic understanding of Educational Management, its types and needs
PSO 15	To get an idea about Supervision and Management
PSO 16	To orient students with the concepts of Total Quality Management and Management Information System
PSO 17	To acquaint the students with specific agencies as MHRD, UGC, NCERT, SCERT, WBSCH
PSO 18	Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction.

	They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.
PSO 19	Learners develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.
PSO 20	To know the basic concept of guidance; to know the basic concept of counselling; to be aware of some mental disorders and how to cope with different situations
PSO 21	To be informed about instructional technology; to understand and have basic knowledge about computer and its components; to learn basic DTP operations; to learn basic Excel Operation; to learn how to make power-point file/slide presentation
PSO 22	Students develop an understanding about concept, nature, types and major approaches of curriculum, the relation among curriculum, pedagogy and assessment, understanding about curriculum development and national curriculum framework, 2005, get acquainted with content selection and selected theories in this regard and develop an understanding of evaluation & reform of curriculum.
PSO 23	To be able to know the development of special education in India; to understand & comprehend the concept nature and characteristics of special education. Students understand the meaning of Inclusion and exclusion, types of exclusion and their causes and how to bring about inclusion in different spheres.
PSO 24	Develop consciousness about gender, society and teacher education
PSO 25	The learners develop an excellent communication skill, life skill education, peace and value education.
PSO 26	To have the basic concept of ecosystem and role of education; to know the meaning, components of environmental education; to understand the causes of various pollutions and the way out; to know some environmental movements

DEPARTMENT OF EDUCATION	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
CC1: EDCACOR01T Educational Philosophy	Have clear idea about the meaning, nature. scope of modern education; to explain the different forms and functions of education; to be acquainted with the different Indian and Western Philosophical thoughts; to be able to inculcate values enshrined in Indian Constitution
CC2: EDCACOR02T Educational Psychology:	Understand the meaning of Educational Psychology and be acquainted with its different aspects; to know the neuro-physiological perspectives; to be acquainted with different theories of Intelligence and Creativity; to be aware of different patterns of human development
CC3: EDCACOR03T Educational sociology:	Understand the relation between Sociology and Education, nature and scope of Educational Sociology; to explain the concept of Social Groups

	and Socialisation; to enable the students to understand the concept of Social Change and Social Interaction in Education
CC4: EDCACOR04T Pedagogy:	Understand different perspectives of the Science of Teaching; to be able to learn to apply pedagogical implications
CC5: EDCACOR05T Education in Pre- Independence India:	To have knowledge about the development of Education under East India Company; to be able to explain the development of Education from 1854-1947
CC6: EDCACOR06T Education in post- Independence India:	To know the development of Education from 1947 to 2009 through various commissions, Missions, Education Act
CC7T and CC7P: EDCACOR07T and EDCACOR07P Contemporary Issues and Field Tour and Report Writing:	To have an in-depth knowledge about some traditional issues like language problems, problems of Vocational and Technical education; to be aware of different social issues like backward classes, adult and non-formal education; to be able to understand problems of equalisation of educational opportunities and National Curriculum Framework
CC8: EDCACOR08T Educational Management:	To develop a basic understanding of Educational Management, its types and needs; to get an idea about Supervision and Management; to orient students with the concepts of Total Quality Management and Management Information System; to acquaint the students with specific agencies as MHRD, UGC, NCERT, SCERT, WBSCH; to have a clear idea about Planning and Management in Educational Institutions
CC9: EDCACOR09T Basics of Educational Research and Evaluation:	Learn about preliminary concepts on Research Methodology like nature, need and types of educational research; be aware about the types of sampling; to understand the meaning, nature and types of Research Hypothesis
CC10T and CC10P: EDCACOR10T and EDCACOR10P Statistics in Education & Statistics Practical:	To develop the concept of Statistics and to nurture skill in analysing descriptive measures; to be acquainted with the concept of Normal Probability Curve and its uses in Education; to be able to draw frequency polygon, ogive; learn to write report on statistics practical
CC11: EDCACOR11T Guidance & Counselling:	To know the basic concept of guidance; to know the basic concept of counselling; to be aware of some mental disorders and how to cope with different situations
CC12T and CC12P: EDCACOR12T and EDCACOR12P Educational Technology and Basic ICT:	To be informed about instructional technology; to understand and have basic knowledge about computer and its components; to learn basic DTP operations; to learn basic Excel Operation; to learn how to make power-point file/slide presentation
CC13: EDCACOR13T Curriculum Studies:	To know about the types and basic sources of curriculum; to have knowledge about the need to form aims and objectives of curriculum; to comprehend about CBCS model; to be aware of some approaches and models of curriculum evaluation
CC14: EDCACOR14T Special education:	To know the development of special education in India; to understand & comprehend the concept nature and characteristics of special education
DSE1: EDCADSE01T Women Education	Students will be able to know about the role of women in Education; Students will be made aware of Women Rights as enshrined in the Constitution and Law

DSE2: EDCADSE02T Teacher Education:	To know about the development of teacher education in pre independent and post independent India; to make a clear concept of an ideal teacher; to have the knowledge of some modern methodology of teaching
DSE3: EDCADSE03T Life-skill education:	To understand the meaning and characteristics of life skill; to know the role of institutes, parents, teachers, government and NGOs in imparting life skill education; to make aware about Domestic Violence Act and POCSO
DSE4: EDCADSE04T Value Education	Students will be able to understand values from different perspectives; They will be aware about value crisis in the present societal setting
DSE5: EDCADSE05T Peace education:	To know the concept and importance of peace education; to become familiar with the barriers of peace education; to understand the role of education to maintain peace
DSE6: EDCADSE06T Environmental Education:	To have the basic concept of ecosystem and role of education; to know the meaning, components of environmental education; to understand the causes of various pollutions and the way out; to know some environmental movements

CO-PSO Mapping			
	COs	Bloom's Taxonomy	PSOs mapping
CO-CC1	Understand the meaning, nature, scope of modern education; analyse the different forms and functions of education; interpret different Indian and Western Philosophical thoughts; identify & inculcate values enshrined in Indian Constitution	Understand, analyse, interpret, identify	1,2
CO-CC2	Understand the meaning of Educational Psychology and know about its different aspects; to know the neuro-physiological perspectives; assess different theories of Intelligence and Creativity; summarise different patterns of human development	Understand, know, assess, summarise	3
CO-CC3	Understand the relation between Sociology and Education, nature and scope of Educational Sociology; explain the concept of Social Groups and Socialisation; to be able to compare & relate to the concept of Social Change and Social Interaction in Education	Understand, Explain, compare, relate	4,5
CO-CC4	Understand different perspectives of the Science of Teaching; to be able to apply & explain pedagogical implications	Understand, apply, explain	6,7
CO-CC5	To know about the development of Education under East India Company; to	Know, explain	8,9

	be able to explain the development of Education from 1854-1947		
CO-CC6	To know&document the development of Education from 1947 to 2009 through various commissions, Missions, Education Act	Know, document	10,11,
CO-CC7	To know&identify about some traditional issues like language problems, problems of Vocational and Technical education; to be able to analyse different social issues like backward classes, adult and non-formal education; to critique about problems of equalisation of educational opportunities and National Curriculum Framework	Know, identify, analyse, critique	12,13
CO-CC8	To understand about Educational Management, its types and needs; To review about Supervision and Management; to characterise about concepts of Total Quality Management and Management Information System; to be able to elaborate about specific agencies as MHRD, UGC, NCERT, SCERT, WBSCHE	Understand, review, characterise, elaborate	14,15,16,17
CO-CC9	Learn to distinguish among preliminary concepts on Research Methodology like nature, need and types of educational research; classify & describe different types of sampling; to understand & formulate different types of Research Hypothesis	Distinguish, classify, describe, understand, formulate	18
CO-CC10	To be able to develop the concept of Statistics and to analyse descriptive measures; to be able to describe the concept of Normal Probability Curve and its uses in Education; to be able to plot frequency polygon, ogive; learn to write report on statistics practical	Develop, analyse, describe, plot, write	19
CO-CC11	To know the basic concept of guidance; to understand the basic concept of counselling; to be able to elaborate some mental disorders and appraise on how to cope with different situations	Know, understand, elaborate, appraise	20

CO-CC12	Study about instructional technology; understand and apply knowledge about computer and its components; identify & interpret basic DTP operations; to learn basic Excel Operation; to prepare power-point file/slide presentation	Study, understand, apply, identify, interpret, prepare	21
CO-DSE2	To be able to describe about the development of teacher education in pre independent and post independent India; to be able to characterise an ideal teacher; to review about some modern methodology of teaching	Describe, characterise, review	23
CO-DSE3	To understand the meaning and characteristics of life skill; to be able to evaluate the role of institutes, parents, teachers, government and NGOs in imparting life skill education; appraise about Domestic Violence Act and POCSO	Understand, evaluate, appraise	24
CO-CC13	To recognise about the types and basic sources of curriculum; to be able to explain about the need to form aims and objectives of curriculum; to evaluate about CBCS model; to be able to describe & discriminate some approaches and models of curriculum evaluation	Recognise, study, explain, evaluate, describe, discriminate	22
CO-CC14	To be able to elaborate about the development of special education in India; to corelate the concept & nature of special education	Elaborate, corelate	23
CODSE5	To enumerate the concept and importance of peace education; to explain the barriers of peace education; to be able to generalise the role of education to maintain peace	Enumerate, explain, generalise	25
CODSE6	Detailing about the concept of ecosystem and role of education; to be able to classify the components of environmental education; categorise the causes of various pollutions and the way out; summarise some environmental movements	Detail, classify, categorise, summarise	26

PO - CO MATRIX (UG CBCS HONS)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1	✓				✓			
CC2	✓		✓		✓			
CC3	✓	✓			✓	✓	✓	
CC4	✓		✓					✓
CC5	✓	✓		✓	✓			
CC6	✓	✓		✓	✓			
CC7	✓	✓	✓		✓	✓	✓	✓
CC8	✓				✓		✓	✓
CC9	✓	✓	✓		✓	✓	✓	✓
CC10	✓		✓				✓	✓
CC11	✓	✓	✓		✓		✓	✓
CC12	✓		✓		✓	✓	✓	✓
CC13	✓		✓		✓		✓	✓
CC14	✓	✓			✓	✓	✓	✓
DSE2	✓	✓			✓	✓	✓	✓
DSE3	✓	✓		✓	✓	✓	✓	✓
DSE5	✓	✓		✓	✓	✓		
DSE6	✓	✓	✓		✓	✓	✓	

DEPARTMENT OF EDUCATION	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS1: EDUDSC101T Educational Philosophy:	Have clear idea about meaning, nature. scope of modern education; to explain the different forms and functions of education; to be acquainted with the different Indian and Western Philosophical thoughts; to be able to inculcate values enshrined in Indian Constitution
DS2: EDUDSC202T Educational Psychology:	To understand the meaning of Educational Psychology and be acquainted with its different aspects; to know the neuro-physiological perspectives; to be acquainted with different theories of Intelligence and Creativity; to be aware of different patterns of human development

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-DS 1	Elaborate about the meaning, nature. scope of modern education; to explain the different forms and functions of education; to be able to analyse different Indian and Western Philosophical thoughts; to be able to interpret values enshrined in Indian Constitution	Elaborate, analyse, interpret	1,2
CO-DS 2	Study about Educational Psychology and be able to demonstrate its different aspects; identify the	Study, demonstrate,	3

	neuro-physiological perspectives; summarise about different theories of Intelligence and Creativity; explore about different patterns of human development	identify, summarise, explore	
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PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS1	✓	✓		✓	✓			
DS2	✓	✓	✓	✓		✓		


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DEPARTMENT OF ENGLISH	
Programme Specific Outcomes (PSO)	
After completion of this specific programme, students would be able-	
PSO 1	To acquire Disciplinary Knowledge
PSO 2	To build Critical Thinking
PSO 3	To enhance Critical Appreciation
PSO 4	To gather knowledge in Theory Appreciation
PSO 5	To develop Research Skills
PSO 6	To develop Presentation Skills
PSO 7	To help build and Develop Empathy
PSO 8	To build Societal Awareness
PSO 9	To develop Analytical Power through Close Textual Reading
PSO 10	To develop Language Proficiency
PSO 11	To build the skills of Academic Writing
PSO 12	To bring in Interdisciplinary Perspectives

DEPARTMENT OF ENGLISH	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC 1 ENGACOR01T Indian Classical Literature	The core course familiarizes students with the ancient classics from the Indian subcontinent and is a foundational course that bears reference to the later core courses. CC1 offers students critical readings of selected texts from ancient Indian literature along with their socio-cultural contexts. Simultaneously, students are also acquainted with classical literary theories for a more precise appreciation of the aesthetics of the ancient texts.
CC 2 ENGACOR02T European Classical Literature	The course acquaints students with the ancient classics from Europe and is a foundational course that bears reference to the later core courses. It includes ancient European epics, narrative poems and dramas that are seen as important origins and influences for later European literatures. The learners get detailed insights into Platonic and Aristotelian theories that are considered fundamental for any student of Western literature.
CC 3 ENGACOR03T Indian writing in English	The course offers an in-depth knowledge about the socio-cultural history of colonial and postcolonial India through a selection of texts by Indians writing in English. Indians writing in English constitute a significant and thriving branch of English literature. Beginning with early writers like Derozio and Dutt and going on to current and modern ones like Bond and Rushdie, the course straddles a range of genres like poetry, fiction and drama in Indian English.

<p>CC 4 ENGACOR04T-</p> <p>British Poetry & Drama (14TH-17TH C)</p>	<p>The course spans British Poetry and Drama from 14th to 17th century. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.</p>
<p>CC5 ENGACOR05T</p> <p>American Literature</p>	<p>Students get acquainted with the American dream, social realism, folklore, politics of race, gender and colour through a variety of texts including American poetry, fiction and drama. Through this course, they are initiated in a subsidiary branch of English literature.</p>
<p>CC6 ENGACOR06T</p> <p>Popular Literature</p>	<p>This unique course brings together texts and contexts outside the so-called canonical boundaries and invites the students to engage with a critical understanding of the contexts of popular or entertaining literature through readings of genres like comic books, crime fiction, fantasy and child-centric literature.</p>
<p>CC 7 ENGACOR07T</p> <p>British Poetry and Drama (17th -18th C)</p>	<p>The course covers British Poetry and Drama from 17th to 18th century. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.</p>
<p>CC 8 ENGACOR08T</p> <p>British Literature (18th C)</p>	<p>The course envelops British Literature of the 18th century. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.</p>
<p>CC 9 ENGACOR09T</p> <p>British Romantic Literature</p>	<p>The course focuses on British Romantic Literature. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.</p>
<p>CC 10 ENGACOR10T</p> <p>19th C British Literature</p>	<p>The course spotlights 19th C British Literature. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.</p>
<p>CC 11 ENGACOR11T</p>	<p>In this course studying seminal women-centric texts authored by women writers across ages and geographies, help to ground the students not only in comprehending of the politics of gender but also</p>

Women's Writing	instils a knowledge of feminist perspectives and the possibilities of resistance and negotiations through literature. Through this paper, the students get an idea of the multivalent aspects of Feminism, a theoretical area closely allied with literature and criticism.
CC 12 ENGACOR12T Early 20th C British Literature	This paper deals with early 20th century British Literature. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.
CC 13 ENGACOR13T Modern European Drama	The course examines plays of key European playwrights from the 19th through 21st centuries, namely Ibsen, Brecht, Beckett, and Ionesco. A brief history of European theatre in the specified timeframe is also studied to initiate students to the socio-cultural background that shaped the dramatic works. The course allows the students to identify and critically analyze the key critical concepts and practices of modern European drama – from Realism to Epic theatre, from Problem plays to the Theatre of the Absurd.
CC 14 ENGACOR14T Postcolonial Literature	The course deals with literatures from previously colonized spaces like the Caribbean countries and Latin America, Africa, India and Australia. Through representative texts this course familiarizes students with aspects of decolonization – hegemony, hybrid identities, postcolonial cultures and globalization. Going through the colonial histories and postcolonial texts from varied regions, the students also get an idea of the interconnections and commonality of the socio-culturally diverse writings.
DSE1: ENGADSE01T Old English Literature, Philology and Rhetoric and Prosody	This paper focuses on Old English or Anglo Saxon history and literature, a brief section on the history of language and rhetoric and prosody. This course helps provide a base for history of origins and developments of English language and literature along with knowledge of rhetorical devices and metrical scansion.
DSE2: ENGADSE02T Literary Types and Terms	The course concerns literary types and terms. The students are acquainted with the history, development and generic characteristics of Tragedy, Comedy and Novel along with frequently used literary terms. This course provides a solid foundation for appreciating a text within its generic tradition.
DSE4: ENGADSE04T Literary Criticism	This paper concentrates on literary criticism and theory. Students gain a comprehensive understanding of major literary theories and their key proponents, concepts, and methodologies. They develop the ability to critically analyze literary texts through various theoretical lenses, like Marxism, Structuralism, Post-Structuralism, Feminism and Postcolonialism. This will enable students to apply appropriate literary theories to diverse texts, demonstrating how theoretical perspectives can illuminate different aspects of literature. Students will enhance their research skills, refine their academic writing abilities, cultivate critical thinking skills, and recognise the interdisciplinary nature of literary theory.
DSE5: ENGADSE05T	The course introduces a momentous and painful episode in the history of India – the partition of the nation, through the literature that mourns

Partition Literature	the loss and records the trauma, dislocation and death of masses amidst fury, fear, violence and anarchy. The assigned texts address the pre-partition map of the undivided colonized nation as well as the horror and violence of partition as experienced on the personal front. The course presents several concerns related to the moment and its aftermath – mass-migration, loss of identity, trauma, ideas of home and exile, memoirs and memories as alternative histories – that combine to help students understand the painful and bloody chapter in Indian history from several perspectives.
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CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	The core course familiarizes students with the ancient classics from the Indian subcontinent and is a foundational course that bears reference to the later core courses. CC1 offers students critical readings of selected texts from ancient Indian literature along with their socio-cultural contexts. Simultaneously, students are also acquainted with classical literary theories for a more precise appreciation of the aesthetics of the ancient texts.	trace, associate, interpret	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC2	The course acquaints students with the ancient classics from Europe and is a foundational course that bears reference to the later core courses. It includes ancient European epics, narrative poems and dramas that are seen as important origins and influences for later European literatures. The learners get detailed insights into Platonic and Aristotelian theories that are considered fundamental for any student of Western literature.	initiate, establish, connect, prepare	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC3	The course offers an in-depth knowledge about the socio-cultural history of colonial and postcolonial India through a selection of texts by Indians writing in English. Indians writing in English constitute a significant and thriving branch of English literature. Beginning with early writers like Derozio and Dutt and going on to current and modern ones like Bond and Rushdie,	recognize, assess, evaluate	1,2, 3, 5,6,7, 8,9,10,11,12

	the course straddles a range of genres like poetry, fiction and drama in Indian English.		
CO-CC4	The course spans British Poetry and Drama from 14th to 17th century. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.	outline, distinguish, discuss, develop, detail, enable	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC5	Students get acquainted with the American dream, social realism, folklore, politics of race, gender and colour through a variety of texts including American poetry, fiction and drama. Through this course, they are initiated in a subsidiary branch of English literature.	Identify, explore, elaborate	1,2, 3, 4,5,7, 8,9,10,11,12
CO-CC6	This unique course brings together texts and contexts outside the so-called canonical boundaries and invites the students to engage with a critical understanding of the contexts of popular or entertaining literature through readings of genres like comic books, crime fiction, fantasy and child-centric literature.	Classify, interact, interpret, integrate	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC7	The course covers British Poetry and Drama from 17th to 18th century. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.	Outline, distinguish, discuss, develop, detail, enable	1,2, 3, 5,6,7, 8,9,10,11,12

CO-CC8	The course envelops British Literature of the 18th century. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.	Outline, distinguish, discuss, develop, detail, enable	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC9	The course focuses on British Romantic Literature. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.	Outline, distinguish, discuss, develop, detail, enable	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC10	The course spotlights 19th C British Literature. The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.	Outline, distinguish, discuss, develop, detail, enable	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC11	In this course studying seminal women-centric texts authored by women writers across ages and geographies, help to ground the students not only in comprehending of the politics of gender but also instils a knowledge of feminist perspectives and the possibilities of resistance and negotiations through	Study, review, dissect, question, facilitate, develop philosophy	1,2, 3, 4,5,7, 8,9,10,11,12

	literature. Through this paper, the students get an idea of the multivalent aspects of Feminism, a theoretical area closely allied with literature and criticism.		
CO-CC12	This paper deals with early 20th century British Literature The texts along with the respective background-studies provide students with a strong idea about the literary periods and the contemporary social changes affecting the literary characteristics of the corresponding eras. They also develop a detailed critical understanding of the texts and authors in the syllabus. This helps students to have an over-arching as well as a meticulously detailed understanding and appreciation of British canonical literature.	Outline, distinguish, discuss, develop, detail, enable	1,2, 3, 5,6,7, 8,9,10,11,12
CO-CC13	The course examines plays of key European playwrights from the 19th through 21st centuries, namely Ibsen, Brecht, Beckett, and Ionesco. A brief history of European theatre in the specified timeframe is also studied to initiate students to the socio-cultural background that shaped the dramatic works. The course allows the students to identify and critically analyze the key critical concepts and practices of modern European drama – from Realism to Epic theatre, from Problem plays to the Theatre of the Absurd.	Characterize, explore, evaluate	1,2, 3, 4,5,7, 8,9,10,11,12
CO-CC14	The course deals with literatures from previously colonized spaces like the Caribbean countries and Latin America, Africa, India and Australia. Through representative texts this course familiarizes students with aspects of decolonization – hegemony, hybrid identities, postcolonial cultures and globalization. Going through the colonial histories and postcolonial texts from varied regions, the students also get an idea of the interconnections and commonality of the socio-culturally diverse writings.	Examine, question, critique, interpret, reconstruct/dismantle, develop philosophy	1,2, 3, 4,5,7, 8,9,10,11,12
CO-DSE01	This paper focuses on Old English or Anglo Saxon history and literature, a brief section on the history of language and rhetoric and	locate, distinguish, identify, cultivate	1, 5, 6, 10, 11, 12

	prosody. This course helps provide a base for history of origins and developments of English language and literature along with knowledge of rhetorical devices and metrical scansion.		
CO-DSE02	The course concerns literary types and terms. The students are acquainted with the history, development and generic characteristics of Tragedy, Comedy and Novel along with frequently used literary terms. This course provides a solid foundation for appreciating a text within its generic tradition.	Define, appraise, contrast, assess	1, 5, 6, 10, 11, 12
CO-DSE04	This paper concentrates on literary criticism and theory. Students gain a comprehensive understanding of major literary theories and their key proponents, concepts, and methodologies. They develop the ability to critically analyze literary texts through various theoretical lenses, like Marxism, Structuralism, Post-Structuralism, Feminism and Postcolonialism. This will enable students to apply appropriate literary theories to diverse texts, demonstrating how theoretical perspectives can illuminate different aspects of literature. Students will enhance their research skills, refine their academic writing abilities, cultivate critical thinking skills, and recognise the interdisciplinary nature of literary theory.	Facilitate, develop, enable, enhance, employ	1, 2, 3, 4, 5, 8, 10, 11, 12
CO-DSE05	The course introduces a momentous and painful episode in the history of India – the partition of the nation, through the literature that mourns the loss and records the trauma, dislocation and death of masses amidst fury, fear, violence and anarchy. The assigned texts address the pre-partition map of the undivided colonized nation as well as the horror and violence of partition as experienced on the personal front. The course presents several concerns related to the moment and its aftermath – mass-migration, loss of identity, trauma, ideas of home and exile, memoirs and memories as alternative histories – that combine to help students	Identify, illustrate/document/portray, explore, weigh alternatives, judge problems/issues,	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12

	understand the painful and bloody chapter in Indian history from several perspectives.		
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PO - CO MATRIX (UG CBCS HONS)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1	✓		✓		✓		✓	
CC2	✓		✓		✓		✓	
CC3	✓	✓			✓		✓	
CC4	✓				✓		✓	
CC5	✓		✓	✓	✓		✓	
CC6	✓	✓	✓	✓	✓		✓	
CC7	✓	✓			✓		✓	
CC8	✓	✓	✓		✓		✓	
CC9	✓	✓	✓	✓	✓		✓	
CC10	✓	✓	✓		✓		✓	
CC11	✓	✓	✓		✓		✓	
CC12	✓	✓	✓		✓		✓	
CC13	✓	✓	✓	✓	✓		✓	
CC14	✓	✓	✓	✓	✓	✓	✓	
DSE1	✓		✓				✓	
DSE2	✓		✓		✓		✓	
DSE4	✓	✓	✓	✓	✓	✓	✓	
DSE5	✓	✓	✓	✓	✓	✓	✓	

DEPARTMENT OF ENGLISH	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS 1 ENGDSC101T History of English Literature	The course provides a chronological outline of the periods in the history of English literature in Britain. The history and social context of each period along with the philosophical discourses and literary characteristics of the respective periods (starting from the Middle English period to Postmodern period) create a foundation for further studies in literature.
DS 2 ENGDSC202T History of English Language & Literary Terms	The history of English language provides students with an understanding of the evolution and growth of the language from the Anglo-Saxon period to the contemporary times. The paper also initiates the study of distinctive literary genre like Tragedy, Comedy, Poetry and Novel along with the fundamental concepts of each genre. This will enable students to engage critically with the literary texts in the later semesters.

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CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO- DS1	The course provides a chronological outline of the periods in the history of English literature in Britain. The history and social context of each period along with the philosophical discourses and literary characteristics of the respective periods (starting from the Middle English period to Postmodern period) create a foundation for further studies in literature.	Identify, picture graphically, tabulate, correspond, characterize, summarize, integrate	1, 5,6, 10,11,12
CO- DS2	The history of English language provides students with an understanding of the evolution and growth of the language from the Anglo-Saxon period to the contemporary times. The paper also initiates the study of distinctive literary genre like Tragedy, Comedy, Poetry and Novel along with the fundamental concepts of each genre. This will enable students to engage critically with the literary texts in the later semesters.	locate, identify, cultivate distinguish, classify	1, 5,6, 10,11,12

PO - CO Matrix (UG NEP 2020)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS 1	✓		✓			✓	✓	
DS 2		✓	✓			✓	✓	

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DEPARTMENT OF HISTORY	
Programme Specific Outcomes (PSO)	
PSO 1	Realise the importance of interdisciplinary approach to the study of history by drawing references from literature, politics, sociology and geography.
PSO 2	Learn to treat history as the struggle for existence of the common people, the impact that the so-called life changing events had on social, cultural and economic lives of the people.
PSO 3	Understand and appreciate the “historians’ craft” through reading and differentiating between primary and secondary sources and through macro and micro studies of regional developments
PSO 4	Develop better perspectives on society economy, polity culture, gender and environment from a non-Eurocentric lens. Realization of history not as a finished product but as a process
PSO 5	This will provide them with tools of analysis and enhance their competitive skills in their journey towards higher studies, research and other career options: teaching, curatorship, or archaeologist, travel and tourism or in administrative services.

DEPARTMENT OF HISTORY	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC1: HISACOR01T History of India-I (From Earliest Times to c.300 BCE)	<ul style="list-style-type: none"> Critically review the sources, and their significance in knowing the historical antiquity and chronology of ancient India. Classify the life of prehistoric peoples of the Neolithic and Chalcolithic ages; Differentiate between the urban civilisation of the Indus Valley culture and the subsequent Vedic and post-Vedic civilisations down to c. 300 BCE. Explore the emergence of the Sangam literature and identify the distinct cultural patterns of the people in south India.

<p>CC2: HISACOR02T</p> <p>Social Formations and the Cultural Patterns of the Ancient World</p>	<ul style="list-style-type: none"> emphasises the study of human evolution from pre-historic hunter-gatherers through phases like Palaeolithic, Mesolithic to the Neolithic cultures. Examine and contrast the different theories regarding the evolution of mankind especially the debates on the advent of Iron Age. Distinguish and categorize the different forms of stratified society through investigating the formation and dynamics of <i>polis</i> and societies dominated by patriarchy and temples. The study of the ancient world of Mesopotamia and Greece: interpreting their socio-economic patterns and specificities
<p>CC3: HISACOR03T</p> <p>History of India- II (From c.300BCE – 750CE)</p>	<ul style="list-style-type: none"> Interpreting the formation of a centralised state under the Mauryas, analysing the importance of Ashokan political ideology of <i>dhamma</i>. Discussing the emergence of the Guptas and their decline. Evaluating the “Golden Age”. Assessing the emergence of Agrahara system and the notion of Indian feudalism
<p>CC4: HISACOR04T</p> <p>Social Formations & the Cultural Patterns of the Medieval World</p>	<ul style="list-style-type: none"> Reviewing the different nuances of classical Rome from earliest period through Republic to Empire and examining its fall related to the defeat of territories and consequent loss of slaves. Examining the dynamics of transition from SlavemodetoFeudalmodeofproduction. Assessing the social hierarchy dominated by male slave owning Patricians Analysing the feudal economy and its crises; rise of Papacy, urbanisation, trade, cities and Universities till the Crusades. Exploring the emergence of Islam Caliphate state and Abbasid political and cultural developments. Studying the distinctiveness of the Islamic culture, society and political developments and differentiate them from the other early medieval political-economic-social formations,
<p>CC5: HISACOR05T</p> <p>History of India -III (750 CE-1206 CE)</p>	<ul style="list-style-type: none"> Assessing the idea of early medieval period; agrarian structure; social order; trade and urbanisation. Exploring the debates on “Indian Feudalism” Classifying and differentiating the political structures of the Rajputs, Cholas. Discussing the Tripartite Struggle and explaining the legitimization of kingship. Identifying the factors behind coming the Arabs and the Sultans from Ghazni and Ghore and explaining their impact on the

	political scenario of India. Reviewing the emergence of regional styles in art and architecture, religion and literature
CC6: HISACOR06T Rise of the Modern West- I	<ul style="list-style-type: none"> • This Course describes in details, the processes and debates on transition from feudalism to capitalism impacting economy, society, political formations and cultural. • Assess the different debates regarding the economic aspect of how Early Modern Europe was transformed, and classify the contrast in society during the transition from feudalism to capitalism. • Project the 16th Century issues of agricultural transition leading to new phenomena as Enclosure, Price Revolution. • Identify the concept of individualism and illustrate the characteristics of Renaissance and Reformation. • Determine the nature of the evolution of the modern European state formations • Evaluate the significance of geographical discoveries in bringing about the transition in society
CC7: HISACOR07T History of India IV (1206 CE– 1526 CE)	<ul style="list-style-type: none"> • A crucial course for the study of the Delhi Sultanate, its political structure, society and economy. • Investigate the paradigm shift from earlier central Asian invasions for plunder to the establishment of a new socio-political structure • Differentiate the features of the Ghoriid and Ghaznavid empires. • Characterise the Third Urbanization and new technologies of production. • Acquiring a wide knowledge of syncretic movements, and extrapolate ideologies and social mobilisations by breaking down of the caste system while retaining slavery as a new social hierarchy
CC 8: HISACOR08T Rise of the Modern West-II	<ul style="list-style-type: none"> • Detail the intricacies in the process of socio-economic change brought about in Transition Europe • Interpret the essential aspects of English Revolution, Scientific Revolution • Explain in detail the process of the American Revolution and examine the ideology behind it • Analyse Lockean political thought and interpret the concept of modern liberal nation state and citizenship.
CC 9: HISACOR09T	<ul style="list-style-type: none"> • Picture graphically the establishment and significance of the Mughal rule, its decline, and the coming of the British and battle of Plassey form the thrust of the paper.

<p>History of India-V (1526 CE-1757 CE)</p>	<ul style="list-style-type: none"> • Investigate the reasons behind Mughal success and how they led to socio-political, cultural and economic changes. • Illustrate the improvisation made by Akbar in the current revenue systems and evaluate the <i>mansabdari</i> and <i>jagirdari</i> systems. • Elaborate upon Akbar's <i>Din-i-Ilahi</i> as a religious, political and social strategy. • Generate an understanding of Mughal court politics, <i>jagirdari</i> crisis and contrast them with the early colonial intrusions in India with special reference to Bengal.
<p>CC10: HISACOR10T</p> <p>History of India-VI (1757 CE-1857 CE)</p>	<ul style="list-style-type: none"> • Generate an understanding of the ideological defence of the British rule in India, and analyse its constitutional, socio-economic, cultural reforms and resistance movements till the outbreak of the Revolt 1857. • Review and reinterpret Mughal decline and relate it to the fall of major empires in the world. • Interpret the 18th century history and point out the transition of India to the modern period with the coming of the European powers • Appraise the significance of the peasant rebellions leading up to the 1857 uprising, and determine its causes and aftermath. • Develop an understanding of colonial economy and ascertain the growth of nationalism. • Study socio-religious reform movements in the 19th century and correlate them as a conflict between prevalent Brahminical/indigenous ideologies and colonial patriarchy and communalism
<p>CC 11: HISACOR11T</p> <p>History of Modern Europe (1789 CE– 1919 CE)</p>	<ul style="list-style-type: none"> • Explore the complex forces come together in the making of revolutions, • Summarise how democratic institutions and egalitarian ideologies of modern times were shaped in a particular revolutionary context, • Contrast forces of conservatism against any revolutionary change • Review how revolutions themselves can give rise to semi-conservative capitalist modernising forces like Bonapartism • Examine how the World after the French revolution was motivated by the ideology of nationalism, beginning with Germany and Italy. • Formulate an idea about the varied concepts of imperialism, militarism and trace how it led to the first global war • Demonstrate the impact of First World War and classify the social and economic changes that took place in Europe in the 19th and 20th centuries
<p>CC12: HISACOR12T</p> <p>History of India VII (1858 CE-1947CE)</p>	<ul style="list-style-type: none"> • Evaluate the main currents of anti-colonial struggles against British imperialism, criticise the rise of separatism and fundamentalism leading to Indian Independence in 1947 and Partition.

	<ul style="list-style-type: none"> • Explore the long and complex historiography of Indian nationalism • Critique the notion of colonialism • Assess the background to partition and examine the roles of the Indian National Congress, Hindu Mahasabha and Muslim League. • Summarise the growth mature colonialism and correspond its impact on the socio-economic conditions of the people. • Discuss communal politics, rate the imperialist policy of “divide and rule” and expose how it broke the unity of India in the freedom struggle.
CC 13: HISACOR13T History of India VIII (India Since 1947 CE)	<ul style="list-style-type: none"> • Examine post-independence India as a distinct historical unit • Review the challenges faced immediately upon independence and incorporate within the same, national integration, social justice, mass migration and rehabilitation • Observe the problems of communalism, communal riots and contrast with it the establishment of a secular polity • Describe the foundation and functioning of a democratic system, characterise multiparty politics and a partially federal structure. • Reinterpret the gender question, examine role of science and education in social modernisation. • Specify economic challenges and planning. • Criticise the role and vision of Jawaharlal Nehru and B. R. Ambedkar.
CC 14: HISACOR14T Trends in World Politics (1919CE-2001 CE)	<ul style="list-style-type: none"> • Examine European history in the period between World War I and World War II and corelate the contest of communist revolution, contrast it with the rise of fascism • Investigate the Great Depression • Articulate the theories of the Cold War and assess the struggle between two ideologically varying camps vying for the domination of the world • Discuss the emergence of the Third World and corelate the movements related to the same • Characterise the Unipolar World; explain the disintegration of the Soviet Bloc and of the USSR • Outline the features of Globalisation and show its impact on world politics • Assess the significance of terrorism as a world phenomenon in the modern world
DSE 1: HISADSE01T Aspects of the History of Modern South East Asia I	<ul style="list-style-type: none"> • Enumerate what constitutes South East Asia • Explain polity, economy, society and culture in the different nations of South East Asia and contrast them in the respective pre- colonial and colonial setup. • Determine why South East is an important area of historical inquiry • Ascertain the nature of colonialism and identify the rise of nationalism in the different South East Asian nations

	<ul style="list-style-type: none"> Trace origins of different national liberation movements
DSE-2: HISADSE02T Aspects of the History of Modern South East Asia II	<ul style="list-style-type: none"> Examine the impact of the colonialism on the society, economy and polity of twentieth century South East Asia Diagnose the different resistance movements against colonialism Discuss the emergence of independent nation states Interpolate decolonisation, Cold War politics and discuss the regional cooperation initiatives with reference ASA, ASEAN, and NAM
DSE 4: HISADSE04T History of Modern East Asia I (1839 CE-1919 CE)	<ul style="list-style-type: none"> Summarise the history of China and Japan between 1839-1919 with special reference to the debate on the coming of modernity Discuss peasant rebellions in China and analyse their aims and impact Define the rise of political parties and interpret their ideologies Illustrate the Meiji Revolution and Restoration of Imperial Rule and distinguish them from the Chinese imperial model Analyse Japanese modernisation and expansionism, evaluate the Sino-Japanese War and the Russo-Japanese War; and indicate the significance of Japanese participation in World War I.
DSE 5: HISADSE05T History of Modern East Asia II (1919 CE-1939 CE)	<ul style="list-style-type: none"> Indicate the difficulties of Republican China and Sun Yat Sen's bid for a fresh revolution Appraise cultural radicalism and the May 4 Movement Sketch the emergence of Communism and discuss the collaboration and conflict between Communism and Nationalism in the success of the CCP Review the political, economic and social modernisation in Japan Outline the growth of industrialisation in the state in Japan. Summarise the relationship between Japanese militarism and imperialism

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	<ul style="list-style-type: none"> Critically review the sources, and their significance in knowing the historical antiquity and chronology of ancient India. Classify the life of prehistoric peoples of the Neolithic and Chalcolithic ages; Differentiate between the urban civilisation of the Indus Valley culture and the subsequent Vedic and post-Vedic civilisations down to c. 300 BCE. 	Review, classify, differentiate, explore, identify.	1, 3, 4,5

	<ul style="list-style-type: none"> • Explore the emergence of the Sangam literature and identify the distinct cultural patterns of the people in south India. 		
CO-CC2	<ul style="list-style-type: none"> • emphasises the study of human evolution from pre-historic hunter-gatherers through phases like Palaeolithic, Mesolithic to the Neolithic cultures. • Examine and contrast the different theories regarding the evolution of mankind especially the debates on the advent of Iron Age. • Distinguish and categorize the different forms of stratified society through investigating the formation and dynamics of <i>polis</i> and societies dominated by patriarchy and temples. • The study of the ancient world of Mesopotamia and Greece: interpreting their socio-economic patterns and specificities. 	Study, Examine, Contrast, Distinguish, Categorize, Investigate, Interpret.	2, 3, 4, 5
CO-CC3	<ul style="list-style-type: none"> • Interpreting the formation of a centralised state under the Mauryas, analysing the importance of Ashokan political ideology of <i>dhamma</i>. • Discussing the emergence of the Guptas and their decline. Evaluating the “Golden Age”. • Assessing the emergence of Agrahara system and the notion of Indian feudalism 	Interpret, Analyse, Discuss, Evaluate, Assess	1, 3, 4, 5
CO-CC4	<ul style="list-style-type: none"> • Reviewing the different nuances of classical Rome from earliest period through Republic to Empire and examining its fall related to the defeat of territories and consequent loss of slaves. • Examining the dynamics of transition from SlavemodetoFeudalmodeofproduction. • Assessing the social hierarchy dominated by male slave owning Patricians • Analysing the feudal economy and its crises; rise of Papacy, urbanisation, trade, cities and Universities till the Crusades. • Exploring the emergence of Islam, Caliphate state and Abbasid political and cultural developments. Studying the distinctiveness of 	Review, Examine, Assess, Analyse, Explore, Study, Differentiate.	1,2,3,4,5

	<p>the Islamic culture, society and political developments and differentiate them from the other early medieval political-economic-social formations</p>		
CO-CC5	<ul style="list-style-type: none"> • Assessing the idea of early medieval period; agrarian structure; social order; trade and urbanisation. • Exploring the debates on “Indian Feudalism” • Classifying and differentiating the political structures of the Rajputs, Cholas. Discussing the Tripartite Struggle and explaining the legitimization of kingship. • Identifying the factors behind coming the Arabs and the Sultans from Ghazni and Ghore and explaining their impact on the political scenario of India. Reviewing the emergence of regional styles in art and architecture, religion and literature 	<p>Assess, Explore, Classify, Differentiate, Explain.</p>	<p>2,3,4, 5</p>
CO-CC6	<ul style="list-style-type: none"> • This Course describes in details, the processes and debates on transition from feudalism to capitalism impacting economy, society, political formations and cultural. • Assess the different debates regarding the economic aspect of how Early Modern Europe was transformed, and classify the contrast in society during the transition from feudalism to capitalism. • Project the 16th Century issues of agricultural transition leading to new phenomena as Enclosure, Price Revolution. • Identify the concept of individualism and illustrate the characteristics of Renaissance and Reformation. • Determine the nature of the evolution of the modern European state formations • Evaluate the significance of geographical discoveries in bringing about the transition in society 	<p>Describe, Detail, Assess, Transform, Classify, Contrast, Project, Identify, Illustrate, Determine, Evaluate</p>	<p>1, 2, 3, 4, 5</p>

CO-CC7	<ul style="list-style-type: none"> • A crucial course for the study of the Delhi Sultanate, its political structure, society and economy. • Investigate the paradigm shift from earlier central Asian invasions for plunder to the establishment of a new socio-political structure • Differentiate the features of the Ghorid and Ghaznavid empires. • Characterise the Third Urbanization and new technologies of production. • Acquiring a wide knowledge of syncretic movements, and extrapolate ideologies and social mobilisations by breaking down of the caste system while retaining slavery as a new social hierarchy. 	Study, Investigate, Differentiate, Characterise, Acquire, Extrapolate	1, 3, 4,5
CO-CC8	<ul style="list-style-type: none"> • Detail the intricacies in the process of socio-economic change brought about in Transition Europe • Interpret the essential aspects of English Revolution, Scientific Revolution • Explain in detail the process of the American Revolution and examine the ideology behind it • Analyse Lockean political thought and interpret the concept of modern liberal nation state and citizenship. 	Detail, Process, Interpret, Explain, Examine, Analyse	1, 3, 5
CO-CC9	<ul style="list-style-type: none"> • Picture graphically the establishment and significance of the Mughal rule, its decline, and the coming of the British and battle of Plassey form the thrust of the paper. • Investigate the reasons behind Mughal success and how they led to socio-political, cultural and economic changes. • Illustrate the improvisation made by Akbar in the current revenue systems and evaluate the <i>mansabdari</i> and <i>jagirdari</i> systems. • Elaborate upon Akbar's <i>Din-i-Ilahi</i> as a religious, political and social strategy. • Generate an understanding of Mughal court politics, <i>jagirdari</i> crisis and contrast them with 	Picture Graphically, Investigate, Illustrate, Evaluate, Elaborate, Generate, Contrast.	2,3, 5

	the early colonial intrusions in India with special reference to Bengal.		
CO-CC10	<ul style="list-style-type: none"> • Generate an understanding of the ideological defence of the British rule in India, and analyse its constitutional, socio-economic, cultural reforms and resistance movements till the outbreak of the Revolt of 1857. • Review and reinterpret Mughal decline and relate it to the fall of major empires in the world. • Interpret the 18th century history and the point out the transition of India to the modern period with the coming of the European powers • Appraise the significance of the peasant rebellion leading up to 1857 uprising, and determine its causes and aftermath. • Develop an understanding of colonial economy and ascertain the growth of nationalism. • Study socio religious reform movements in the 19th century and corelate them as a conflict between prevalent Brahminical/indigenous ideologies and colonial patriarchy and communalism. 	Generate, Analyse, Review, Reinterpret, Relate, Interpret, Point out, Appraise, Determine, Develop, Study, Corelate.	1,2,3, 4, 5
CO-CC11	<ul style="list-style-type: none"> • Explore the complex forces come together in the making of revolutions, • Summarise how democratic institutions and egalitarian ideologies of modern times were shaped in a particular revolutionary context, • Contrast forces of conservatism against any revolutionary change • Review how revolutions themselves can give rise to semi-conservative capitalist modernising forces like Bonapartism • Examine how the World after the French revolution was motivated by the ideology of nationalism, beginning with Germany and Italy. • Formulate an idea about the varied concepts of imperialism, militarism and trace how it led to the first global war • Demonstrate the impact of First World War and classify the social and economic changes that took place in Europe in the 19th and 20th centuries 	Examine, Explore Contrast, Summarise, Review, Formulate, Trace.	3, 5
CO-CC12	<ul style="list-style-type: none"> • Evaluate the main currents of anti-colonial struggles against British imperialism, criticise 	Evaluate, Criticise,	1, 3, 4, 5

	<p>the rise of separatism and fundamentalism leading to Indian Independence in 1947 and Partition.</p> <ul style="list-style-type: none"> • Explore the long and complex historiography of Indian nationalism • Critique the notions of colonialism • Assess the background to partition and examine the roles of the Indian National Congress, Hindu Mahasabha and Muslim League. • Summarise the growth mature colonialism and correspond its impact on the socio-economic conditions of the people. • Discuss communal politics, rate the imperialist policy of “divide and rule” and expose how it broke the unity of India in the freedom struggle. 	Explore, Critique, Assess, Examine.	
CO- CC13	<ul style="list-style-type: none"> • Examine post-independence India as a distinct historical unit • Review the challenges faced immediately upon independence and incorporate within the same, national integration, social justice, mass migration and rehabilitation • Observe the problems of communalism, communal riots and contrast with it the establishment of a secular polity • Describe the foundation and functioning of a democratic system, characterise multiparty politics and a partially federal structure. • Reinterpret the gender question, examine role of science and education in social modernisation. • Specify economic challenges and planning. • Criticise the role and vision of Jawaharlal Nehru and B. R. Ambedkar 	Examine, Review, Incorporate, Observe, Contrast, Describe, Characterise, Reinterpret, Specify, Criticise.	2,3,4, 5
CO- CC14	<ul style="list-style-type: none"> • Examine European history in the period between World War I and World War II and corelate the contest of communist revolution, contrast it with the rise of fascism • Investigate the Great Depression • Articulate the theories of the Cold War and assess the struggle between two ideologically varying camps vying for the domination of the world • Discuss the emergence of the Third World and corelate the movements related to the same 	Assess, Outline, Show, Examine, Correlate, Contrast, Investigate, Articulate, Discuss, Characterise, Explain.	1,2,3,5

	<ul style="list-style-type: none"> • Characterise the Unipolar World; explain the disintegration of the Soviet Bloc and of the USSR • Outline the features of Globalisation and show its impact on world politics • Assess the significance of terrorism as a world phenomenon in the modern world 		
CO-DSE1	<ul style="list-style-type: none"> • Enumerate what constitutes South East Asia • Explain polity, economy, society and culture in the different nations of South East Asia and contrast them in the respective pre- colonial and colonial setup. • Determine why South East is an important area of historical inquiry • Ascertain the nature of colonialism and identify the rise of nationalism in the different South East Asian nations • Trace origins of different national liberation movements 	Enumerate, Explain, Contrast, Determine, Ascertain, Identify, Trace.	1,2,3, 5
CO- DSE2	<ul style="list-style-type: none"> • Examine the impact of the colonialism on the society, economy and polity of twentieth century South East Asia • Diagnose the different resistance movements against colonialism • Discuss the emergence of independent nation states • Interpolate decolonisation, Cold War politics and discuss the regional cooperation initiatives with reference ASA, ASEAN, and NAM 	Examine, Diagnose, Discuss, interpolate	1,2,3,4,5
CO-DSE4	<ul style="list-style-type: none"> • Summarise the history of China and Japan between 1839-1919 with special reference to the debate on the coming of modernity • Discuss peasant rebellions in China and analyse their aims and impact • Define the rise of political parties and interpret their ideologies • Illustrate the Meiji Revolution and Restoration of Imperial Rule and distinguish them from the Chinese imperial model • Analyse Japanese modernisation and expansionism, evaluate the Sino-Japanese War and the Russo-Japanese War; and indicate the significance of Japanese participation in World War I. 	Summarise, Discuss, Analyse, Define, Interpret, Illustrate, Evaluate, Indicate	1,2,3,5
CO-DSE5	<ul style="list-style-type: none"> • Indicate the difficulties of Republican China and Sun Yat Sen’s bid for a fresh revolution • Appraise cultural radicalism and the May 4 Movement • Sketch the emergence of Communism and discuss the collaboration and conflict between Communism and Nationalism in the success of the CCP 	Indicate, Appraise, Sketch, Discuss	1,2,3,5

	<ul style="list-style-type: none"> • Review the political, economic and social modernisation in Japan • Outline the growth of industrialisation in the state in Japan. • Summarise the relationship between Japanese militarism and imperialism 		
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PO - CO MATRIX (UG CBCS HONS)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1	✓	✓			✓			✓
CC 2	✓	✓	✓	✓		✓		✓
CC3	✓	✓	✓		✓	✓		✓
CC4	✓	✓	✓	✓	✓			✓
CC5	✓	✓	✓		✓	✓		✓
CC6	✓	✓	✓	✓	✓	✓	✓	✓
CC7	✓	✓	✓	✓	✓	✓		✓
CC8	✓	✓	✓	✓	✓	✓	✓	✓
CC9	✓	✓	✓	✓	✓			✓
CC10	✓	✓	✓	✓	✓			✓
CC11	✓	✓	✓	✓	✓	✓		✓
CC12	✓	✓	✓	✓	✓			✓
CC13	✓	✓	✓	✓	✓	✓		✓
CC14	✓	✓	✓	✓	✓			✓
DSE1	✓	✓	✓	✓	✓			✓
DSE2	✓	✓	✓	✓	✓	✓	✓	✓
DSE4	✓	✓	✓	✓	✓		✓	✓
DSE5	✓	✓	✓	✓	✓	✓	✓	✓

DEPARTMENT OF HISTORY	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS-1: HISDSC101T History of India-I (From Earliest Times to c.300 BCE) CO 1	<ul style="list-style-type: none"> • Cultivate knowledge about ancient Indian history. • Measure the significance of literary and archaeological sources in studying history • Read about the antiquity of Indian history • Evaluate the chronology of Indian history • Describe in detail the Indus Valley Civilisation, clearly analyse the Vedic civilization down to the second phase of urbanisation in 6th BCE • Point out the settlement patterns, and figure out the political, social, economic, and cultural developments in North and Central India and the Deccan up to 300 BCE. • Justify the importance of the use of iron, spread of agriculture and second urbanisation in India • Analyse the significance of sixth century BCE and depict it as a period of great religious upheaval in India, as an age of intellectual ferment that saw the emergence of numerous religious sects like Buddhism and Jainism.
DS-2: HISDSC202T Aspects of Ancient World History	<ul style="list-style-type: none"> • Study human evolution from pre-historic hunter-gatherers through phases like Palaeolithic, Mesolithic cultures to the Food-producers • Discuss the significance of Mesolithic and Neolithic cultures. • Formulate adequate idea about the different theories regarding the evolution of mankind • Identify the factors behind the advent of iron and discuss the rise of different nomadic groups • Develop an understanding about the ancient world especially Mesopotamia, Greece and Rome • Indicate the different nuances of ancient classical period of the foundation of Rome where mythology is substantiated by archaeology • Acquire knowledge of evolution from Republic to Empire and its decline related to the defeat of territories and consequent loss of slaves. • Evaluate the social structure including gender hierarchy

CO-PSO Mapping			
CO	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
DS 1	<ul style="list-style-type: none"> • Cultivate knowledge about ancient Indian history • Measure the significance of literary and archaeological sources in studying history • Read about the antiquity of Indian history 	Cultivate, Measure, Read, Evaluate, Describe, Analyse,	2, 3, 4,5

	<ul style="list-style-type: none"> • Evaluate the chronology of Indian history • Describe in detail the Indus Valley Civilisation, clearly analyse the Vedic civilization down to the second phase of urbanisation in 6th BCE • Point out the settlement patterns, and figure out the political, social, economic, and cultural developments in North and Central India and the Deccan up to 300 BCE. • Justify the importance of the use of iron, spread of agriculture and second urbanisation in India • Analyse the significance of sixth century BCE and depict it as a period of great religious upheaval in India, as an age of intellectual ferment that saw the emergence of numerous religious sects like Buddhism and Jainism. 	Point out, Figure out, Justify, Depict	
DS 2	<ul style="list-style-type: none"> • Study human evolution from pre-historic hunter-gatherers through phases like Palaeolithic, Mesolithic cultures to the Food-producers • Discuss the significance of Mesolithic and Neolithic cultures. • Formulate adequate idea about the different theories regarding the evolution of mankind • Identify the factors behind the advent of iron and discuss the rise of different nomadic groups • Develop an understanding about the ancient world especially Mesopotamia, Greece and Rome • Indicate the different nuances of ancient classical period of the foundation of Rome where mythology is substantiated by archaeology • Acquire knowledge of evolution from Republic to Empire and its decline related to the defeat of territories and consequent loss of slaves. • Evaluate the social structure including gender hierarchy 	Study, Discuss, Formulate, Identify, Develop, Indicate, Acquire, Evaluate	1,2,3,4,5

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS1			✓			✓		

DS2			✓	✓	✓			
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Pte. Vedavapirana
Principal
Ramakrishna Sarada Mission
Vivekananda Vidyabhavan



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DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
<p>CC1: JORACOR01T/P</p> <p>Introduction To Journalism</p> <p>UNIT-1: News: meaning, definition, nature UNIT-2: Different forms of print UNIT -3: Understanding the structure and construction of news</p>	<ul style="list-style-type: none"> To understand and appreciate various dimensions of Mass Communication To develop and understanding of the fundamental concepts in Journalism To analyse the scope/dimensions in Journalism To discuss the recent trends in Mass Media To analyse and review different newspaper

<p>UNIT -4 (Practical) Basic knowledge of Computer for print journalism UNIT-5 (Practical) How to write different types of news</p>	
<p>CC2: JORACOR02T:</p> <p>History of the Media</p> <p>UNIT-1: Early History of Print Journalism and Indian Press UNIT-2 : Emerging of Nationalist Press in India and its Contribution UNIT-3: History of Sound Media UNIT-4: History of Visual Media</p>	<ul style="list-style-type: none"> • To understand the importance and development of language and language press in India. • To analyse the role of press in the freedom movement of India. • To be familiar with the development of vernacular press and different media. • To understand the growth of Print, audio and visual media.
<p>CC3: JORACOR03T: Reporting and Editing for Print</p> <p>Unit 1 – Role, Qualities of reporting and editing team Unit 2 – Different contents of newspaper Unit 3- The Newspaper Newsroom Unit-4- Sociology of news</p>	<ul style="list-style-type: none"> • To describe and defend knowledgeably about issues in journalism and how they interact with the society. • To prepare and produce news reports. • To identify and appreciate depth, balance, transparency, and accountability in news writing • To develop a news sense • To differentiate between the styles of news writing in separate beats • To execute separate techniques for interviews, investigative feature, new analysis and editorial writing
<p>CC4: JORACOR04T –</p> <p>Introduction to Media and Communication</p> <p>Unit 1 - Media and Everyday Life Unit 2 – Communication Unit 3- Basic Models of Communication Unit 4- Theories of press Unit 5 – Advanced models and theories of communication</p>	<ul style="list-style-type: none"> • To point out the difference between different forms of communication in professional and personal life. • To identify situations and conditions reflecting the theories and models of communication. • To analyse the effects of mass communication. • To comprehend the impact of mass media on public opinion, democracy and mass culture.
<p>CC5: JORACOR05T/P:</p> <p>Introduction To Broadcast Media</p>	<ul style="list-style-type: none"> • To understand practical usage of audio and video to enhance presentations in the electronic media. • To develop knowledge of writing scripts for different formats of radio.

<p>Unit 1 - Basics of Radio Unit 2 - Basics of Television Unit 3 - Broadcast News: Critical Issues and Debates Unit 4 - Writing and Editing Radio News Unit 5 - Writing and Editing Television News</p>	<ul style="list-style-type: none"> • To cultivate knowledge about writing scripts for different formats of television. • To practice electronic news gathering with a strong sense of social obligation, responsibility and credibility.
<p>CC6: JORACOR06T: Media and Cultural Studies Unit I Understanding Culture Unit II- Critical Theories Unit III Representation Unit IV Audiences Unit V Media and Technologies</p>	<ul style="list-style-type: none"> • To develop knowledge of culture, its types, media and culture, critical theories, representation, audience and media-technologies. • To explore understanding of culture as a social institution, value systems and differentiating eastern and western perspectives. • To articulate understanding of the constructs of popular media and cultural hegemony. • To interpret knowledge about folk culture, mass culture, sub culture.
<p>CC7: JORACOR07T: Advertising and Public Relations Unit 1 - Introduction to Advertising Unit 2 - Advertising through Print, Electronic and Online Media Unit 3 - Public Relations - Concepts and practices Unit 4 – PR - Publics and Campaigns Unit 5 – Social Media Marketing</p>	<ul style="list-style-type: none"> • To identify and define the advertising concepts and will review the advertising media. • To analyse the Indian advertising scenario and will distinguish between advertising and marketing. • To categorize different types of advertisements. • To appraise and interpret the legal, ethical and social aspect of advertising. • To introduce students to basics of advertising and its role in society • To train them in basics of ad campaign designing and copy writing • To make the students understand the scope, functioning of Public Relations • To enable students understand the various PR tools and publics • To introduce to role of PR in government and private sectors • To provide students an understanding of various forms advertising
<p>CC8: JORACOR08T: Introduction to New Media Unit 1 : Key Concepts and Theory Unit 2: Understanding Virtual Cultures and Digital Journalism</p>	<ul style="list-style-type: none"> • To explain New Media, its origin and evolution and impact on readers, business and society. • To distinguish New Media from print and electronic media. • To identify the milestones of internet journalism in India and worldwide. • To define important terms of digital world. • To explain the role of a New Media Journalist.

<p>Unit 3: Digitization of Journalism Unit 4: Overview of Web Writing Unit 5 : Visual and Content Design</p>	
<p>CC9: JORACOR09T:</p> <p>Development Communication</p> <p>UNIT 1: Development: Concept, concerns, paradigms UNIT 2: Development communication: Concept and approaches UNIT 3: Role of media in development UNIT 4: Practising development communication Unit 5 - Rural Journalism</p>	<ul style="list-style-type: none"> • To recognize and explain the concept and importance of development • To distinguish between communication and development communication • To describe use of different media in development communication • To evaluate processes and models of development • To assess the impact of globalisation on local development • To examine the role of media in development communication • To develop communication strategies for development
<p>CC10: JORACOR10T:</p> <p>Media Ethics and Law</p> <p>Unit-1 : Ethical Framework And Media practice Unit- 2: Media Technology and Ethical Parameters Unit 3- Representation and ethics Unit 4- Media and Regulation Unit 5- Media and Social Responsibility</p>	<ul style="list-style-type: none"> • To identify ethical issues faced by the media and discuss trends in commercialization of news • To discuss the various media laws and their implications on conduct of media • To analyse the issue of media regulation in India • To discuss the Right of Freedom of Speech and reasonable restrictions applicable. • To demonstrate an understanding of the nature of ethics and morality in journalism. • To determine the ethical issues of media with case studies. • To determine the provision provided to the journalist
<p>CC11: JORACOR11T:</p> <p>Global Media and Politics</p> <p>Unit 1: Media and international communication Unit II: Media and super power rivalry: Unit III : Global Conflict and Global Media Unit IV: Media and Cultural Globalization</p>	<ul style="list-style-type: none"> • To clearly explain the relationship between politics and media changing trends in global information flow and concept of the network society. • To describe the media imperialism and media driven global culture. • To understand the global crisis and role of media, post-world wars, terrorism events and conflict reporting. • To construct knowledge related to global media initiatives.

Unit V: Media and the Global market	
<p>CC12: JORACOR12T:</p> <p>Advanced Broadcast Media</p> <p>Unit I- Public Service Broadcasting Unit II-Private Broadcasting Unit III: Broadcast Genres Unit IV - Advanced Broadcast Production I - (Radio) UNIT V - Advanced Broadcast Production II - (Television)</p>	<ul style="list-style-type: none"> • To evaluate and critique broadcast and production practices both holistically and in terms of their component parts, namely: audio, video, scripting, production, editing and presentation style. • To acquire knowledge of public service broadcasting, private broadcasting model in India. • To demonstrate an understanding of the history and role of professionals and institutions in shaping and creating broadcast media. • To illustrate the basics of broadcast genres, essentials of broadcast journalism, different debates, contemporary issues and related concerns of broadcast media. • To explain the role of an anchor and presenter for various types of programmes and contents in radio and television.
<p>CC13: JORACOR13T:</p> <p>Advanced New Media</p> <p>UNIT 1: Basics of New Media Frameworks – Genres and Environments UNIT 2: Sociology of the Internet and New Media UNIT 3: Critical New Media UNIT 4: Participatory culture</p>	<ul style="list-style-type: none"> • To acquire knowledge of various facets of New Media, sociology of internet and new media alongwith concerns of critical new media- cyber security and issues of privacy. • To develop ideas of convergence and participatory culture of new media, digital production of new media, cyber activism concept and scope of new media. • To understand the concept and tools of new media, its risk, challenges, ethics, implications and digital democracy. • To assess an overview of the past and the present technological advancements prevailing in the new media industry. • To demonstrate an understanding of the society and cultural perspectives of New Communication Technology.
<p>CC14: JORACOR14T:</p> <p>Communication and Research Methods</p> <p>Unit 1 – Introduction to Research Unit 2 – Methods of Media Research Unit-3 -Sampling Unit 4- Methods of analysis and report writing Unit V - Ethnographies and other Methods</p>	<ul style="list-style-type: none"> • To enhance conceptual knowledge of research, elements of research and different types of research with their importance. • To identify and formulate the research problems and research objectives. • To understand and apply different research designs and methods to a specific research problem. • To demonstrate the report writing structure and prepare a good research report. • To develop research based critical thinking. • To explain the concepts, techniques and constructs regarding the impact of research in mass communication along with ethical perspectives of mass media research.
<p>DSE1: JORADSE01T:</p>	<ul style="list-style-type: none"> • To generate conceptual knowledge of the management practices of media organizations. • To analyse functions of media industry & its ownership.

<p>Media Industry and Management</p> <p>UNIT - 1 Media Management: Concept and Perspective UNIT - 2 Media Industry: Issues & Challenges UNIT - 3 Structure of news media organizations in India. UNIT - 4 Media Economics, Strategic Management and Marketing UNIT - 5 Case Studies</p>	<ul style="list-style-type: none"> • To understand the workings of various departments of a media organisation. • To demonstrate ability to manage a large, medium, small media organization and handle different issues. • To understand media economics and case studies of media entrepreneurs.
<p>DSE2: JORADSE02T:</p> <p>Print Journalism and Production</p> <p>Unit 1: Specialized Reporting Unit 2: Trends in Print journalism Unit 3: Production of Newspaper Unit 4 Technology and print Unit 5: Advanced Newspaper and Magazine Editing</p>	<ul style="list-style-type: none"> • To develop knowledge of specialized reporting, trends in print journalism, production of newspaper and design process, advanced newspaper and magazine editing. • To correlate the understanding of the print media systems, its technologies and impact on society, methods and techniques of the content production along with the limitations of the medium.
<p>DSE3: JORADSE03T:</p> <p>Photographical Appreciation</p> <p>UNIT I : Introduction to Photography UNIT II: Understanding the mechanisms of Photography UNIT III :Understanding Light and Shadow UNIT IV: Digital Photography and Editing UNIT V : Photojournalism</p>	<ul style="list-style-type: none"> • To gain knowledge about the origin and historical background of photography and its significance • To identify and handle different kinds of photographic equipment • To understand and apply different concept of exposure and composition to different fields of Photography. • To demonstrate the knowledge and learning towards news photography as a photojournalist • To enhance the visual communication by combining the art and science of photography.
<p>DSE4: JORADSE04T:</p> <p>Media, Gender And Human Rights</p> <p>Unit 1- Media and the social world Unit 2- Gender Unit-3 -Media</p>	<ul style="list-style-type: none"> • To outline a clear vision of media and social world. • To generate an idea on conceptual frameworks in Gender Studies, Feminist Theory, media power and public sphere. • To explore the concept of theoretical perspectives of media and human rights. • To optimize the understanding of gender dynamics and promotes social justice and equity.

Unit 4- Media and Human Rights Human Rights	
DSE5: JORADSE05T: MULTIMEDIA JOURNALISM Unit 1 - Introduction to Multimedia: Unit 2 – Print: Unit 3 – Photograph Unit 4 - Audio & Video Content Unit 5 - Mobile journalism	<ul style="list-style-type: none"> • To discuss about designing various multimedia contents. • To construct the creative and software Skills for specific multimedia • To review various media content and modify it • To outline various media jargons. • To identify applications of multimedia. • To create a multimedia content.
DSE6: JORADSE06T: Introduction To Film Studies Unit 1- History of film Unit 2- Film Form, Style and Movement Unit-3:Hindi Film Unit-4Language of Cinema	<ul style="list-style-type: none"> • To understand the evolution and development of world and India cinema. • To critically analyse the different Indian film Stalwarts and Arts movie movements. • To acquire concepts such as proposing a film script, budgeting a production, working with crew. • To understand Cinema as a medium of Mass Communication and dynamics of films.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	<ul style="list-style-type: none"> • To understand and appreciate various dimensions of Mass Communication • To develop and understanding of the fundamental concepts in Journalism • To analyse the scope/dimensions in Journalism • To discuss the recent trends in Mass Media • To analyse and review different newspaper 	Understand, develop, analyse, discuss.	2, 3, 4,5,7,9
CO-CC2	<ul style="list-style-type: none"> • To understand the importance and development of language and language press in India. • To analyse the role of press in the freedom movement of India. • To know the development of vernacular press and different media. • To understand the growth of journalism in India. 	Understand, analyse, know	7, 12

CO-CC3	<ul style="list-style-type: none"> • To describe and defend knowledgeably about issues in journalism and how they interact with the society. • To prepare and produce news reports. • To identify and appreciate depth, balance, transparency, and accountability in news writing • To develop a news sense • To differentiate between the styles of news writing in separate beats • Execute separate techniques for interviews, investigative feature, new analysis and editorial writing 	Describe, defend, prepare, produce, identify, develop, differentiate	4, 5, 7, 9
CO-CC4	<ul style="list-style-type: none"> • To point out the difference between different forms of communication in professional and personal life. • To identify situations and conditions reflecting the theories and models of communication. • To analyse the effects of mass communication. • To comprehend the impact of mass media on public opinion, democracy and mass culture. 	Point out, identify, analyse, comprehend	1, 3, 7, 10
CO-CC5	<ul style="list-style-type: none"> • To understand practical usage of audio and video to enhance presentations in the electronic media. • To develop knowledge of writing scripts for different formats of radio. • To cultivate knowledge about writing scripts for different formats of television. • To practice electronic news gathering with a strong sense of social obligation, responsibility and credibility. 	Understand, develop, cultivate, practice	4, 7, 9, 10, 11, 12
CO-CC6	<ul style="list-style-type: none"> • To develop knowledge of culture, its types, media and culture, critical theories, representation, audience and media-technologies. • To explore understanding of culture as a social institution, value systems and differentiating eastern and western perspectives. • To articulate understanding of the constructs of popular media and cultural hegemony. • To interpret knowledge about folk culture, mass culture, sub culture. 	Develop, explore, articulate, interpret	2, 5, 8, 12
CO-CC7	<ul style="list-style-type: none"> • To identify and define the advertising concepts and will review the advertising media. 	Identify, define, analyse, categorise, appraise,	1, 2, 4, 7, 9, 10

	<ul style="list-style-type: none"> • To analyse the Indian advertising scenario and will distinguish between advertising and marketing. • To categorize different types of advertisements. • To appraise and interpret the legal, ethical and social aspect of advertising. • To introduce students to basics of advertising and its role in society • To train them in basics of ad campaign designing and copy writing • To make the students understand the scope, functioning of Public relations • To enable students understand the various PR tools and publics • To introduce to role of PR in government and private sectors • To provide students an understanding of various forms advertising 	introduce, train, understand	
CO-CC8	<ul style="list-style-type: none"> • To explain New Media, its origin and evolution and impact on readers, business and society. • To distinguish New Media from print and electronic media. • To identify the milestones of internet journalism in India and worldwide. • To define important terms of digital world. • To explain the role of a New Media Journalist. 	Explain, distinguish, identify, define, explain	1, 2, 4 5, 7, 9, 10
CO-CC9	<ul style="list-style-type: none"> • To recognize and explain the concept and importance of development • To distinguish between communication and development communication • To describe use of different media in development communication • To evaluate processes and models of development • To assess the impact of globalisation on local development • To examine the role of media in development communication • To develop communication strategies for development 	Recognize, distinguish, describe, evaluate, assess, examine, develop	5, 8, 10
CO-CC10	<ul style="list-style-type: none"> • To identify ethical issues faced by the media and discuss trends in commercialization of news • To discuss the various media laws and their implications on conduct of media • To analyse the issue of media regulation in India 	Identify, discuss, analyse, demonstrate, determine	3, 4, 7, 10

	<ul style="list-style-type: none"> • To discuss the Right of Freedom of Speech and reasonable restrictions applicable. • To demonstrate an understanding of the nature of ethics and morality in journalism. • To determine the ethical issues of media with case studies. • To determine the provision provided to the journalist 		
CO -CC11	<ul style="list-style-type: none"> • To clearly explain the relationship between politics and media changing trends in global information flow and concept of the network society. • To describe the media imperialism and media driven global culture. • To understand the global crisis and role of media, post-world wars, terrorism events and conflict reporting. • To construct knowledge related to global media initiatives. 	Explain, describe, understand, construct	3, 8, 11
CO - CC12	<ul style="list-style-type: none"> • To evaluate and critique broadcast and production practices both holistically and in terms of their component parts, namely: audio, video, scripting, production, editing and presentation style. • To acquire knowledge of public service broadcasting, private broadcasting model in India. • To demonstrate an understanding of the history and role of professionals and institutions in shaping and creating broadcast media. • To illustrate the basics of broadcast genres, essentials of broadcast journalism, different debates, contemporary issues and related concerns of broadcast media. • To explain the role of an anchor and presenter for various types of programmes and contents in radio and television. 	Evaluate, acquire, illustrate, explain,	4, 7, 8
CO -CC13	<ul style="list-style-type: none"> • To acquire knowledge of various facets of New Media, sociology of internet and new media alongwith concerns of critical new media- cyber security and issues of privacy. • To develop ideas of convergence and participatory culture of new media, digital production of new media, cyber activism concept and scope of new media. 	Acquire, develop, know, understand, assess, demonstrate	3, 4, 8,10

	<ul style="list-style-type: none"> • To understand the concept and tools of new media, its risk, challenges, ethics, implications and digital democracy. • To assess an overview of the past and the present technological advancements prevailing in the new media industry. • To demonstrate an understanding of the society and cultural perspectives of New Communication Technology. 		
CO –CC14	<ul style="list-style-type: none"> • To enhance conceptual knowledge of research, elements of research and different types of research with their importance. • To identify and formulate the research problems and research objectives. • To understand and apply different research designs and methods to a specific research problem. • To demonstrate the report writing structure and prepare a good research report. • To develop research based critical thinking. • To explain the concepts, techniques and constructs regarding the impact of research in mass communication along with ethical perspectives of mass media research. 	Enhance, identify, understand, know, demonstrate, develop, explain	5, 6, 10
CO-DSE 1	<ul style="list-style-type: none"> • To generate conceptual knowledge of the management practices of media organizations. • To analyse functions of media industry & its ownership. • To understand the workings of various departments of a media organisation. • To demonstrate ability to manage a large, medium, small media organization and handle different issues. • To understand media economics and case studies of media entrepreneurs. 	Generate, analyse, understand, demonstrate	1, 2 ,7
CO-DSE 2	<ul style="list-style-type: none"> • To develop knowledge of specialized reporting, trends in print journalism, production of newspaper and design process, advanced newspaper and magazine editing. • To correlate the understanding of the print media systems, its technologies and impact on society, methods and techniques of the content production along with the limitations of the medium. 	Develop, know, correlate	5, 7, 9

CO-DSE 3	<ul style="list-style-type: none"> To gain knowledge about the origin and historical background of photography and its significance To identify and handle different kinds of photographic equipment To understand and apply different concept of exposure and composition to different fields of Photography. To demonstrate the knowledge and learning towards news photography as a photojournalist To enhance the visual communication by combining the art and science of photography. 	Know, identify, understand, demonstrate, enhance	3, 7, 9, 12
CO-DSE 4	<ul style="list-style-type: none"> To outline a clear vision of media and social world. To generate an idea on conceptual frameworks in Gender Studies, Feminist Theory, media power and public sphere. To explore the concept of theoretical perspectives of media and human rights. To optimize the understanding of gender dynamics and promotes social justice and equity. 	Outline, generate, explore, optimize	7, 10, 11
CO-DSE 5	<ul style="list-style-type: none"> To discuss about designing various multimedia contents. To construct the creative and software Skills for specific multimedia To review various media content and modify it To outline various media jargons. To identify applications of multimedia. To create a multimedia content. 	Discuss, construct, review, outline, identify, create	4, 5, 7, 9
CO -DSE 6	<ul style="list-style-type: none"> To understand the evolution and development of world and India cinema. To critically analyse the different Indian film Stalwarts and Arts movie movements. To acquire concepts such as proposing a film script, budgeting a production, working with crew. To understand Cinema as a medium of Mass Communication and dynamics of films. 	Understand, critique, analyse, acquire	3, 4, 5, 7,9

PO - CO MATRIX (UG CBCS HONS)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1	✓	✓	✓	✓	✓		✓	✓
CC2	✓	✓						
CC3	✓	✓	✓	✓	✓		✓	✓

CC4	✓	✓					✓	
CC5	✓	✓	✓		✓		✓	✓
CC6	✓	✓	✓	✓	✓		✓	
CC7	✓	✓	✓	✓	✓		✓	✓
CC8	✓	✓	✓	✓	✓		✓	✓
CC9	✓	✓	✓	✓	✓	✓	✓	✓
CC10	✓	✓	✓	✓	✓		✓	✓
CC11	✓	✓	✓	✓	✓	✓	✓	✓
CC12	✓	✓	✓	✓	✓		✓	✓
CC13	✓	✓	✓	✓	✓	✓	✓	
CC14	✓	✓	✓	✓	✓		✓	✓
DSE 1	✓	✓	✓	✓	✓		✓	
DSE 2	✓	✓	✓	✓	✓		✓	✓
DSE 3	✓	✓	✓	✓	✓		✓	✓
DSE 4	✓	✓	✓	✓	✓	✓	✓	
DSE 5	✓	✓	✓	✓	✓		✓	✓
DSE 6	✓	✓	✓	✓	✓		✓	✓

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS1: JORDSC101T/P Introduction To Journalism(Theory/Practical) Unit 1- Understanding News Unit 2- Different Forms of Print – A Historical perspective Unit 3- Understanding the structure and construction of news Unit 4- Written practical Unit 5- Computer practical	<ul style="list-style-type: none"> • To understand and appreciate various dimensions of Mass Communication. • To develop and understanding of the fundamental concepts in Journalism. • To analyse the scope/dimensions in Journalism. • To discuss the recent trends in Mass Media. • To analyse and review different newspaper. • To demonstrate the newspaper front page designing through different required software.
DS2: JORDSC202T/P Introduction To Communication Studies (Theory/Practical) Unit 1- Communication Unit 2- Models of Communication Unit 3- Mass Communication Unit 4- Organizational Communication	<ul style="list-style-type: none"> • To understand and appreciate various dimensions of Communication • To develop and understanding of the fundamental concepts in Communication Studies • To understand the importance, functions & scope of communication • To describe the growth and development of communication • To understand the theories and models of communication • To gain an understanding of Organizational communication.

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CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-DS1	<ul style="list-style-type: none"> To understand and appreciate various dimensions of Mass Communication. To develop and understanding of the fundamental concepts in Journalism. To analyse the scope/dimensions in Journalism. To discuss the recent trends in Mass Media. To analyse and review different newspaper. To demonstrate the newspaper front page designing through different required software. 	Understand, analyse, discuss, develop	2, 3, 4,5,7,9
CO-DS2	<ul style="list-style-type: none"> To understand and appreciate various dimensions of Communication To develop and understanding of the fundamental concepts in Communication Studies To understand the importance, functions & scope of communication To describe the growth and development of communication To understand the theories and models of communication To gain an understanding of Organizational communication. 	Understand, develop, describe	1,7,10

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS1	✓	✓	✓	✓	✓		✓	✓
DS2	✓	✓	✓	✓	✓		✓	✓

Pc. Vedavapriana
Principal
Ramakrishna Sarada Mission
Vivekananda Vidyabhavan



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DEPARTMENT OF PHILOSOPHY	
Programme Specific Outcomes (PSO)	
PSO 1	To develop a clear idea about the subject Philosophy, To be able to understand the core philosophical concepts, articulate the nature and scope of the discipline, to know, compare and contrast the basic tenets of Indian and Western Epistemological, metaphysical and learn to justify moral philosophical thoughts
PSO 2	To develop abstract logical thinking through basic introduction to western logic; to be able to perform Higher Order Thinking Skill (HOTS), apply logical thinking in solving problems, Data Analysis, AI issues, Cognitive Science and understanding programming language
PSO 3	To be able to read learn and understand Indian Philosophical Texts; to establish standards of evidence, provide rational methods for resolving conflicts, and create techniques for evaluating ideas and arguments, to get acquainted with the Indian knowledge system
PSO 4	To understand rationalize and apply Logic in both theory and practice. To inculcate rational ability of mind; to know Symbolic logic, the value of special symbols, truth-functions, dagger and stroke functions, truth-tree etc to resolve complex problems
PSO 5	To develop the skill of critical thinking; to give the students the opportunity to understand the shift in the course of philosophical thought, new analytical trend in western philosophical concepts and development of novel philosophical systems and ideologies
PSO 6	To be familiar with the Indian systems of Philosophy; to understand and evaluate the ethical, epistemological and Metaphysical analysis of various philosophical concepts
PSO 7	To know about morality, its origin, its theories and application in real-life situations; to understand the basic differences between the moral and non-moral acts, the concepts of good and bad, right and wrong; to help the students develop a strong moral character.
PSO 8	To understand the social structure and how it functions from the philosophical perspective. To know about the primary concepts of social and political issues relating to community, family, caste and class, the theories and ideologies like democracy, socialism, communism etc.
PSO 9	To know the mind-body dichotomy; to get acquainted with the basic psychological concepts, methods of psychological inquiry, the states of mind, memory, dream etc; to analyze different theories of perception, learning; to be aware of different patterns of human mind, consciousness, intelligence and personality
PSO 10	To think and analyze logically and critically, to discover new avenues of higher order critical thinking

PSO 11	To learn to read philosophical texts, understanding the inner meanings; to understand truth, content, reference, the syntax and semantics of various linguistic constructions, to analyze the nature and role of presupposition in communicative interchange, speech acts, figurative uses of language.
PSO 12	To get acquainted with the notion of morality, ethical scriptures and Indian value system, to develop an integrated and holistic view of good, bad, right, wrong, what ought to do and what ought not to do in reality, to understand and inculcate healthy the values, to respect life and restore world peace and unity and acknowledge the relation between morality and dharma in Indian context.
PSO 13	To critically analyze the fundamental notions of knowledge and truth; to compare and contrast between epistemological theories; to understand the metaphysical underpinning of philosophical concepts.
PSO 14	To understand and examine the life and works of modern Indian thinkers such as Swami Vivekananda, Sri Aurobindo, Gandhi and Ambedkar, to understand their beliefs and visions, to find out the relevance of their philosophical teachings in today's world.
PSO 15	To get acquainted with practical aspect of morality; to review and explore a vast range of alternative ethical thought process; to discuss about various real life situations and debates over the issues and come up with new standpoints in moral thinking.
PSO 16	To help the students understand the different religious traditions, beliefs and their implications.
PSO 17	To get introduced to post modern philosophy; to know Analytic Philosophy through reading of Problems of Philosophy of Bertrand Russell, to learn to understand the philosophical dilemmas and how far they can be resolved
PSO 18	To understand epistemological and metaphysical philosophical questions raised by David Hume, to get an opportunity to read the book written by David Hume - 'A Critical Study of its Origins and Central Doctrines.'
PSO 19	Learners develop skill in analyzing concepts, enquire deep into the philosophical truths and critically assess it
PSO 20	To get acquainted with critical thinking
PSO 21	To develop the skill of abstract thinking
PSO 22	To develop the skill of problem solving through logical reasoning
PSO 23	To develop gender awareness through the understanding of feminist ethical perspective.
PSO 24	To get aware of the environmental issues and the need for environmental ethics.
PSO 25	To develop concern world peace and sustainable development
PSO 26	To nurture the skill of reflective thinking to enhance the quality of life

UG - CBCS - HONOURS**Course Outcomes (CO)**

Paper	Course Outcomes
CC1 PHIACOR01T History of Western Philosophy- I	To have epistemological and metaphysical knowledge about fundamental philosophical truths , principles of conduct and logical principles, to understand the nature and scope of the discipline and acquire the diverse views of western philosophers, of the ancient, medieval and modern era
CC2 PHIACOR02T Western Logic	To learn logical reasoning skills as it helps in defining problems, get desired outcomes , analyze data logically and evaluate results, to understand the design of new programming language to get acquainted with the underlying logical reasoning related to cognitive science, and artificial intelligence, to get introduced to the basic logical theories, rules and patterns and applications.
CC3 PHIACOR03T Outlines of Indian Philosophy-I	To establish standards of evidence, provide rational methods for resolving conflicts, and create techniques for evaluating ideas and arguments, to get acquainted with the Indian knowledge system, its higher order thinking process through the study of the Metaphysics and Epistemology of various schools such as Charvaka, Buddhism, Jainism and Nyaya - Vaishesika, Bauddha and Vedanta system.
CC4 PHIACOR04T Western Logic-II	Reasoning is an aptitude which goes to human being only. Logic is that system which inculcate this rationality.Students get to know Symbolic logic, the value of special symbols, truth-functions, dagger and stroke functions, truth-tree, Venn diagram, various kinds of statement-forms are the core areas of studying logic
CC5 PHIACOR05T History of Western Philosophy- II	To give the students the opportunity to understand the shift in the course of philosophical thought, new analytical trend in western philosophical concepts and development of novel philosophical systems and ideologies.
CC6 PHIACOR06T Outlines of Indian Philosophy	To be familiar with the epistemology and Metaphysics of various schools such as Samkhya ,Mimamha and Vedanta
CC7 PHIACOR07T Western Ethics	To understand the basic differences between the moral and non-moral acts, the concepts of good and bad, right and wrong, t help the students form a strong foundation of character and personality
CC8 PHIACOR08T Social and Political Philosophy-Western	To know about the primary concepts of social and political philosophy like society, community, family, caste and class, the theories and ideologies like democracy, socialism, communism etc.
CC9 PHIACOR09T Psychology & Philosophy of Mind	To get acquainted with the basic psychological concepts, methods of psychological inquiry, the states of mind, memory, dream etc, to analyze different theories of perception, learning, to be aware of different patterns of human mind, consciousness, intelligence and personality

CC 10 PHIACOR10T Indian Logic	To think and analyze logically and critically, opens up avenues to venture into our area of higher order critical thinking
CC 11 PHIACOR11T Philosophy of Language-- -Indian and Western	To learn to read philosophical texts, understanding the inner meanings. Philosophy of language concerns quite a large number of topics, including meaning, truth, content, reference, the syntax and semantics of various linguistic constructions, the nature and role of presupposition in communicative interchange, speech acts, figurative uses of language
CC 12 PHIACOR12T Ethical and Social Philosophy of India	To get acquainted with the notion of morality, ethical scriptures and Indian value system, to develop an integrated and holistic view of good, bad, right, wrong, what ought to do and what ought not to do in reality, to understand and inculcate healthy the values, to respect life and restore world peace and unity and acknowledge the relation between morality and dharma in Indian context
CC13 PHIACOR13T Western Epistemology & Metaphysics	To engage in critical analysis of the fundamental notions of knowledge and truth, to compare and contrast between epistemological theories, to understand the metaphysical underpinnings of philosophical concepts
CC14 PHIACOR14T Some Modern Indian Thinkers	To get acquainted with the life and works of modern Indian thinkers such as Swami Vivekananda, Sri Aurobinda, Gandhi and Ambedkar, to understand their beliefs and visions, to find out the relevance of their philosophical teachings in today's world
DSE 1 PHIADSE01T Elective Logic	We all know Logic is an integral part of Philosophy. Logic helps students to form the rational pillars of critical philosophical thought process. Logic paves way to understand the recent development in the area of computer science and application. Students develop and learn logical reasoning skills which helps in defining problems, get desired outcomes, analyze data logically and evaluate results. Learning Logic also plays an important role in the design of new programming language and is necessary for work in artificial intelligence and cognitive science.
DSE 2 PHIADSE02T Practical Ethics	To analyze, re-think and critically look into the possibilities of the applicability of moral principles and standards to the ethical problems faced by us in everyday life; to open up a vast range of alternative ethical thought process; to discuss various real life situations and debates over the issues and come up with new standpoints in moral thinking.
DSE 3 PHIADSE03T Philosophy of Religion	To help the students understand the different religious traditions, beliefs and their implications
DSE 4 PHIADSE04T Rabindranath-Sadhana	Reading the text 'Sadhana' of Tagore inspires the students to understand the relation of the self and the cosmos. It helps the students to understand the reality that development of the self lies in reaching out to the realization of the true essence of the universe and the nature.

DSE 5 PHIADSE05T Russell, Problems of Philosophy	To get introduced to Analytic Philosophy through reading of Problems of Philosophy of Bertrand Russell, to learn to understand the philosophical dilemmas and how far they can be resolved.
DSE 6 PHIADSE06T Hume, An Enquiry Concerning Human Understanding	To be aware of epistemological and metaphysical philosophical questions raised by David Hume, to get an opportunity to read the book written by David Hume - 'A Critical Study of its Origins and Central Doctrines.'

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	To have epistemological and metaphysical knowledge about fundamental philosophical truths , principles of conduct and logical principles, to understand and analyze the nature and scope of the discipline and acquire the diverse views of western philosophers, of the ancient, medieval and modern era and interpret their ideologies .	Understand, analyse, acquire, interpret.	1,3,5,
CO-CC2	To learn logical reasoning skills as it helps in defining problems, get desired outcomes , analyze data logically and evaluate results, to understand the design of new programming language to know with the underlying logical reasoning related to cognitive science, justify artificial intelligence, to get introduced to the basic logical theories, rules and patterns and applications.	Understand, Analyze, know, acquire, evaluate justify, evaluate, know	4, 5, 10, 20, 21, 22
CO-CC3	To read text, establish standards of evidence, provide rational methods for resolving conflicts, learn to know and understand critically , create techniques for evaluating ideas and arguments, to get acquainted with the Indian knowledge system, examine and evaluate its higher order thinking process through the study of the Metaphysics and Epistemology of various schools such	Read, Know, understand, examine, critique, defend, evaluate, create	1,3, 10, 13, 26

	as Carvaka, Buddhism, Jainism and Nyaya - Vaishesika, Bauddha and Vedanta system.		
CO-CC4	Reasoning is an aptitude which goes to human being only. Logic is that system which enumerate inculcate this rationality. Students get to know, analyze, verify construct and apply Symbolic logic, the value of special symbols, truth-functions, dagger and stroke functions, truth-tree, Venn diagram, various kinds of statement-forms are the core areas of studying logic.	Logic, know, analyze, verify, construct, apply	2, 4, 10,20, 21, 22
CO-CC5	To give the students the opportunity to know and understand the shift in the course of philosophical thought, analyze, justify and compare new analytical trend in post modern western philosophical concepts and development of novel philosophical systems and ideologies.	Know, explain, analyze, justify, compare, contrast, understand	1, 19, 21
CO-CC6	To be familiar with the epistemological aspect, and understand Metaphysical analysis of various schools such as Samkhya ,Mimansha and Vedanta and learn to know, understand, examine and critique those theories	Know, understand, abstract, examine, criticize.	1, 10, 12, 13, 19, 26
CO-CC7	To understand and examine the basic differences between the moral and non-moral acts, analyze the concepts of good and bad, compare and contrast the notion of right and wrong, to help the students form a strong foundation of character and personality so that they can apply their moral reasoning in real life situations.	Understand, analyse, compare, contrast, examine, apply,	1, 7, 12, ,15, 25, 26
CO-CC8	To know about the primary concepts of social and political philosophy like society, community, family, caste and class, understand, review analyze and compare critically the theories and ideologies like democracy, socialism, communism etc.	Know, understand, analyze, compare, contrast, review, criticize.	1,8

CO-CC9	To get know the basic psychological concepts, methods of psychological inquiry, understand the states of mind, memory, dream etc, to analyze different theories of perception, learning, to demonstrate different patterns of human mind, examine and analyze consciousness, intelligence and personality.	Know, understand, formulate, examine, inquire, demonstrate, apply, analyze	1, 9, 20, 21, 22
CO-CC10	To think and analyze logically and critically , opens up avenues to venture into areas of higher order critical thinking .	Know, understand, analyze, critical thinking logic, analyze	2, 4, 5, 19, 20, 21, 22
CO-CC11	To learn to read philosophical texts, know and understand the inner meanings. Philosophy of language concerns quite a large number of topics, including meaning, truth, content, reference, interpretation of the syntax and semantics of various linguistic constructions, the nature and role of presupposition in communicative interchange, speech acts, figurative uses of language.	Know, read, understand, interpret, acquire, critique, correlate	1, 2, 3, 5, 6, 11, 13, 17, 19, 20, 21, 22
CO-CC12	To get acquainted with the notion of morality, ethical scriptures and Indian value system, compare, contrast and review them to develop an integrated and holistic view of good, bad, right, wrong, what ought to do and what ought not to do in reality, to understand and inculcate healthy the values, to respect life and restore world peace and unity and acknowledge the relation between morality and dharma in Indian context.	Know, understand, interpret, compare, review	1, 23, , 6, 7, 8, 12, 15, 16, 21, 22, 25, 26
CO-CC13	To know , engage in critical analysis of the fundamental notions of knowledge and truth, to compare and contrast between epistemological theories, to understand the metaphysical underpinnings of philosophical concepts..	Know, understand, study, analyse, conclude, criticize	1, 11, 13, 19, 20, 21
CO-CC14	To know and read the life and works of modern Indian thinkers such as Swami Vivekananda, Sri Aurobinda, Gandhi and Ambedkar, to understand their beliefs and visions, to comprehend articulate and find out the	Know, understand, comprehend, apply, read,	3, 6, 7, 14, 19, 20, 21, 25, 26,

	relevance of their philosophical teachings in today's world.	articulate, examine	
CO-DSE2	To analyze , re-think and critically look into the possibilities of the applicability of moral principles, examine and justify critically the standards to the ethical problems faced by us in everyday life; to open up a vast range of alternative ethical thought process; to discuss and review the various real life situations and debates over the issues and come up with new standpoints in moral thinking.	Know, understand, analyze, criticize, construct, justify, examine, review, apply	7, 8, 12, 15, 20, 21, 23, 24, 25, 26
CO-DSE3	To help the students know and understand the different religious traditions, explain and defend the beliefs and their implications.	Know, understand, explain, compare, defend	1,23, , 6, 7,8, 12,15, 16, 21, 22, 25, 26
CO-DSE5	To know and get introduced to Analytic Philosophy through reading of Problems of Philosophy of Bertrand Russell, to learn to understand the philosophical dilemmas, interpret, justify and clarify them and evaluate how far they can be resolved.	Know, understand, discuss, explain, clarify, justify, interpret	1,11, 13, 17, 19, 20, 21
CO-DSE6	To know and understand the epistemological, metaphysical philosophical questions raised by David Hume, to get an opportunity to read, analyze and review the book written by David Hume - 'A Critical Study of its Origins and Central Doctrines.'	Know, understand, read, analyze, review, articulate	1, 5, 13, 18,19, 21

PO - CO MATRIX (UG CBCS HONS)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1			✓				✓	
CC2			✓			✓	✓	✓
CC3			✓	✓	✓		✓	
CC4			✓				✓	✓
CC5	✓		✓				✓	

CC6	✓	✓	✓	✓	✓		✓	
CC7	✓	✓		✓	✓	✓	✓	✓
CC8	✓			✓	✓	✓	✓	
CC9	✓	✓		✓	✓		✓	✓
CC10			✓	✓		✓	✓	
CC11		✓			✓		✓	
CC12	✓	✓	✓	✓	✓	✓	✓	✓
CC13			✓				✓	
CC14		✓		✓	✓		✓	
DSE2	✓	✓	✓	✓	✓	✓	✓	✓
DSE3	✓	✓		✓	✓	✓	✓	
DSE5	✓		✓	✓			✓	
DSE6	✓		✓				✓	

DEPARTMENT OF PHILOSOPHY	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS1 – PHIDSC101T History of Western Philosophy - I :	To have epistemological and metaphysical knowledge about fundamental philosophical truths , principles of conduct and logical principles, to understand the nature and scope of the discipline and acquire the diverse views of western philosophers, of the ancient, medieval and modern era.
DS2- PHIDSC202T History of Indian Philosophy - I :	To establish standards of evidence, provide rational methods for resolving conflicts, and create techniques for evaluating ideas and arguments, to get acquainted with the Indian knowledge system, its higher order thinking process through the study of the Metaphysics and Epistemology of various schools such as Charvaka, Buddhism, Jainism and Nyaya - Vaishesika, Bauddha and Vedanta system

CO-PSO Mapping			
After completion of the course UG NEP 2020 HONS, students will be able :			
	COs	Knowledge level Bloom’s Taxonomy	PSOs mapping

CO-DS1	To have epistemological and metaphysical knowledge about fundamental philosophical truths , principles of conduct and logical principles, to understand and analyze the nature and scope of the discipline and acquire the diverse views of western philosophers, of the ancient, medieval and modern era and interpret their ideologies .	Understand, analyze, acquire, interpret	1, 3, 5
CO-DS2	To read text, establish standards of evidence, provide rational methods for resolving conflicts, learn to know and understand critically , create techniques for evaluating ideas and arguments, to get acquainted with the Indian knowledge system, examine and evaluate its higher order thinking process through the study of the Metaphysics and Epistemology of various schools such as Carvaka, Buddhism, Jainism and Nyaya - Vaishesika, Bauddha and Vedanta system.	Read, learn, know, understand, criticize, create, evaluate, examine.	1,3, 10, 13, 26

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS1			✓				✓	
DS2			✓	✓	✓		✓	

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DEPARTMENT OF POLITICAL SCIENCE	
Programme Specific Outcomes (PSO)	
PSO 1	Understand the nature and developments in national and international politics
PSO 2	Develop overall awareness about national political, history, international relations, past and present Indian and Western political thinkers.
PSO 3	Analyse the Indian Constitutional provisions, major legislations and reforms
PSO 4	Build up knowledge of administrative studies with specific reference to Indian administrative and governance structures and politics
PSO 5	Evaluate the political, economic and social variables for a proper understanding of the plurality of Indian society
PSO 6	Encourage a comparative understanding of specific world constitutions in a comprehensive manner
PSO 7	Develop awareness of social issues, political rights, ethical problems and develop values and responsibilities towards others and self

DEPARTMENT OF POLITICAL SCIENCE	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC-1: PLSACOR01T Understanding Political Theory	<ul style="list-style-type: none">• This course introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends and is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.• Learners would be able to describe and comprehend various key concepts related to the discipline and develop their own understanding of politics.
CC-2 PLSACOR02T	This course acquaints students with the constitutional design of Indian state structures and institutions, and their actual working overtime.

Constitutional Government and Democracy in India	
CC 3 PLSACOR03T Political Theory-Concepts and Debates	<ul style="list-style-type: none"> • This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. • The course will also help students learn how we make use of these concepts in organizing our social living.
CC4 PLSACOR04T Political Process in India	This course equips students with the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.
CC-5 PLSACOR05T Introduction to Comparative Government and Politics	<ul style="list-style-type: none"> • This course aims to familiarise students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses. • The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective.
CC6 – PLSACOR06T Perspectives on Public Administration	<ul style="list-style-type: none"> • The course introduces the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. • The students will be better equipped to analyse processes of leadership and conflict management that have become increasingly significant in contemporary administration.
CC-7 PLSACOR07T Perspectives on International Relations and World History	<ul style="list-style-type: none"> • This paper seeks to equip students with the basic intellectual tools for understanding International Relations. • It introduces students to some of the most important theoretical approaches for studying international relations.
CC 8 PLSACOR08T Political Processes and Institutions in Comparative Perspective	<ul style="list-style-type: none"> • In this course students will be trained in the application of comparative methods to the study of politics. • The paper will equip students with an in-depth understanding of different political systems and regime types. Students would be able to contrast unitary and federal, democratic and authoritarian systems.

CC-9 PLSACOR09T Public Policy and Administration in India	<p>The paper seeks to introduce the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.</p>
CC-10 PLSACOR10T Global Politics	<ul style="list-style-type: none"> • This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. • The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.
CC-11 PLSACOR11T Classical Political Philosophy	<ul style="list-style-type: none"> • This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways. • The aim is to introduce to the students the questions, ideas and values of political philosophy, which were being addressed by the classical political philosophers.
CC-12 PLSACOR12T Indian Political Thought - I	<ul style="list-style-type: none"> • The primary objective of the course is to make students familiar with the works and studies related to Indian Political Thought. • This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated sociopolitical transformation.
CC-13 PLSACOR13T Modern Political Philosophy	<p>This course aims to introduce the students the philosophers from philosophies and traditions of thought.</p>
CC-14 PLSACOR14T Indian Political Thought – II	<ul style="list-style-type: none"> • The objective of this course is to study important themes through individual thinkers. • The course has been designed to give students a glimpse about the richness and diversity within Indian political thought.
DSE-1 PLSADSE01T Reading Gandhi	<p>This course will enable student to understand Gandhi in a global framework and elaborate Gandhian thought and examine its practical implications.</p>

DSE -2 PLSADSE02T Women, Power and Politics	Understand the concept of patriarchy, feminism, family, community and state. Understand the history of women’s movement and why these movements emerged, and hence would be able to connect theory and practice
DSE-3 PLSADSE032T Understanding Global Politics	This course enables the students to learn about the meaning, nature, significance and contemporary debates about globalization and the role played by various international organizations will expand students’ knowledge on international political economy.
DSE4: PLSADSE04T Public Policy in India	<ul style="list-style-type: none"> • The student is introduced to the range of ideologies that influence the policy-making process. The student learns how to relate public policies to politics. • The student learns how to relate public policies to the political economy. The student is able to have a grasp of the role of social movements and interest groups in the making of public policy
DSE-5 : PLSADSE05T Human Rights in a Comparative Perspective	<ul style="list-style-type: none"> • Students will be able to understand the issues concerning rights of all citizens as well as marginalized groups. • Students will be equipped to understand, theoretically and conceptually, socio-economic and political problems of marginalized groups in society. • Students will understand basic concepts relating to social inequality such as caste, gender, ethnicity etc. • An in-depth study of Human Rights, UN Declaration on Human Rights and Citizenship Rights
DSE-6 : PLSADSE06T Governance: Issues and Challenges	<ul style="list-style-type: none"> • The students will learn the concept of good governance and green governance. • This course will help students to get familiar with the changing nature of governance in the era of globalization.

CO-PSO Mapping			
	COs	Knowledge level Bloom’s Taxonomy	PSOs mapping

CO-CC1	<p>This course introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends and is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.</p> <p>Learners would be able to describe, comprehend, understand and will be able to explain the various key concepts related to the discipline and develop their own understanding of politics.</p>	Understand, Identify, Compare, Explain, Outline	1,2
CO-CC2	<p>This course acquaints students with the Indian constitutional design of state structures and institutions, and their actual working overtime.</p>	Understand, know, acquire, assess, compare	1,3,5
CO-CC3	<p>This course will help students know the basic normative concepts in political theory and encourage them to understand how they manifest in social practices.</p> <p>The course will also help students understand how we make use of these concepts in organizing our social living and compare how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.</p>	Know, understand, Explain, compare, relate	1,2,7
CO-CC4	<p>An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the manner in which they impact upon and are shaped by the institutional frameworks of politics.</p> <p>This course illustrates students with the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.</p>	Know, understand, identify, relate, compare	1,2,3,4
CO-CC5	<p>This course aims to familiarise students to basic concepts, methods and scope of comparative politics, different approaches their strengths and weaknesses.</p> <p>The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective.</p>	Know, explain, classify, identify	1,2,6

	The course will explain politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.		
CO-CC6	The course introduces the discipline of public administration. This paper encompasses public administration in its historical context, emphasizing the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.	Know, identify, classify, elaborate	1,2,4
CO-CC7	This paper seeks to equip students with the basic intellectual tools for understanding International Relations. Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigour of the study of international relations.	Know, understand,	1,2,7
CO-CC8	In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.	Know, understand, explain, summarise	1,2, 6
CO-CC9	The paper seeks to introduce, explain and formulate the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living.	Know, compare understand, explain, formulate	1, 3,4,5
CO-CC10	This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions.	Know, understand, list	1,2,7
CO-CC11	This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways.	Know, understand	1,2
CO-CC12	The primary objective of the course is to make students familiar with the works and studies related to Indian Political Thought.	Know, understand	2,7

CO-CC13	By introducing the philosophers from different traditions students will be able to answer few fundamental political questions: Why do we live in political communities? What is the 'best' form of government? How human nature influences political decision making? How and in what circumstances we need to resist bad rulers?	Know, understand, comprehend, analyse	1,2,7
CO-CC14	The objective of this course is to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought.	Know, understand, comprehend	1,2,7
CO-DSE1	This course will enable student to understand Gandhi in a global framework and elaborate Gandhian thought and examine its practical implications. Students analyze Gandhi's continuing influence in the contemporary times and critically evaluate his legacy.	Know, understand, describe, construct, analyse	1,2,5,7
CO-DSE3	This course enables the students to learn about the meaning, nature, significance and contemporary debates about globalization.	Know, understand, explain	1,2,6,7
CO-DSE5	Students will be able to understand the issues concerning rights of all citizens as well as marginalized groups. Students will be equipped to understand, theoretically and conceptually, socio-economic and political problems of marginalized groups in society.	Know, understand, discuss	1,2,6,7
CO-DSE6	The students will learn the concept of good governance. This course will help students to get familiar with the changing nature of governance in the era of globalization.	Know, understand	1,2,3,4,7

PO - CO MATRIX (UG CBCS HONS)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1	✓		✓	✓	✓		✓	✓
CC2	✓		✓	✓	✓		✓	✓
CC3	✓		✓	✓	✓		✓	✓

CC4	✓	✓	✓	✓	✓	✓	✓	✓
CC5	✓		✓	✓	✓		✓	✓
CC6	✓	✓	✓	✓	✓		✓	✓
CC7	✓	✓	✓	✓	✓	✓	✓	✓
CC8	✓		✓	✓	✓		✓	✓
CC9	✓	✓	✓	✓	✓		✓	✓
CC10	✓	✓	✓	✓	✓	✓	✓	✓
CC11	✓		✓	✓	✓		✓	✓
CC12	✓		✓	✓	✓		✓	✓
CC13	✓		✓	✓	✓		✓	✓
CC14	✓	✓	✓	✓	✓		✓	✓
DSE1	✓		✓	✓	✓	✓	✓	✓
DSE3	✓		✓	✓	✓	✓	✓	✓
DSE5	✓	✓	✓	✓	✓		✓	✓
DSE6	✓	✓	✓	✓	✓	✓	✓	✓

DEPARTMENT OF POLITICAL SCIENCE	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS-1 : PLSDSC101T Political Theory: Concepts	This course is designed to develop a sound understanding of Political Science with the different meanings of politics and how it is interpreted differently by diverse ideological positions

DS 2: PLSDSC202T Indian Constitution and Government	The objective of the course is to familiarize the students with the key elements of the Constitution of India and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempt to influence them.
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CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO- DS 1	This course is designed to develop a sound understanding of Political Science with the different meanings of politics and how it is interpreted differently by diverse ideological positions.	Understand, define, analyse	1, 2,3
CO- DS 2	The objective of the course is to familiarize the students with the key elements of the Constitution of India and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempt to influence them.	Understand, comprehend, assess, analyse	1, 2,3

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS 1	✓		✓	✓	✓		✓	✓
DS 2	✓		✓	✓	✓		✓	✓

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DEPARTMENT OF SANSKRIT
Programme Specific Outcomes (PSO)

PSO 1	To cultivate a profound understanding of ancient Indian society, philosophy and Sanskrit literature by drawing connections between the present and the past.
PSO 2	To augment communicative proficiency in Sanskrit across the modalities of listening, speaking, reading and writing
PSO 3	To acquire expertise and professional skills for teaching and conducting research in various domains such as Sanskrit grammar, classical Sanskrit literature, Vedic literature, and ancient Indian philosophy
PSO 4	To grasp comprehensively the significance of Sanskrit's multi-disciplinary literature, such as the Vedas, Kavyas, Vyakarana, Darsana, Dharmashastra, and Arthashastra
PSO 5	To establish a formidable groundwork conducive to the pursuit of postgraduate studies and allied disciplines, thereby fostering an enriched academic journey and scholarly exploration

DEPARTMENT OF SANSKRIT	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC1: SANACOR01T Classical Sanskrit Literature(Poetry):	<ul style="list-style-type: none"> To get students acquainted with the rich heritage of Classical Sanskrit Poetry; to intend to give an understanding of the development of Sanskrit Literature.
CC2: SANACOR02T Critical Survey of Sanskrit Literature:	<ul style="list-style-type: none"> To get students acquainted with the journey of Sanskrit literature from Vedic literature to Purāṇa; to give an outline of different shastric traditions; to know the different genres of Sanskrit Literature and Śāstras.
CC3: SANACOR03T Classical Sanskrit Literature(Prose):	<ul style="list-style-type: none"> To frame an idea of different types of Gadyakāvya, to get acquainted with the beginnings of Sanskrit Prose literature and Fables
CC4: SANACOR04T Self Management in the Gitā:	<ul style="list-style-type: none"> To understand one's true nature (Atman) and recognizing the distinction between the self and the body/mind complex; to embrace the concept of Nishkama Karma, or selfless action; to cultivate control over the mind and senses (Yama and Niyama) through practices like meditation (Dhyana) and yoga, leading to increased concentration and mental resilience
CC5: SANACOR05T Classical Sanskrit Literature(drama):	<ul style="list-style-type: none"> To gather knowledge about the Classical Sanskrit drama and to cherish its essence; to acquaint students with two most famous dramas of Sanskrit literature representing three stages in the growth of Sanskrit drama.
CC6: SANACOR06T	<ul style="list-style-type: none"> To enrich the students in Sanskrit Poetics;

Poetics and Literary Criticism:	<ul style="list-style-type: none"> • to enable them to recognise figures of speech and meters in Sanskrit Literature; • to develop capacity for creative writing and literary appreciation
CC7: SANACOR07T Indian Social Institution and Polity	<ul style="list-style-type: none"> • To make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra; • to give an idea of the philosophy of Gāndhi (Gāndhibād)
CC8: SANACOR08T Indian Epigraphy, Palaeography and Chronology:	<ul style="list-style-type: none"> • To acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time; • to help students to know the different styles of Sanskrit writing
CC9: SANACOR09T Modern Sanskrit Literature:	<ul style="list-style-type: none"> • To make the students aware about the prose and plays written by Bengali authors in modern times like Yatindravimal Choudhury, Sriji Nyayatirtha and so on; • to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing; • to acquaint the students with the contribution of Bengal in modern Sanskrit literature
CC10: SANACOR10T Sanskrit and World Literature:	<ul style="list-style-type: none"> • To know the contribution of Eastern and Western Scholars in Sanskrit literature
CC11: SANACOR11T Vedic Literature:	<ul style="list-style-type: none"> • To get knowledge about Vedic Mantras through prescribed texts; to be acquainted with peculiarities of Vedic Grammar
CC12: SANACOR12T Sanskrit Grammar :	<ul style="list-style-type: none"> • To acquire knowledge on Sanskrit Grammar; • to gain a comprehensive understanding of the linguistic structures of Sanskrit, including its phonetics, morphology, syntax, and semantics; • to trace the historical development of the Sanskrit language, understanding its evolution and relationship with other Indo-European languages; • learn to apply modern linguistic theories and methodologies to the study of Sanskrit, bridging traditional philology with contemporary linguistic research
CC13: SANACOR13T Ontology and Epistemology:	<ul style="list-style-type: none"> • To get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṃgraha; • to equip students with the skills to interpret and analyze philosophical texts written in Sanskrit
CC14: SANACOR14T Sanskrit Composition and Communication:	<ul style="list-style-type: none"> • To enhance the writing skills of the students in Sanskrit language
DSE1: SANADSE01T Veda & Vyakarana:	<ul style="list-style-type: none"> • To be acquainted with some special topics of Vedic Samhita, Brahmaṇa and Upanishad;

	<ul style="list-style-type: none"> to learn various StriPratyayas as prescribed by Panini
DSE2: SANADSE02T Darshana:	<ul style="list-style-type: none"> To get the essence of Indian spiritual knowledge and Upanishadic Truths; to get a clear idea of Nyaya-Vaisesika philosophy
DSE3: SANADSE03T Kavya:	<ul style="list-style-type: none"> To get an idea of poetical merit of Magha through Shishupalbadham; to be acquainted with the philosophical drama Yugajivanam by Rama Choudhury
DSE4: SANADSE04T Veda & Vyakarana:	<ul style="list-style-type: none"> To gain detailed knowledge about the Vedic culture and Vedic studies in Bengal; to learn Sanskrit through computers with the study of Computational Linguistics
DSE5: SANADSE05T Darshana:	<ul style="list-style-type: none"> To have the basic concept of GouriyaVaishnab philosophy, Ramakrishna-Vivekananda philosophy and Shakta philosophy; to understand the comparative studies of Indian and Western logic
DSE6: SANADSE06T Kavya:	<ul style="list-style-type: none"> To gain the knowledge of poetical values of famous Bhattikavya and essence of grammar included in the text; to have clear conception of Kavya, different kinds of poets, riti etc. from Kavyalankarsutravritti by Vamana

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	<ul style="list-style-type: none"> To get students acquainted with the rich heritage of Classical Sanskrit Poetry; to intend to give an understanding of the development of Sanskrit Literature. 	Understand, analyse, know, acquire, translate	1,2,3,5
CO-CC2	<ul style="list-style-type: none"> To get students acquainted with the journey of Sanskrit literature from Vedic literature to Purāṇa; to give an outline of different shastric traditions; to know the different genres of Sanskrit Literature and Śāstras 	Understand, know, acquire, explain, analyse	1,2,3,4,5
CO-CC3	<ul style="list-style-type: none"> To frame an idea of different types of Gadyakāvya, to get acquainted with the beginnings of Sanskrit Prose literature and Fables 	Know, understand, explain, compare	1,2,5
CO-CC4	<ul style="list-style-type: none"> To understand one's true nature (Atman) and recognizing the distinction between the self and the body/mind complex; to embrace the concept of Nishkama Karma, or selfless action; to cultivate control over the mind and senses (Yama and Niyama) through practices like meditation (Dhyana) and yoga, leading to increased concentration and mental resilience 	Know, understand, illustrate, study, determine	1,2,4,5

CO-CC5	<ul style="list-style-type: none"> To gather knowledge about the Classical Sanskrit drama and to cherish its essence; to acquaint students with two most famous dramas of Sanskrit literature representing three stages in the growth of Sanskrit drama 	Know, explain, acquire, translate	1,3,5
CO-CC6	<ul style="list-style-type: none"> To enrich the students in Sanskrit Poetics; to enable them to recognise figures of speech and meters in Sanskrit Literature; to develop capacity for creative writing and literary appreciation 	Know, elaborate, identify, compare	1,2,4,5
CO-CC7	<ul style="list-style-type: none"> To make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra; to give an idea of the philosophy of Gāndhi (Gāndhibād) 	Know, understand, explain, compare	1,2,4,5
CO-CC8	<ul style="list-style-type: none"> To acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time; to help students to know the different styles of Sanskrit writing. 	Know, understand, identify	1,2,4,5
CO-CC9	<ul style="list-style-type: none"> To make the students aware about the prose and plays written by Bengali authors in modern times like Yatindravimal Choudhury, Srijiv Nyayatirtha and so on; to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing; to acquaint the students with the contribution of Bengal in modern Sanskrit literature 	Know, understand, explain	1,2,3
CO-CC10	<ul style="list-style-type: none"> To know the contribution of Eastern and Western Scholars in Sanskrit literature 	Know, understand, identify	1,2,5
CO-CC11	<ul style="list-style-type: none"> To get knowledge about Vedic Mantras through prescribed texts; to be acquainted with peculiarities of Vedic Grammar 	Know, understand, interpret, diagnose, assess	1,2,4
CO-CC12	<ul style="list-style-type: none"> To acquire knowledge on Sanskrit Grammar; to gain a comprehensive understanding of the linguistic structures of Sanskrit, including its phonetics, morphology, syntax, and semantics; to trace the historical development of the Sanskrit language, understanding its 	Know, understand, explain, differentiate	1,3,4,5

	<p>evolution and relationship with other Indo-European languages;</p> <ul style="list-style-type: none"> learn to apply modern linguistic theories and methodologies to the study of Sanskrit, bridging traditional philology with contemporary linguistic research 		
CO-CC13	<ul style="list-style-type: none"> To get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṃgraha; to equip students with the skills to interpret and analyze philosophical texts written in Sanskrit 	Know, understand, analyze	1.3,4,5
CO-CC14	<ul style="list-style-type: none"> To enhance the writing skills of the students in Sanskrit language 	Know, translate, exercise	1.2,4
CO-DSE1	<ul style="list-style-type: none"> To be acquainted with some special topics of Vedic Samhita, Brahmaṇa and Upanishad; to learn various Strī Pratyayas as prescribed by Panini 	Know, understand,	1.2, 3,4,5
CO-DSE2	<ul style="list-style-type: none"> To get the essence of Indian spiritual knowledge and Upanishadic Truths; to get a clear idea of Nyaya-Vaisesika philosophy 	Know, understand, describe	1.2,4,5
CO-DSE3	<ul style="list-style-type: none"> To get an idea of poetical merit of Magha through Shishupalbadham; to be acquainted with the philosophical drama Yugajivanam by Rama Choudhury 	Know, understand, explain	1.3,4,5
CO-DSE4	<ul style="list-style-type: none"> To gain detailed knowledge about the Vedic culture and Vedic studies in Bengal; to learn Sanskrit through computers with the study of Computational Linguistics 	Know, understand, explain	1.3,5
CO-DSE5	<ul style="list-style-type: none"> To have the basic concept of Gauriya Vaishnab philosophy, Ramakrishna-Vivekananda philosophy and Shakta philosophy; to understand the comparative studies of Indian and Western logic 	Know, understand, compare, distinguish	1.3,4,5
CO-DSE6	<ul style="list-style-type: none"> To gain the knowledge of poetical values of famous Bhattikavya and essence of grammar included in the text; to have clear conception of Kavya, different kinds of poets, riti etc. from Kavyalankarsutravritti by Vamana 	Know, understand, acquire	1.3,4,5

PO - CO MATRIX (UG CBCS HONS)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1	✓		✓	✓	✓		✓	✓

CC2	✓	✓	✓	✓			✓	✓
CC3	✓		✓	✓			✓	
CC4	✓		✓	✓	✓		✓	✓
CC5	✓	✓	✓	✓	✓	✓	✓	✓
CC6	✓		✓	✓			✓	✓
CC7	✓		✓		✓		✓	✓
CC8	✓		✓	✓	✓		✓	✓
CC9	✓		✓	✓			✓	✓
CC10	✓		✓	✓			✓	✓
CC11	✓	✓	✓	✓	✓	✓	✓	✓
CC12	✓		✓				✓	✓
CC13	✓	✓	✓	✓		✓	✓	✓
CC14	✓		✓	✓			✓	✓
DSE1	✓	✓	✓	✓	✓	✓	✓	✓
DSE2	✓		✓	✓	✓		✓	✓
DSE3	✓		✓	✓			✓	✓
DSE4	✓		✓	✓	✓		✓	✓
DSE5	✓		✓	✓		✓	✓	✓
DSE6	✓		✓	✓	✓	✓	✓	✓

DEPARTMENT OF SANSKRIT	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS1: SANDSC101T Functional Sanskrit and Metre	<ul style="list-style-type: none"> • To achieve a comprehensive understanding of the fundamental principles of Sanskrit Grammar; • to construct grammatically sound sentences in Sanskrit; • to develop proficient translation skills, allowing the students to effectively translate Bengali/English texts into Sanskrit languages; • to make students aware about the principles and usage of Sanskrit metres according to Chandomanjari by Gangadas

<p>Major DS2: SANDSC202T</p> <p>History of Sanskrit Literature</p>	<ul style="list-style-type: none"> • To make students aware about the History of Vedic Literature, History of Purana, Ramayana and Mahabharata; • to make students conscious about the History of Technical and Scientific Sanskrit Literature; • to enhance understanding of classical poetic structures; • to develop critical insights into the major works, literary movements, and socio-cultural contexts that shaped Sanskrit literature
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CO-PSO Mapping			
After completion of the course UG NEP 2020 HONS, students will be able:			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-DS1	<ul style="list-style-type: none"> • To achieve a comprehensive understanding of the fundamental principles of Sanskrit Grammar; • to construct grammatically sound sentences in Sanskrit; • to develop proficient translation skills, allowing the students to effectively translate Bengali/English texts into Sanskrit languages; • to make students aware about the principles and usage of Sanskrit metres according to Chandomanjari byGangadas 	Define, Describe, Construct, Explain, Translate, Discuss	2,3,5
CO-DS2	<ul style="list-style-type: none"> • To make students aware about the History of Vedic Literature, History of Purana, Ramayana and Mahabharata; • to make students conscious about the History of Technical and Scientific Sanskrit Literature; • to enhance understanding of classical poetic structures; • to develop critical insights into the major works, literary movements, and socio-cultural contexts that shaped Sanskrit literature 	Know, Explain, Recognize. Describe, Discuss, Summarize	2,3,4,5

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS1	✓		✓	✓	✓		✓	✓
DS2	✓	✓	✓	✓			✓	✓

Pri. Vedavaputana
Principal
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Vivekananda Vidyabavan



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DEPARTMENT OF SOCIOLOGY	
Programme Specific Outcomes (PSO)	
PSO 1	Help students develop a critical sociological imagination and understand, articulate, and apply sociological theory to understand the social worlds they live in.
PSO 2	To observe, explore and process the diversity of Indian society and formulate research to critically understand them.
PSO 3	Students will be able to identify, understand and differentiate between social institutions which form the framework of any society. They will also be able to comprehend the processes through which social structures respond to change and evolve with time
PSO 4	To formulate hypothesis, measure variables and test, verify and validate sociological theory by applying research methods.
PSO 5	Students will be able to gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance
PSO 6	It enables students to understand various social problems that prevail in the Indian society
PSO 7	Students develop the knowledge, skills and attitude necessary to be an engaged member of the community
PSO 8	Students will process analytical skills in areas such as policy analysis, administration analysis and problem-solving.
PSO 9	It helps to understand the concepts of social welfare and development and therefore helps to bring about positive social change.
PSO 10	Students will be able to do field-based research.

DEPARTMENT OF SOCIOLOGY	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC1 SOCACOR01T Introduction to Sociology I	With this introductory paper, students will come to understand sociology as a discipline and have a firm foundation on all the basic concepts and its relationship with other disciplines.
CC2 SOCACOR02T Sociology of India I	In this paper students will learn about the major discourses related to India and will be better in understanding the Indian society and its various cultural institutions.
CC3 SOCACOR03T	Through this paper students are introduced with sociological theory and will increase their sociological knowledge as they come to look at society through the four major perspectives of functionalism, interpretive perspective, conflict and feminist perspective.

Introduction to Sociology II	
CC4 SOCACOR04T Sociology of India II	This paper enhances the knowledge of students on Indian society as they learn about the various movements of resistance, mobilisation, change and about its state and society. The students are also introduced to the various thinkers who contributed to Indian Sociology.
CC5 SOCACOR05T Political Sociology	This course aims to help students understand the relationship between the state and society. It equips students to analyze the historical context of political processes, institutions, and changes, facilitating an understanding of the dynamic nature of political phenomena. By introducing various concepts such as political socialization, political culture, power, and elites, the course enables students to evaluate how major social factors affect political processes
CC6 SOCACOR06T Sociology of Religion	Students will comprehend key concepts and identities of religion. They will apply sociological perspectives to the study of religion and spirituality using the sociological imagination. Students will analyze the impacts of religion on social class, power, race, gender, sexuality, and age. They will evaluate and critique the concepts of religion put forth by three thinkers: Marx, Weber, and Durkheim, and identify basic issues of religion.
CC7 SOCACOR07T Sociology of Gender	Students will understand gender as a social construct. They will examine the interplay between race, class, gender, sexuality, and other social groups. Students will recognize and assess gender discrimination and inequalities, as well as explore issues related to gender, power, and resistance.
CC8 SOCACOR08T Economic Sociology	This course provides an understanding of the interrelation between the economy and society. Students will learn theoretical approaches to the economy, the market, and economic behaviour. By studying this course, students will gain knowledge of: a) Forms of Exchange b) Systems of Production, Circulation, and Consumption. c) Contemporary Issues in Economic Sociology
CC9 SOCACOR09T Sociology of Kinship	Students will gain deep knowledge of key terms and various approaches regarding kinship. They will comprehend concepts related to family, household, and marriage. This course will enable students to explore and reconceptualize ideas about re-casting kinship.
CC10 SOCACOR10T Social Stratification	This course will introduce students to the basic concepts of sociological stratification. Students will learn the theoretical perspectives of social stratification and develop an in-depth understanding of stratification systems such as gender, caste, class, and ethnicity, along with the resulting social inequalities. They will analyze social mobility and changing power relations in the modern world.
CC11 SOCACOR11T Sociological Thinkers I	The course aims to introduce students to sociological theory and thought. It offers students the chance to familiarize themselves with classical theories of Sociology.
CC12 SOCACOR12T Sociological Research Methods I	This course will aid students in grasping the fundamentals of sociological research and appreciating the importance of research design and formulation. Through this course, students will analyse: a) The essence of Sociological Research

	b) Diverse perspectives on studying social phenomena c) Various modes of inquiry
CC13 SOCACOR13T Sociological Thinkers II	The course familiarizes students with sociological theory. It recognizes Western contributions and analyzes the features of social theory. Additionally, it describes and illustrates the role of theory in building sociological knowledge.
CC14 SOCACOR14T Sociological Research Methods II	The course introduces research methods. It emphasizes research design, data collection, and analysis. It teaches students the contours of quantitative and qualitative research. Additionally, it acquaints students with field data collection and dissertation writing.
DSE1 SOCADSE01T Urban Sociology	This course explains important perspectives in Urban Sociology and Politics of Urban Space. It defines basic concepts of urban sociology, identifies the city with concepts of common consumption and social reproduction, and understands the nature, scope, and importance of urban sociology.
DSE2 SOCADSE02T Agrarian Sociology	With this course students will get complete knowledge about agrarian societies and agrarian studies, issues in agrarian sociology, themes in agrarian sociology of India and agrarian future.
DSE 3 SOCADSE03T Environmental Sociology	This course is designed to help students to understand the approaches to the environment and invite them to engage critically with the predominant theoretical approaches. It also introduces them to the key environmental debates in India and some of the more impactful environmental movements.
DSE 4 SOCADSE04T Sociology of Work	The course engages students with work and industry. It facilitates understanding of basic concepts of work and industry and capitalistic notions in Sociology. It encourages exploration of industrial culture and hazards. It will also help students to learn about the dimensions of work and work in the informal sector.
DSE 5 SOCADSE05T Sociology of Health and Medicine	Sociology of health and medicine courses can help students develop skills to analyze health and illness from a sociological perspective. Students can learn to use sociological concepts to explain the social distribution of health, healthcare, and disease. Students can learn to communicate their sociological analysis of health and illness to non-sociological audiences.
DSE 6 SOCADSE06T Indian Sociological Traditions	The course facilitates in-depth knowledge about eminent Indian sociologists. It introduces the Contributions of Select Indian Sociologists and Social Thinkers. It enhances sociological understanding of Indian society and explains how sociologists in India engage with tradition, modernity, caste, tribe, and gender. It acquaints students with continuities and contradictions in Indian society.

	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	With this introductory paper, students will come to understand sociology as a discipline and have a firm foundation on all the basic concepts and its relationship with other disciplines.	know, understand, comprehend, integrate	1,3,4,7
CO-CC2	In this paper students will learn about the major discourses related to India and will be better in understanding the Indian society and its various cultural institutions.	Learn, understand, trace	1,2,3,4,6,9
CO-CC3	Through this paper students are introduced with sociological theory and will increase their sociological knowledge as they come to look at society through the four major perspectives of functionalism, interpretive perspective, conflict and feminist perspective.	Know, study, explain, handle	1,3,4,5,7
CO-CC4	This paper enhances the knowledge of students on Indian society as they learn about the various movements of resistance, mobilisation, change and about its state and society. The students are also introduced to the various thinkers who contributed to Indian Sociology.	Learn, understand, assess, compare	1,2,3,4,6,9
CO-CC5	This course aims to help students understand the relationship between the state and society. It equips students to analyze the historical context of political processes, institutions, and changes, facilitating an understanding of the dynamic nature of political phenomena. By introducing various concepts such as political socialization, political culture, power, and elites, the course enables students to evaluate how major social factors affect political processes	Understand, equip, analyse, facilitate, interpret, apply	1,2,3,4,6,8
CO-CC6	Students will comprehend key concepts and identities of religion. They will apply sociological perspectives to the study of religion and spirituality using the sociological imagination. Students will analyze the impacts of religion on social class, power, race, gender, sexuality, and age. They will evaluate and critique the concepts of religion put forth by three thinkers: Marx, Weber, and Durkheim, and identify basic issues of religion.	Comprehend, handle, outline, trace, apply, analyse	1,3,4,5,6,9
CO-CC7	Students will understand gender as a social construct. They will examine the interplay between race, class, gender, sexuality, and other social groups. Students will recognize and assess gender discrimination and	Know, recognize, trace, compare,	1,2,3,4,5,6,7,9

	inequalities, as well as explore issues related to gender, power, and resistance.	incorporate, explain	
CO-CC8	This course provides an understanding of the interrelation between the economy and society. Students will learn theoretical approaches to the economy, the market, and economic behaviour. By studying this course, students will gain knowledge of: a) Forms of Exchange b) Systems of Production, Circulation, and Consumption. c) Contemporary Issues in Economic Sociology	Understand, analyse, apply, grasp, incorporate	1,2,3,4,6,8
CO-CC9	Students will gain deep knowledge of key terms and various approaches regarding kinship. They will comprehend concepts related to family, household, and marriage. This course will enable students to explore and reconceptualize ideas about re-casting kinship.	Know, classify, critique, assess, detail	1,2,3,4,7
CO-CC10	This course will introduce students to the basic concepts of sociological stratification. Students will learn the theoretical perspectives of social stratification and develop an in-depth understanding of stratification systems such as gender, caste, class, and ethnicity, along with the resulting social inequalities. They will analyze social mobility and changing power relations in the modern world.	Example, reproduce, characterize, explain	1,2,3,4,5,8
CO-CC11	The course aims to introduce students to sociological theory and thought. It offers students the chance to familiarize themselves with classical theories of Sociology.	Know, handle, generalise, analyse, apply	1,3,4,5,7
CO-CC12	This course will aid students in grasping the fundamentals of sociological research and appreciating the importance of research design and formulation. Through this course, students will analyze: a) The essence of Sociological Research b) Diverse perspectives on studying social phenomena c) Various modes of inquiry	Know, test, validate, verify, apply, design incorporate, compare, confirm.	1,3,4,7,10
CO-CC13	The course familiarizes students with sociological theory. It recognizes Western contributions and analyzes the features of social theory. Additionally, it describes and illustrates the role of theory in building sociological knowledge.	Know, analyse, criticize, generalise, apply	1,3,4,5,7
CO-CC14	The course introduces research methods. It emphasizes research design, data collection, and analysis. It teaches students about quantitative and qualitative research. Additionally, it acquaints students with field data collection and dissertation writing.	Know, test, validate, verify, apply, combine, compare, confirm, design.	1,3,4,7,10

CO-DSE1	The course engages students with work and industry. It facilitates understanding of basic concepts of work and industry and capitalistic notions in Sociology. It encourages exploration of industrial culture and hazards. It will also help students to learn about the dimensions of work and work in the informal sector.	Facilitate, understand, determine, assess	1,2,3,4,6,7,9
CO-DSE2	With this course students will get complete knowledge about agrarian societies and agrarian studies, issues in agrarian sociology, themes in agrarian sociology of India and agrarian future	Know, generalize, depict, explain	1,2,3,4,8,9
CO-DSE4	The course engages students with work and industry. It facilitates understanding of basic concepts of work and industry and capitalistic notions in Sociology. It encourages exploration of industrial culture and hazards. It will also help students to learn about the dimensions of work and work in the informal sector.	Judge, interpret, contrast, explain, compare	1,2,3,4,6,7,8,9
CO-DSE6	The course facilitates in-depth knowledge about eminent Indian sociologists. It introduces the Contributions of Select Indian Sociologists and Social Thinkers. It enhances sociological understanding of Indian society. Analyzes how sociologists in India engage with tradition, modernity, caste, tribe, and gender. It acquaints students with continuities and contradictions in Indian society.	Defend, critique, interpret, evaluate	1,2,3,4,5

PO - CO MATRIX (UG CBCS HONS)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CC1			✓		✓		✓	
CC2		✓	✓		✓		✓	
CC3		✓	✓				✓	
CC4		✓	✓	✓	✓		✓	✓
CC5		✓	✓	✓			✓	
CC6		✓	✓				✓	
CC7		✓	✓				✓	
CC8		✓	✓			✓	✓	

CC9		✓	✓			✓	✓	
CC10		✓	✓			✓	✓	
CC11			✓				✓	
CC12	✓	✓		✓			✓	✓
CC13			✓				✓	
CC14	✓	✓		✓			✓	✓
DSE1			✓		✓	✓	✓	
DSE2			✓			✓	✓	
DSE3		✓	✓				✓	✓
DSE4			✓				✓	

DEPARTMENT OF SOCIOLOGY	
UG – NEP 2020 – HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS1 SOCDSC101T Introducing Sociology	Introduces students to the discipline enabling them to understand and recognize the relationship of Sociology to the other social sciences. Students will identify and define the basic concepts in Sociology. They will analyze and interpret these concepts, apply their understanding to various social contexts, and evaluate the impact of these concepts on societal dynamics.
DS2 SOCDSC202T Introducing Indian Society	Introduces students to the major concepts in Indian Sociology, such as Caste, Village, Family, and Tribe, enabling them to understand and recognize these foundational elements. Students will identify and define these key concepts and analyze their roles within the societal structure of India. They will evaluate and interpret the impact of these concepts on Indian society, apply their knowledge to various sociological contexts, and create critical perspectives to study and examine societal dynamics in India.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping

CO-DS 1	Introduces students to the discipline enabling them to understand and recognize the relationship of Sociology to the other social sciences. Students will identify and define the basic concepts in Sociology. They will analyze and interpret these concepts, apply their understanding to various social contexts, and evaluate the impact of these concepts on societal dynamics.	Understand, recognize, analyze, interpret, apply, create	1,3,4,7
CO-DS 2	Introduces students to the major concepts in Indian Sociology, such as Caste, Village, Family, and Tribe, enabling them to understand and recognize these foundational elements. Students will identify and define these key concepts and analyze their roles within the societal structure of India. They will evaluate and interpret the impact of these concepts on Indian society, apply their knowledge to various sociological contexts, and create critical perspectives to study and examine societal dynamics in India.	understand, recognize, identify, define, analyze, examine	1,2,3,4,6,9

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
DS 1			✓		✓		✓	
DS 2		✓	✓		✓		✓	

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DEPARTMENT OF HUMAN RIGHTS	
Programme Specific Outcomes (PSO)	
PSO 1	To Understand the historical and philosophical growth of the idea of Human Rights.
PSO 2	To Know the different generations of Human Rights and different international instruments to protect and promote Human Rights such as CEDAW, UDHR, ICCPR, ICESCR, WTO, GATT, TRIPS, TRIMS etc
PSO 3	To Comprehend and overview of different theories of Human Rights such as Natural, Positivist, Legal, Utilitarian and Social Contract.
PSO 4	To enhance the knowledge and understand Human Rights. Foster attitudes of tolerance, respect, solidarity and responsibility
PSO 5	To develop awareness of how Human Rights can be translated into social and political reality. To develop skills for protecting Human Rights
PSO 6	To promote respect for all without any discrimination
PSO 7	To deepen the understanding of Human Rights to enrich Human Rights Culture
PSO 8	To draw the relationship between Rights and Duties
PSO 9	To investigate the confrontations between Universalism and Cultural relativism & Individualism and collectivism
PSO 10	To increase the analytical power of the students on the basis of the Constitutional Amendments, Criminal Justice System, Landmark Judgement
PSO 11	To synthesise real life events through Case studies, Documentation, PPT Presentation.
PSO 12	To combine theoretical and practical knowledge to evaluate different incidents of violation of Human Rights and societal issues like unemployment, poverty, corruption
PSO 13	To get an idea about Research Methodology
PSO 14	To develop an idea about Statistical measures

DEPARTMENT OF HUMAN RIGHTS	
UG - CBCS – GENERAL	
Course Outcomes (CO)	
Paper	Course Outcomes
GE1: HURHGEC01T/ HURGCOR01T – Introduction to Human Rights	To provide in depth knowledge about Conceptual Background of Human Rights and Duties, Importance of Internalizing Human Rights and Duties, Right to Peace. On the other side the practical portion of this course encourage students to make project report on any events of Human Rights
GE2: HURHGEC02T/ HURGCOR02T – Constitution Vision of Justice -	To provide in depth knowledge about Philosophical and Ideals Of The Constitution and Landmark, Fundamental Rights, DPSP, Fundamental Duties, Articles, Judgements, Parliament, Supreme Court, High Court, Law Enforcing Agencies, CAPF,

	ITBP, BSF, CBI, ITD, DRI, NCB, Military. Practical portion of this course encourage students to make case study report on any events of Human Rights
GE3: HURHGEC03T/HURGCOR03T - International Human Rights mechanism and instruments	To provide in depth knowledge about United Nation System and Human Rights, CEDAW, DEDAW, DEVAW, CRC, and CAT. In practical paper Students get the opportunity of Documentation
GE4: HURHGEC04T/HURGCOR04T - Human Rights Movement-	To provide in depth knowledge about The Various Important International Conferences and International Humanitarian Laws, Geneva Convention, Additional Protocol .In practical paper Students get the opportunity of Documentation
DSE 1: HURGDSE01T – Conferences and Development -	To know and develop a brief idea about Tehran and Vienna conferences. This paper aims to provide knowledge in details about the International Humanitarian Law and International Criminal Tribunals and different growth and Models. On the other side the practical portion of this course encourage students to make PowerPoint presentation on any events of Human Rights
DSE 2: HURGDSE02T- Regional Human Rights Regime and Democracy-	To provide knowledge about the Concept of Social Research, Methodology, and Data Collection. On the other side the practical portion of this course encourage students to make Documentation on any events of Human Rights
GE 1: HURGGEC01T– Meaning and Concepts of Human Rights:	To provide in depth knowledge about Conceptual Background of Human Rights and Duties, Importance of Internalizing Human Rights and Duties, Right to Peace. On the other side the practical portion of this course encourage students to make review any book of Human Rights.
DSE 3: HURGDSE03T- Research Methodology	To get an idea about Research Methodology, Sampling, Questionnaire, different types of Research, Quantitative and Qualitative methods. On the other side the practical portion of this course encourage students to document three recent cases on Human Rights protection or Human Rights Violation
DSE 4: HURGDSE04T – Growth Models and Human Rights -	To provide in depth knowledge about civil societies, International Interventions, Amnesty International, PUCL, and PUDR. On the other side the practical portion of this course encourage students to make Chart Presentation on any events of Human Rights
GE 2: HURGGEC02T- Human Rights in India: Indian Constitution and Domestic laws	To provide in depth knowledge about Philosophical And Ideals Of The Constitution And Landmark ,Fundamental Rights, DPSP, Fundamental Duties, Articles, Judgements, Parliament, Supreme Court, High Court, Law Enforcing Agencies, CAPF, ITBP, BSF, CBI,ITD ,DRI, NCB, Military. Practical portion of this course encourage students to make Chart presentation on any events of Human Rights.
SEC1: HURSSSEC01M- Introduction and theories of Human Rights:	To provide in depth knowledge about all the theories Of Natural, Legal, And Utilitarian. Practical: Project on Various Theories

SEC2: HURSEC02M- United Nation System	To provide in depth knowledge about The Peace and Security through United Nations System with Its Specialised Organs, Practical: Documentations
SEC3 – HURSEC03M- : Indian Constitution and Human Rights:	To provide in depth knowledge about The Constitution of India, Supreme Court, High Court, And Parliament.,and Practical: Project on Various Cases through Landmark Judgements
SEC4: HURSEC04M – Conferences and Globalization:	To provide in depth knowledge about All the Sustainable Developments. Globalizations, Conferences, Practical: Documentations

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO- GE1	<ul style="list-style-type: none"> • Provide in depth knowledge about Conceptual Background of Human Rights and Duties; analyse importance of Internalizing Human Rights and Duties, and Right to Peace. • On the other side the practical portion of this course explore students to make project report on any events of Human Rights 	Knowledge, Analyse, Explore	1,3,8,9
CO- GE2	<ul style="list-style-type: none"> ▪ Provide in depth knowledge and Understanding about Philosophical and Ideals of the Constitution. And Explain Landmark Judgement, Fundamental Rights, DPSP, Fundamental Duties, Articles, Judgements, Parliament, Supreme Court, High Court, and Law Enforcing Agencies, CAPF, ITBP, BSF, CBI, ITD, DRI, NCB, and Military. ▪ Practical portion of this course encourage students to write case study report on any events of Human Rights. 	Knowledge, Understanding, Explain, write	1,6,7
CO- GE3	<ul style="list-style-type: none"> ▪ Provide in depth knowledge about United Nation System 	Compare and Relate, write	1,2,4

	<p>and Human Rights. Compare and Relate CEDAW, DEDAW, DEVAW, CRC, and CAT.</p> <ul style="list-style-type: none"> ▪ In Practical paper Students get the opportunity of write Documentation. 		
CO- GE4	<ul style="list-style-type: none"> ▪ Provide in depth knowledge to elaborate the Various Important International Conferences and International Humanitarian Laws, Geneva Convention, Additional Protocol. • In practical paper Students get the opportunity to prepare and summarise Documentation 	to elaborate, prepare and summarise	4,5,6
CO-DSE05	<ul style="list-style-type: none"> ▪ Provide knowledge to generalise Concept of International Conferences, International Humanitarian Law, International Criminal Tribunals, Growth and Models • In practical Students make PowerPoint Presentation in detail. 	Generalise, detail	1,6,12,13
CO- GE5	<ul style="list-style-type: none"> ▪ Provide detailing about the Conceptual Background of Human Rights and Duties, Importance of Internalizing Human Rights and Duties, and Right to Peace. To Classify and Characterise different generation of Human rights. ▪ On the other side the practical portion of this course encourage students to Review any book on Human Rights 	Detailing, Classify, Characteristics.	1,6,12,
CO- DSE6	<ul style="list-style-type: none"> ▪ Describe in depth knowledge about civil societies, International Interventions, Amnesty International, TRIPS,TRIMS,AOA,Right to development,PUCL, and PUDR.To develop an idea about statistical measures. ▪ Practical: Prepare Chart Presentation On Various Cases 	Prepare, develop, describe	6,11,10,14
CO- GE6	<ul style="list-style-type: none"> ▪ Develop in depth knowledge about Philosophical and Ideals 	Evaluate, develop	1,2,6

	<p>of the Constitution and Landmark, Fundamental Rights, DPSP, Fundamental Duties, Articles, Judgements, Parliament, Supreme Court, High Court, Law Enforcing Agencies, CAPF, ITBP, BSF, CBI, ITD, DRI, NCB, Military.</p> <ul style="list-style-type: none"> ▪ Practical portion of this course encourage students to present a chart on any events of Human Rights 		
CO-SEC1	<ul style="list-style-type: none"> ▪ Enumerate in depth knowledge about all the theories Of Natural, Legal, And Utilitarian. • Practical: Project On Various Theories in detail. 	Enumerate, detail	1,2,3
CO-SEC2	<ul style="list-style-type: none"> ▪ Describe in depth knowledge about the Peace and Security through United Nations System with Its Specialised Organs. • Practical: To prepare Documentations 	Describe, prepare	4,5,6
CO-SEC3	<ul style="list-style-type: none"> ▪ Explain in depth knowledge about The Constitution of India, Supreme Court, High Court, and Parliament. • Practical: Project to evaluate Various Cases Through Landmark Judgements 	Explain, evaluate	7,8,9
CO-SEC4	<ul style="list-style-type: none"> ▪ Summarise in depth knowledge about All the Sustainable Developments. Globalizations, Conferences. ▪ Practical: To prepare Documentations 	Summarise, prepare	10,11,12

PO - CO MATRIX (UG CBCS GENERAL)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
GE 1	✓	✓		✓	✓	✓	✓	
GE 2	✓	✓		✓	✓		✓	
GE 3	✓	✓		✓	✓	✓	✓	
GE 4	✓	✓	✓	✓	✓	✓	✓	✓
DSE 5	✓	✓	✓	✓	✓		✓	✓
GE 5	✓	✓	✓	✓	✓	✓	✓	✓
DSE 6	✓	✓	✓	✓	✓		✓	✓
GE 6	✓	✓	✓	✓	✓	✓	✓	✓

SEC 1	✓	✓		✓	✓		✓	
SEC 2	✓	✓		✓	✓		✓	
SEC 3	✓	✓	✓	✓	✓	✓	✓	✓
SEC 4	✓	✓	✓	✓	✓	✓	✓	✓

DEPARTMENT OF HUMAN RIGHTS	
UG – NEP 2020 - GENERAL	
Course Outcomes (CO)	
Paper	Course Outcomes
Min Sem1: HURMIN101T Introduction to Human rights –	To impart knowledge regarding historical and philosophical foundation of Human Rights and their classifications. Basic understanding of the concepts of Right and Duties. To have in-depth knowledge regarding different revolutions, PIL, International Bill of Human Rights, Adequate Standard of Living and different Indian Concepts related to Human Rights. Practical portion of this course encourage students to make case study on any events of Human Rights.
Min Sem2: HURMIN202T Constitution vision of Justice-	To develop a basic understanding of constitutional perspectives, classifications and regimes. To promote respect for all without any discrimination. To make a clear concept of Law Enforcing agencies and Indian Constitution ensures Human Right by guaranteeing Fundamental Rights to every citizen of India. Practical portion of this course encourage students to make Documentation on any events of Human Rights.
Min Sem3: HURMIN303T Human Rights Mechanism and Instruments –	To have clear idea about The United Nation. To know the concept and importance of different movements related to Human Rights such as Apartheid, National freedom movement, Dalit, Tribal, Women. To know about different conventions related to Refugees, Women, Racial Discrimination. Practical portion of this course encourage students to make case study on any events of Human Rights
Min Sem4: HURMIN404T Conferences and Development –	To gain knowledge about different conferences such as Tehran, Vienna, Rwanda, Yugoslavia, and ICC. To have clear understanding regarding the Growth and Models of Human rights. Practical portion of this course encourage students to make PowerPoint Presentation on any events of Human Rights
Min Sem5: HURMIN505T Research Methodology –	To have clear idea about Meaning, Types, Scope of Research and different techniques of Sample, Data Collection. To compute various Statistical techniques such as Mean, Median, Mode and SD. Practical portion of this course encourage students to make case study on any events of Human Rights
Min Sem6: HURMIN606T Organisations and Human Rights –	To develop basic understanding of Civil societies and NGO's. To understand various definitions of Democracy, Science and Technology, Social Inequality and Stratification, Self-Determination. Practical portion of this course encourage students to make case study on any events of Human Rights
MDC Sem1: HURHMD101M	To impart knowledge regarding historical and philosophical foundation of Human Rights and their classifications. To have a basic concepts of

Introduction to Human Rights:	Right and Duties. To have an in-depth knowledge about different theories of Human Rights, Globalisation and contemporary Human Right issues
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CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
Minor I	<ul style="list-style-type: none"> ▪ To describe knowledge regarding historical and philosophical foundation of Human Rights and their classifications. Basic understanding of the concepts of Right and Duties. To know and identify in-depth knowledge regarding different revolutions, PIL, International Bill of Human Rights, Adequate Standard of Living and different Indian Concepts related to Human Rights. ▪ Practical portion of this course encourage students to evaluate case study on any events of Human Rights 	Describe, evaluate, know, identify	1,2
Minor II	<ul style="list-style-type: none"> ▪ To develop a basic understanding of constitutional perspectives, classifications and regimes. To promote respect for all without any discrimination. To elaborate a clear concept of Law Enforcing agencies and Indian Constitution ensures Human Right by guaranteeing Fundamental Rights to every citizen of India. ▪ Practical portion of this course encourage students to prepare Documentation on any events of Human Rights 	Develop, prepare, elaborate	1,3,4,8
Minor III	<ul style="list-style-type: none"> ▪ To understand and analyse about The United Nation. To know the concept and importance of different movements related to Human Rights such as Apartheid, National freedom 	Understand, analyse, evaluate	7,9,10

	<p>movement, Dalit, Tribal, Women. To know about different conventions related to Refugees, Women, Racial Discrimination.</p> <ul style="list-style-type: none"> ▪ Practical portion of this course encourage students to evaluate case study report on any events of Human Rights ▪ 		
Minor IV	<ul style="list-style-type: none"> ▪ To explain about different conferences such as Tehran, Vienna, Rwanda, Yugoslavia, and ICC. To recognise Growth and Models of Human Rights. ▪ Practical portion of this course encourage students to prepare PPT Presentation on any events of Human Rights 	Explain, recognise, prepare	9,11
Minor V	<ul style="list-style-type: none"> ▪ To Enumerate Meaning, Types, Scope of Research and different techniques of Sample, Data Collection. To compute various Statistical techniques such as Mean, Median, Mode and SD. ▪ Practical portion of this course encourage students to evaluate case study report on any events of Human Rights 	Enumerate, evaluate	5,13,14
Minor VI	<ul style="list-style-type: none"> ▪ To develop basic understanding of Civil societies and NGO's. To understand and apply knowledge about various definitions of Democracy, Science and Technology, Social Inequality and Stratification, Self-Determination. ▪ Practical portion of this course encourage students to evaluate case study report on any events of Human Rights 	Develop, understand, apply, evaluate	6,12
MDC	<ul style="list-style-type: none"> ▪ To describe and understand knowledge regarding historical and philosophical foundation of Human Rights and their classifications. To have a basic concepts of Right and Duties. To have an in-depth knowledge about 	describe, understand, analyse	1,2,3,5, 6,8,11

	<p>different theories of Human Rights, Globalisation and contemporary Human Right issues.</p> <ul style="list-style-type: none"> Practical portion of this course encourage students to analyse case study report on any events of Human Rights 		
SEC	<ul style="list-style-type: none"> To describe different regional enforcement of Human Rights. To develop an overview of UN Charter and its specialised agencies. To Enumerate all the Criminal Justice System in National and International Phase. To analyse Feminist and Dalit perspectives of Human Rights, CRC, Helsinki Declaration and Environmental Laws. To know and identify in-depth knowledge regarding Making of the Constitution. 	Describe, develop, Enumerate know, identify	1,2,3,4, 5,6,7,8, 9,10

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Minor I	✓	✓		✓	✓	✓	✓	
Minor II	✓	✓		✓	✓		✓	
Minor III	✓	✓		✓	✓	✓	✓	
Minor IV	✓	✓		✓	✓	✓	✓	
Minor V	✓	✓	✓	✓	✓		✓	✓
Minor VI	✓	✓	✓	✓	✓		✓	✓
MDC	✓	✓	✓	✓	✓	✓	✓	✓
SEC	✓	✓	✓	✓	✓	✓	✓	


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DEPARTMENT OF PSYCHOLOGY	
Programme Specific Outcomes (PSO)	
PSO 1	To understand and develop knowledge about the basic concepts in psychology and various theoretical foundations of branches of Psychology and to develop an understanding of how various theories and methods of Psychology apply to the real life settings
PSO 2	To understand and comprehend the role of culture in evaluating behaviours and exploring psychological insights in the Indian thought traditions
PSO 3	To analyse the relationships between brain function and behaviour, and the environment and behaviour, applying what they learn to illuminate our understanding and improve the world around us
PSO 4	The process of synthesizing information in psychology involves weaving together diverse theories, empirical studies, and conceptual frameworks to formulate cohesive and insightful perspectives
PSO 5	To evaluate various therapeutic techniques to determine the success in achieving defined goals and also to assess individual's behaviour, personality, cognitive abilities and several other domains

DEPARTMENT OF PSYCHOLOGY	
UG - CBCS - GENERAL	
Course Outcomes (CO)	
Paper	Course Outcomes
GE 01: PSYGCOR01T Orientation to Psychology:	To provide an overview of the basic concepts in psychology to help better communication and enhance adjustments in life and work
GE 02: PSYGCOR02T Youth, Gender and Identity:	To equip learners with an understanding of the concepts of Youth, Gender and Identity and their interface and also to inculcate sensitivity to issues related to Youth, Gender and Identity within socio cultural context
GE 03: PSYGCOR03T Psychology for Health and Wellbeing:	It aims to understand the spectrum of health and illness for better health management
GE 04: PSYGCOR04T Psychology at Work:	Students will understand the meaning and theoretical foundations of Industrial and Organizational Psychology and to develop an understanding of how the various theories and methods of Industrial and Organizational Psychology apply to the real work settings.
DSE 01: PSYGDSE01T Clinical Psychology:	To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.
DSE 02: PSYGDSE04T Developmental Psychology,	To understand the role of culture in evaluating behaviours and exploring psychological insights in the Indian thought traditions

Contemporary approaches	
GEC 01: PSYGGEC01T Psychology and Media:	Students will understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms
GEC 02: PSYGGEC02T Intergroup relations:	To familiarise the significance of healthy inter group relations for the society and learn the strategies of resolving intergroup conflicts
SEC 01: PSYSSEC01M Stress Management:	Students will learn how they can make adjustments and manage to cope with stress more effectively
SEC 02: PSYSSEC02M Effective Decision Making:	Students will learn various strategies to make good decisions in life

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO1	To provide an overview of the basic concepts in psychology to help better communication and enhance adjustments in life and work.	Understand, knowledge, application	1,2,3,5,7
CO2	To equip learners with an understanding of the concepts of Youth, Gender and Identity and their interface and also to inculcate sensitivity to issues related to Youth, Gender and Identity within socio cultural context.	Understand, knowledge, comprehend	1,2,4,5
CO3	It aims to understand the spectrum of health and illness for better health management.	Understand, knowledge, Analyse,	1,2
CO4	Students will understand the meaning and theoretical foundations of Industrial and Organizational Psychology and to develop an understanding of how the various theories and methods of Industrial and Organizational Psychology apply to the real work settings.	Understand, knowledge, comprehend, analyse	1,2,5,8
CO-DSE01	To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.	Understand, knowledge, comprehend, analyse, synthesis, applications	1,2,3,5
CO-DSE02	To understand the role of culture in evaluating behaviours and exploring psychological insights in the Indian thought traditions.	Understand, Knowledge, analysis, evaluation	1,2,5

CO-GEC01	Students will understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms.	Understand, Knowledge, analysis, comprehend	1,2,3,4
COGEC02	To familiarise the significance of healthy inter group relations for the society and learn the strategies of resolving intergroup conflicts.	Understand, Knowledge, analysis, interpret	1,2,4,5
CO-SEC01	Students will learn how they can make adjustments and manage to cope with stress more effectively.	Understand, knowledge, analyse, evaluation	1,2,7
CO-SEC02	Students will learn various strategies to make good decisions in life	Understand, Knowledge, comprehend, analyse, evaluation	1,2,3,4,8

PO - CO MATRIX (UG CBCS GENERAL)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	✓	✓	✓		✓		✓	
CO2	✓	✓		✓	✓			
CO3	✓	✓						
CO4	✓	✓			✓			✓
CODSE01	✓	✓	✓		✓			
CODSE02	✓	✓			✓			
COGEC01	✓	✓	✓	✓				
COGEC02	✓	✓		✓	✓			
COSEC01	✓	✓					✓	
COSEC02	✓	✓	✓	✓				✓

DEPARTMENT OF PSYCHOLOGY	
UG – NEP 2020 - GENERAL	
Course Outcomes (CO)	
Paper	Course Outcomes
MIN 01: PSYMIN101T Orientation to Psychology:	To provide an overview of the basic concepts in psychology to help better communication and enhance adjustments in life and work.
MIN 02: PSYMIN202T Youth, Gender and Identity:	To equip learners with an understanding of the concepts of Youth, Gender and Identity and their interface and also to inculcate sensitivity to issues related to Youth, Gender and Identity within socio cultural context
MIN 03: PSYMIN303T	It aims to understand the spectrum of health and illness for better health management

Psychology for Health and Wellbeing:	
MIN 04: PSYMIN404T Psychology at Work:	Students will understand the meaning and theoretical foundations of Industrial and Organizational Psychology and to develop an understanding of how the various theories and methods of Industrial and Organizational Psychology apply to the real work settings.
MIN 05: PSYMIN505T Clinical Psychology:	To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains
MIN 06: PSYMIN606T Developmental Psychology, Contemporary approaches:	To understand the role of culture in evaluating behaviours and exploring psychological insights in the Indian thought traditions
MDC 01: PSYHMD101T Orientation to Psychology:	To provide an overview of the basic concepts in psychology and its subfields, such as human behaviour, human development and cognitive functions

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-MIN01	To provide an overview of the basic concepts in psychology to help better communication and enhance adjustments in life and work.	Understand, knowledge, application	1,2,3,5
CO-MIN02	To equip learners with an understanding of the concepts of Youth, Gender and Identity and their interface and also to inculcate sensitivity to issues related to Youth, Gender and Identity within socio cultural context.	Understand, knowledge, comprehend	1,2,5
CO-MIN03	It aims to understand the spectrum of health and illness for better health management.	Understand, knowledge, Analyse,	1,2
CO-MIN04	Students will understand the meaning and theoretical foundations of Industrial and Organizational Psychology and to develop an understanding of how the various theories and methods of Industrial and Organizational Psychology apply to the real work settings.	Understand, knowledge, comprehend, analyse	1,2,5,8
CO-MIN05	To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.	Understand, knowledge, comprehend, analyse , synthesis, applications	1,2,3,5

CO-MIN06	To understand the role of culture in evaluating behaviours and exploring psychological insights in the Indian thought traditions.	Understand, Knowledge, analysis, evaluation	1,2,5
CO-MDC01	To provide an overview of the basic concepts in psychology and its subfields, such as human behaviour, human development and cognitive functions.	Understand, knowledge, comprehend application	1,2,5,7

PO - CO Matrix (UG NEP 2020)								
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
MIN01	✓	✓	✓		✓			
MIN02	✓	✓			✓			
MIN03	✓	✓						
MIN04	✓	✓			✓			✓
MIN05	✓	✓	✓		✓			
MIN06	✓	✓			✓			
MDC01	✓	✓			✓		✓	

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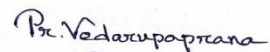


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B.Sc. Programme Outcomes (PO)	
At the end of UG programme (B.Sc.), students (Natural Sciences) will be able to:	
PO1: Knowledge and Application	Understand the basic concepts, fundamental principles, and the scientific theories related to various scientific phenomena and their relevance in day-to-day life. Also be able to apply the fundamental principles, concepts and methods in key areas of science and multidisciplinary fields. Demonstrate problem solving, analytical and logical skills to provide solutions for scientific requirements.
PO2: Communication Skills	Develop critical thinking with scientific temper. Communicate the subject effectively, and adopt technology and electronic/print media in disseminating thoughts, facts and realities.
PO3: Social responsibility	Understand the professional, ethical and social responsibilities. Develop an obligation to act for the benefit of society at large. Cultivate the responsibility to maintain a balance between the economy and the ecosystems. Understand the importance and judicious use of technology for the sustainable growth of mankind in synergy with nature
PO4: Critical, Logical And Rational Thinking	Acquire the ability for objective, rational, sceptical, logical, and unbiased analysis of factual evidence to form a judgement or conclusion. Enhance the process of rational thinking, problem solving and analytical evaluation from different perspectives.
PO5: Enlightened And Effective Citizenship	Cultivate progressive citizenship for a knowledge society for peace and prosperity of nations and the world. Develop clear, rational and progressive thinking. Participate in decision-making concerning the society and upholding national development, integrity, unity and fraternity.
PO6: Values and Ethics	Recognize the importance, worth and usefulness of principles and standards of behaviour and moral dimensions of one's own decisions and judgments. Create awareness of various aspects of social responsibility through social, outreach, and cultural activities during the programme. Help shape personalities who understand and appreciate religious and cultural diversity and plurality.
PO7: Sustainable Development	Understand, organise and promote the principle of human development goals by sustaining the ability of natural systems, natural resources and ecosystem services upon which the economy and society depends.
PO8: Life-long process of Learning:	Cultivate the proficiency to engage in continuous reflective learning in the context of technological and

	scientific advancements. Enhance the research culture and uphold scientific integrity and objectivity
PO9: Employment Skills:	Prepare for employment in various fields by developing problem solving, analytical and logical skills which make the students fit and eligible for jobs in diverse fields such as science, engineering, industries, survey, education, banking, development-planning, business, public service, self business etc. efficiently. A broad spectrum study of various subjects helps the students compete in various examinations for employment after graduation.


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 Vivekananda Vidyabhavan



Ramakrishna Sarada Mission Vivekananda Vidyabhavan

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DEPARTMENT OF ECONOMICS	
Programme Specific Outcomes (PSO)	
PSO 1	Understand economic terms, methodologies, tools and analytical processes
PSO 2	Understand the economic theories and their applicability
PSO 3	Economical, Mathematical, Statistical and Logical Thinking and Problem solving
PSO 4	Data Analysis and Use of Software
PSO 5	Develop Research related skill and Prepare for Higher Studies and Professional courses
PSO 6	Awareness about Social and Economic Problems
PSO 7	Analyse Indian Economics and Government Policies

DEPARTMENT OF ECONOMICS	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
<p>CC1 – Introductory Microeconomics – ECOACOR01T</p> <ol style="list-style-type: none"> 1. Exploring the subject matter of Economics 2. Supply and Demand: How Markets Work, Markets and Welfare 3. The Households 4. Production and Cost 5. Market Structure 	<ul style="list-style-type: none"> ● Introduce with the basic problem of the economy and optimal allocation of resources accordingly. ● Understand basic microeconomic concepts like demand, supply, production, cost, revenue and profit and the theories explaining their determination. ● Learn how the various economic agents like consumers, firms behave rationally to optimize their goals given the economic resources. ● Understand market clearing process with the help of demand supply apparatus and the role of the government.
<p>CC2 – Mathematical Methods for Economics-I – ECOACOR02T</p> <ol style="list-style-type: none"> 1. Preliminaries 2. Brief Review of Differential and Integral Calculus 	<ul style="list-style-type: none"> ● Get aware about the increased use of mathematical tools in solving economic problems.

<ol style="list-style-type: none"> 3. Simultaneous Linear Systems and Related Applications of Matrix Algebra 4. Other Topics 5. Single-variable optimization 6. Multi-variable optimization 	<ul style="list-style-type: none"> ● Use various mathematical techniques like differentiation, integration, matrix algebra etc. for understanding basic economic theories. ● Understand constrained and unconstrained optimization problem for local and global optimization in relation with consumption and production.
<p>CC3 - Introductory Macroeconomics - ECOACOR03T</p> <ol style="list-style-type: none"> 1. Introduction to Macroeconomics and National Income Accounting 2. Money 3. Inflation 4. The Closed Economy in the Short Run 	<ul style="list-style-type: none"> ● The nature and basic concepts of Macroeconomics. ● The concept and measurement of different components of national income and its importance as an indicator of economic welfare. ● The construction and measurement of aggregate macroeconomic variable like savings, investment, GDP, balance of payment, unemployment, money and inflation. ● The income determination in the closed economy in short run in Classical and Keynesian system, with essential impacts of fiscal and monetary policy variables, IS-LM model, concept of multipliers.
<p>CC4 - Statistical Methods for Economics – I - ECOACOR04T</p> <ol style="list-style-type: none"> 1. Basic concepts 2. Measures of Central tendency 3. Measures of Dispersion 4. Measures of Skewness and Kurtosis 5. Bivariate frequency distribution 6. ANOVA Tables(concepts only) 7. Time series 8. Index Numbers 	<ul style="list-style-type: none"> ● The basic concepts of statistical methods like population, sample, primary and secondary data, frequency distribution, diagrammatic representation of data etc. ● The computation of central tendency, dispersion, skewness and kurtosis, Correlation and Regression Analysis ● The concept of ANOVA table; The concept and measurement of time series, index numbers and vital statistics.

<p>9. Vital statistics</p>	
<p>CC5 - Intermediate Microeconomics – I - ECOACOR05T</p> <ol style="list-style-type: none"> 1. Consumer Theory Revisited 2. Market Structure: Perfect Competition 3. Imperfect Market Structure: Monopoly 4. Imperfect Market Structure: Monopolistic Competition 	<ul style="list-style-type: none"> ● To train in microeconomic theory to formally analyze the behaviour of individual agents. ● To use mathematical tools for the analysis of the optimizing behavior of different individual units like consumer, firm; ● To learn about the concept of risk and how to deal with risk and to reduce risk; ● To analyse the short run and long run behavior of firm and industry under different market structure such as perfect competition and imperfect competition
<p>CC6 - Intermediate Macroeconomics – I - ECOACOR06T</p> <ol style="list-style-type: none"> 1. The classical system 2. The Complete Keynesian model 3. Inflation, Unemployment and Expectations <p>Open Economy Models</p>	<ul style="list-style-type: none"> ● To introduce various macro-economy models to use them as analysing tools; ● To derive aggregate demand and aggregate supply curves; ● To explain different theories of output and employment determination in a closed economy in short run and medium run; ● To use policies in this context; ● To introduce the concept of Inflation, its causes and effects, the inflation- unemployment trade-off, different policies regarding inflation; ● To learn about various theoretical issues related to open economy;
<p>CC7 – Mathematical Methods for Economics-II – ECOACOR07T</p> <ol style="list-style-type: none"> 1. Multi-variable function: some concepts 2. Classical Optimization 3. Linear Programming and Duality 4. Simultaneous Equation Systems 	<ul style="list-style-type: none"> ● Understand concepts of functions and graphs used in economic theories. ● Learn to determine micro level market adjustments and macro level scenarios in dynamic models with the help of difference and differential equations.

<p>5. Dynamical Methods: algebraic and geometric exposition</p> <p>6. Game Theory and its Applications</p>	<ul style="list-style-type: none"> ● Apply knowledge to solve the problems on theory of consumer and firm, intertemporal choice theory, behaviour under uncertainty and comparative statics, ● Understand interaction between economic agents in static game theoretic framework. ● Use of linear programming problem and interdependent industry relations.
<p>CC8 – Intermediate Microeconomics – II – ECOACOR08T</p> <p>1 . Market Structure: Oligopoly and Strategic Behaviour of Firms</p> <p>2. Market Failure</p> <p>3.Input Markets</p> <p>4.General Equilibrium, Efficiency and Welfare</p>	<ul style="list-style-type: none"> ● Identify different oligopoly market forms in real life. ● Learn outcomes of the variable factor markets. ● Recognise the reasons for market failure. ● Learn about general equilibrium and welfare and topics under information economics.
<p>CC 9 - Intermediate Macroeconomics – II - ECOACOR09T</p> <p>1. Economic Growth</p> <p>2. Microeconomic Foundations a.Consumption b. Investment c. Demand for money</p> <p>3. Schools of Macroeconomic Thoughts</p>	<ul style="list-style-type: none"> ● To introduce the long run dynamic issues like growth and technical progress; ● To provide the micro-foundations to the various aggregative concepts with alternative theories; ● To discuss the different schools of Macroeconomic thoughts
<p>CC 10 - Statistical Methods for Economics-II - ECOACOR10T</p> <p>1. Introduction and Overview</p> <p>2. Elementary Probability Theory</p> <p>3. Random Variables and Probability Distributions</p> <p>4. Random Sampling and Jointly Distributed Random Variables</p> <p>5. Sampling</p>	<ul style="list-style-type: none"> ● To discuss basic statistical terminologies for statistical analysis and inference; ● To introduce random variable, probabaility, probability distributions; ● To discuss joint distributions of random variables; ● To discussion on sampling techniques used to collect survey data; ● To introduce some concepts on statistical inference that include point of interval estimation;

<p>6. Introduction to statistical Inference</p>	<p>To practice sums related to all concepts</p>
<p>CC 11 - Introductory Econometrics - ECOACOR11T</p> <ol style="list-style-type: none"> 1. Classical Statistical Inference 2. Linear Regression 3. Problems in OLS Method 4. Multiple Regression with qualitative information 5. Specification Analysis 	<ul style="list-style-type: none"> ● To introduce to basic econometric concepts and techniques. It covers statistical concepts of ● To discuss the concept of hypothesis testing, estimation; ● To illustrate the methods of diagnostic testing of simple and multiple regression models. <p>To discuss the covers consequences of and tests for misspecification of regression models.</p>
<p>CC 12 - Development Economics - ECOACOR12T</p> <ol style="list-style-type: none"> 1. Basic concepts of development 2. Persistence of Underdevelopment and Strategies of Development 3. Poverty and Inequality Globalization 	<ul style="list-style-type: none"> ● Understand and justify the alternative concepts of development. ● Analyse various demographic concepts and their evolution with the help of different theories and models ● Discuss different aspects of international trade and know the structure and functions of different international financial and trade organisations. ● Learn the different measures of poverty and inequality and interpret the linkages between growth and inequality
<p>CC 13 - Indian Economy - ECOACOR13T</p> <ol style="list-style-type: none"> 1. Economic Development since Independence 2. Population and Human Development 3. Growth and Distribution 4. Macroeconomic Policies and Their Impact 	<ul style="list-style-type: none"> ● Decipher the structural changes of the Indian economy in the plan period considering the backward nature of the economy ● Identify the key issues related to Indian agriculture, industry, unemployment and poverty in both pre and post reform periods and their policy relevance. ● Comprehend the objectives, success and failures of India's five year plans and the recent changes in the emphasis ● Realize and economically interpret the alterations in the government policies related to financial market, public economics and foreign trade

<p>CC14 - International Economics - ECOACOR14T</p> <ol style="list-style-type: none"> 1. International Trade: Ideas and Concepts 2. Theories of International Trade 3. Trade Policy <p>Balance of Payment</p>	<ul style="list-style-type: none"> ● Assess the Classical and Neo-classical theories of trade through the concepts of gains from trade, terms of trade, and absolute and comparative advantage ● Compare among various trade restriction policies and their welfare implications ● Relate international trade with factor income and country size with gains from trade ● Identify the policies for ensuring internal and external balance in a nation
<p>DSE 1</p> <p>Applied Econometrics - ECOADSE01T</p> <ol style="list-style-type: none"> 1. Stages in Empirical Econometric Research 2. Essential steps in Primary data collection 3. Application of Statistics 4. Application of Econometrics 5. Introduction to Econometric Software Package 	<ul style="list-style-type: none"> ● The research methodology, the fundamental steps in primary data collection, the analysis of data in terms of charts, diagrams both for primary and secondary data, estimation of descriptive statistics. ● The Linear Econometric Model with deep understanding of the problems of Multicollinearity, Heteroscedasticity, Auto-correlation and Dummy variables. The econometric software package SPSS or E-VIEWS or STATA
<p>DSE 2</p> <p>- Public Economics - ECOADSE02T</p> <ol style="list-style-type: none"> 1. Nature and Scope of Public Economics 2. Theory of Public Good 3. Taxation 4. Public Expenditure and Public Debt 	<ul style="list-style-type: none"> ● The nature and scope of Public Economics illustrating the role of state in a mixed economy. ● Concept and deep understanding of the theory of public good. ● Different principles of government taxation and its impact on saving, risk bearing and work effort of economic agents. ● Different concepts of deficit in government budget and effects of public debt on a society.
<p>DSE 3</p> <p>Economics of Health & Education - ECOADSE03T</p>	<ul style="list-style-type: none"> ● The importance of education and health in human development.

<ol style="list-style-type: none"> 1. Role of Health and Education in Human Development 2. Microeconomic Foundations of Health Economics 3. Evaluation of Health Programs 4. Health Sector in India: An Overview 5. Education: Investment in Human Capital <p>Education Sector in India: An Overview</p>	<ul style="list-style-type: none"> ● The microeconomic foundations of Health economics, like, uncertainty in health insurance market, market failure and public intervention, inequality aspect etc. ● The evaluation of different health programs. ● Different aspects of Economics of Education, like, Rate of return to education as an investment in human capital, quality of education, theories of different types of discriminations in education sector in India etc. ● An overview of health and education in India.
<p>DSE 4</p> <p>Contemporary Development</p> <p>Economics - ECOADSE04T</p> <ol style="list-style-type: none"> 1. Meaning of Economic Development 2. Poverty and Inequality 3. Political Institutions and the State 4. Individuals, Communities and Collective Outcomes 5. Environment and Sustainable Development 6. Globalization 	<ul style="list-style-type: none"> ● To impart extended knowledge of different development indices like HDI, hpi, Inequality etc.; ● To discuss alternative institutional trajectories and their relationship with economic performance; ● To elaborate individual behavior with social environment , individual responses to organizational inefficiency; ● To discuss the concept of sustainable development in consideration with environment
<p>DSE5</p> <p>- Financial Economics - ECOADSE05T</p> <ol style="list-style-type: none"> 1. Investment Theory and Portfolio Analysis <ol style="list-style-type: none"> a. Deterministic cash-flow streams b. Single-period random cash flows c. CAPM 2. Options and Derivatives 3. Corporate Finance 	<ul style="list-style-type: none"> ● To give the idea on theory of interest and different concepts related to interest like interest rate sensitivity, yield curves, immunization etc., ● To discuss the asset returns, portfolio analysis, risk-free assets , capital market ; ● To explain the contracts , future prices, stock index futures, the principle of arbitrage, and financing in the corporate sector; ● To develop comprehensive knowledge on the role of finance in the operation of an economy.

<p>DSE6</p> <p>- Project/ Dissertation - ECOADSE06P</p> <p>The course is aimed at providing students the scope to develop the skill of taking up independent analytical research project where they can learn how to select a real life problem, transform the problem into a research question and to apply an analytical framework based on theories learnt and use quantitative tools and problem designing skill. The students are supposed to come up with a conclusive answer to the research question. Finally a report will have to be submitted by the student. This exercise is expected to enhance analytical skill of the students.</p>	<ul style="list-style-type: none"> ● A brief and precise research work. ● Research analysis on contemporary socio-economic issues by applying research methodology. ● Data presentation, economic analysis and preparation of dissertation using statistical and simple econometric tools. <p>The concise form of presentation and this concept will be helpful in their future academic and job assignments.</p>
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CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-CC1	<ul style="list-style-type: none"> ● Introduce the basic problem of the economy and optimal allocation of resources accordingly. ● Understand basic microeconomic concepts like demand, supply, production, cost, revenue and profit and the theories explaining their determination. ● Learn how the various economic agents like consumers, firms behave rationally to optimize their goals given the economic resources. ● Understand market clearing process with the help of demand supply apparatus and the role of the government. 	<p>Define</p> <p>Identify and Describe</p> <p>Adapt</p> <p>Enumerate</p>	1,2,3

CO-CC2	<ul style="list-style-type: none"> ● Get aware about the increased use of mathematical tools in solving economic problems. ● Use various mathematical techniques like differentiation, integration, matrix algebra etc. for understanding basic economic theories. ● Understand constrained and unconstrained optimization problem for local and global optimization in relation with consumption and production. 	Adapt and Apply Apply and Determine Classify, Optimize and Evaluate	1,3
CO-CC3	<ul style="list-style-type: none"> ● The nature and basic concepts of Macroeconomics. ● The concept and measurement of different components of national income and its importance as an indicator of economic welfare. ● The construction and measurement of aggregate macroeconomic variable like savings, investment, GDP, balance of payment, unemployment, money and inflation. ● The income determination in the closed economy in short run in Classical and Keynesian system, with essential impacts of fiscal and monetary policy variables, IS-LM model, concept of multipliers. 	Cite and Define Study characterize and Compute Determine and Explain	1,2,3
CO-CC4	<ul style="list-style-type: none"> ● The basic concepts of statistical methods like population, sample, primary and secondary data, frequency distribution, diagrammatic representation of data etc. ● The computation of central tendency, dispersion, skewness and kurtosis, Correlation and Regression Analysis ● The concept of ANOVA table; The concept and measurement of time series, index numbers and vital statistics. 	Define, Recognize, Graph Calculate Recognize and Determine	1,3,4

CO-CC5	<ul style="list-style-type: none"> ● To train in microeconomic theory to formally analyze the behaviour of individual agents. ● To use mathematical tools for the analysis of the optimizing behavior of different individual units like consumer, firm; ● To learn about the concept of risk and how to deal with risk and to reduce risk; ● To analyse the short run and long run behavior of firm and industry under different market structure such as perfect competition and imperfect competition 	Examine Apply, Optimize Identify Derive, Compare	1,2,3,5
CO-CC6	<ul style="list-style-type: none"> ● To introduce various macro-economy models to use them as analysing tools; ● To derive aggregate demand and aggregate supply curves; ● To explain different theories of output and employment determination in a closed economy in short run and medium run; ● To use policies in this context; ● To introduce the concept of Inflation, its causes and effects, the inflation- unemployment trade-off, different policies regarding inflation; ● To learn about various theoretical issues related to open economy; 	Point out Derive Explore Apply Articulate and Express Study and Review	1,2,3,5
CO-CC7	<ul style="list-style-type: none"> ● Understand concepts of functions and graphs used in economic theories. ● Learn to determine micro level market adjustments and macro level scenarios in dynamic models with the help of difference and differential equations. ● Apply knowledge to solve the problems on theory of consumer and firm, intertemporal choice theory, behaviour under uncertainty and comparative statics, 	Recognize Enumerate Explore, Compute	1,2,3,5

	<ul style="list-style-type: none"> • Understand interaction between economic agents in static game theoretic framework. • Use of linear programming problems and interdependent industry relations. 	Recognize, Interpret Enumerate, Solve	
CO-CC8	<ul style="list-style-type: none"> • Identify different oligopoly market forms in real life. • Learn outcomes of the variable factor markets. • Recognise the reasons for market failure. • Learn about general equilibrium and welfare and topics under information economics. 	Clarify Reproduce Identify Express	1,2,3,5
CO-CC9	<ul style="list-style-type: none"> • To introduce the long run dynamic issues like growth and technical progress; • To provide the micro-foundations to the various aggregative concepts with alternative theories; • To discuss the different schools of Macroeconomic thoughts 	Characterize Correlate Interprete	1,2,3,5
CO-CC10	<ul style="list-style-type: none"> • To discuss basic statistical terminologies for statistical analysis and inference; • To introduce random variable, probabaility, probability distributions; • To discuss joint distributions of random variables; • To discussion on sampling techniques used to collect survey data; • To introduce some concepts on statistical inference that include point of interval estimation; To practice sums related to all concepts 	Study Articulate Compute Study and Apply Identify Solve	1,3,4,5
CO-CC11	<ul style="list-style-type: none"> • To introduce the basic econometric concepts and techniques. It covers statistical concepts of • To discuss the concept of hypothesis testing, estimation; 	outline Describe	1,2,3,4,5

	<ul style="list-style-type: none"> To illustrate the methods of diagnostic testing of simple and multiple regression models. To discuss the covers consequences of and tests for misspecification of regression models. 	Explain, Predict Point out	
CO-CC12	<ul style="list-style-type: none"> Understand and justify the alternative concepts of development. Analyse various demographic concepts and their evolution with the help of different theories and models Discuss different aspects of international trade and know the structure and functions of different international financial and trade organisations. Learn the different measures of poverty and inequality and interpret the linkages between growth and inequality 	Classify and Cultivate Diagnose and Explain Enumerate Study	CC12
CO-CC13	<ul style="list-style-type: none"> Decipher the structural changes of the Indian economy in the plan period considering the backward nature of the economy Identify the key issues related to Indian agriculture, industry, unemployment and poverty in both pre and post reform periods and their policy relevance. Comprehend the objectives, success and failures of India's five year plans and the recent changes in the emphasis Realize and economically interpret the alterations in the government policies related to financial market, public economics and foreign trade 	Interpret Recognize Elaborate, Assess Depict, Criticize	1,2,5,6,7
CO-CC14	<ul style="list-style-type: none"> Assess the Classical and Neo-classical theories of trade through the concepts of gains from trade, terms of trade, and absolute and comparative advantage Compare among various trade restriction policies and their welfare implications 	Evaluate Investigate	1,2,5,6

	<ul style="list-style-type: none"> ● Relate international trade with factor income and country size with gains from trade ● Identify the policies for ensuring internal and external balance in a nation 	Identify Review	
CO-DSE1	<ul style="list-style-type: none"> ● The research methodology, the fundamental steps in primary data collection, the analysis of data in terms of charts, diagrams both for primary and secondary data, estimation of descriptive statistics. ● The Linear Econometric Model with deep understanding of the problems of Multicollinearity, Heteroscedasticity, Auto-correlation and Dummy variables. ● The econometric software package SPSS or E-VIEWS or STATA 	Analyze and Justify Diagnose and Predict Adapt and Apply	1,2,3,4,5
CO-DSE2	<ul style="list-style-type: none"> ● The nature and scope of Public Economics illustrating the role of state in a mixed economy. ● Concept and deep understanding of the theory of public good. ● Different principles of government taxation and its impact on saving, risk bearing and work effort of economic agents. ● Different concepts of deficit in government budget and effects of public debt on a society. 	Recognize Elaborate Examine Acquire	1,2,3,5,6,7
CO-DSE3	<ul style="list-style-type: none"> ● The importance of education and health in human development. ● The microeconomic foundations of Health economics, like, uncertainty in health insurance market, market failure and public intervention, inequality aspect etc. ● The evaluation of different health programs. 	Describe Study Explain	1,2,5,6

	<ul style="list-style-type: none"> • Different aspects of Economics of Education, like, Rate of return to education as an investment in human capital, quality of education, theories of different types of discriminations in education sector in India etc. • An overview of health and education in India. 	Classify and Compare Appraise	
CO-DSE4	<ul style="list-style-type: none"> • To impart extended knowledge of different development indices like HDI, hpi, Inequality etc.; • To discuss alternative institutional trajectories and their relationship with economic performance; • To elaborate individual behavior with social environment , individual responses to organizational inefficiency; • To discuss the concept of sustainable development in consideration with environment 	Elaborate Describe Illustrate Associate	1,2,5,6,7
CO-DSE5	<ul style="list-style-type: none"> • To give the idea on theory of interest and different concepts related to interest like interest rate sensitivity, yield curves, immunization etc., • To discuss the asset returns, portfolio analysis, risk-free assets , capital market ; • To explain the contracts , future prices, stock index futures, the principle of arbitrage, and financing in the corporate sector; • To develop comprehensive knowledge on the role of finance in the operation of an economy. 	Classify Outline Describe Articulate	1,2,3,5
CO-DSE6	<ul style="list-style-type: none"> • A brief and precise research work. • Research analysis on contemporary socio-economic issues by applying research methodology. • Data presentation, economic analysis and preparation of dissertation using statistical and simple econometric tools. 	Abstract Diagnose Document, Develop	4,5,6,7

	<ul style="list-style-type: none"> The concise form of presentation and this concept will be helpful in their future academic and job assignments. 	Interpret, Prescribe and Summarize	
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PO - CO Matrix (UG CBCS)									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CC1	✓	✓		✓				✓	✓
CC2	✓	✓		✓				✓	✓
CC3	✓	✓		✓				✓	✓
CC4	✓	✓		✓				✓	✓
CC5	✓	✓		✓				✓	✓
CC6	✓	✓		✓				✓	✓
CC7	✓	✓		✓				✓	✓
CC8	✓	✓		✓				✓	✓
CC9	✓	✓		✓				✓	✓
CC10	✓	✓		✓				✓	✓
CC11	✓	✓		✓				✓	✓

CC12	✓	✓	✓	✓	✓	✓	✓	✓	✓
DSE1	✓	✓		✓				✓	✓
DSE2	✓	✓	✓	✓	✓	✓		✓	✓
DSE3	✓	✓	✓	✓	✓	✓	✓	✓	✓
CC13	✓	✓	✓	✓	✓	✓	✓	✓	✓
CC14	✓	✓		✓				✓	✓
DSE4	✓	✓	✓	✓	✓	✓	✓	✓	✓
DSE5	✓	✓	✓	✓	✓	✓		✓	✓
DSE6	✓	✓	✓	✓	✓	✓	✓	✓	✓

DEPARTMENT OF ECONOMICS	
UG – NEP 2020 - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
DS 1 – Introductory Microeconomics – ECODSC101T 1. Exploring the subject matter of Economics 2. Supply and Demand: How Markets Work, Markets and Welfare	<ul style="list-style-type: none"> ● Introduce with the basic problem of the economy and optimal allocation of resources accordingly. ● Understand basic microeconomic concepts like demand, supply, production, cost, revenue and profit and the theories explaining their determination. ● Learn how the various economic agents like consumers, firms behave rationally to optimize their goals given the economic resources.

3. The Households 4. Production and Cost 5. Market Structure	<ul style="list-style-type: none"> Understand market clearing process with the help of demand supply apparatus and the role of the government.
DS- 2 Introductory Macroeconomics – ECODSC202T Introduction to Macroeconomics and National Income Accounting <ul style="list-style-type: none"> Money Inflation The Closed Economy in the Short Run 	<ul style="list-style-type: none"> The nature and basic concepts of Macroeconomics. The concept and measurement of different components of national income and its importance as an indicator of economic welfare. The construction and measurement of aggregate macroeconomic variable like savings, investment, GDP, balance of payment, unemployment, money and inflation. The income determination in the closed economy in short run in Classical and Keynesian system, with essential impacts of fiscal and monetary policy variables, IS-LM model, concept of multipliers.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-DS1	<ul style="list-style-type: none"> Introduce the basic problem of the economy and optimal allocation of resources accordingly. Understand basic microeconomic concepts like demand, supply, production, cost, revenue and profit and the theories explaining their determination. Learn how the various economic agents like consumers, firms behave rationally to optimize their goals given the economic resources. 	Define Identify and Describe Adapt Enumerate	1,2,3

	<ul style="list-style-type: none"> Understand market clearing process with the help of demand supply apparatus and the role of the government. 		
CO-DS2	<ul style="list-style-type: none"> The nature and basic concepts of Macroeconomics. The concept and measurement of different components of national income and its importance as an indicator of economic welfare. The construction and measurement of aggregate macroeconomic variable like savings, investment, GDP, balance of payment, unemployment, money and inflation. The income determination in the closed economy in short run in Classical and Keynesian system, with essential impacts of fiscal and monetary policy variables, IS-LM model, concept of multipliers. 	Cite and Define Study characterize and Compute Determine and Explain	1,2,3

PO - CO Matrix (UG NEP 2020)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
DS1	✓	✓		✓				✓	✓
DS2	✓	✓		✓				✓	✓


 P. Vedavapriana
 Principal
 Ramakrishna Sarada Mission
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DEPARTMENT OF GEOGRAPHY	
Programme Specific Outcomes (PSO)	
PSO 1	Reveal the comprehensive and systematic knowledge of the subject.
PSO 2	Understanding the dynamic interrelationships between the physical and human world
PSO 3	Acquire basic theoretical and practical concepts in various fields of geography along with their applications
PSO 4	Deal with contemporary geographical and environmental issues.
PSO 5	Evaluate critically various aspect of the subject in respect of spatial and temporal dimensions
PSO 6	Prepare and interpret maps and diagrams to illustrate various facets of the subject from global to local level on various time scales
PSO 7	Acquire knowledge about various statistical methods, remote Sensing and GIS and can apply these knowledge in various application fields.
PSO 8	Learn about research activities, can extract the ground level realities through survey work and will be able to prepare project reports.
PSO 9	To be able to build a solid foundation for post graduate courses and related areas and fields

DEPARTMENT OF GEOGRAPHY	
UG - CBCS - HONOURS	
Course Outcomes (CO)	
Paper	Course Outcomes
CC1 : GEOACOR01T/P: Geotectonics and Geomorphology	<ul style="list-style-type: none"> ● Geotectonics and Geomorphology aims to provide an in-depth knowledge about the physical features of the earth. ● It makes the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature. ● It focuses on various aspects of the earth's surface, especially the lithosphere. This paper focuses on the creation, evolution, structure, and destruction of various landforms of the earth.
CC2 : GEOACOR02T/P : Cartographic Techniques	<ul style="list-style-type: none"> ● Comprehend the concept of scales and representation of data through cartograms; ● Maps have helped with exploration, travel, and the planning of cities and military operations; ● Thematic maps used for exploratory spatial data analysis, confirming hypotheses, synthesising spatial data by revealing patterns and relationships, and data

	<p>presentation.</p>
<p>CC3 : GEOACOR03T : Human Geography</p>	<ul style="list-style-type: none"> ● Human Geography provides knowledge about the human aspects of geography. ● Various quantitative techniques, indexes, formulas are taught to depict, interpret and represent the human geographic data. ● Students will learn about the evolution of human societies with the passage of time as well as the lifestyle of different human societies living in different parts of the world.
<p>CC4 : GEOACOR04T/P : Cartograms And Thematic Mapping</p>	<ul style="list-style-type: none"> ● This paper helps to acquire theoretical knowledge regarding art and science of thematic map making. ● Students can construct maps of various regions representing various themes. ● Comprehend the concept of scales and representation of data through cartograms; ● Maps have helped with exploration, travel, and the planning of cities and military operations; ● Thematic maps used for exploratory spatial data analysis, confirming hypotheses, synthesising spatial data by revealing patterns and relationships, and data presentation.
<p>CC5 : GEOACOR05T/P : Climatology</p>	<ul style="list-style-type: none"> ● Climatology provides the knowledge of the dynamics of earth's atmosphere and global climate. ● Helps in studying and understanding climate change. ● Through the analysis of historical climate data and the atmospheric processes, students will understand global warming and its impacts on ecosystems, weather patterns, and human societies.
<p>CC6 : GEOACOR06T : Geography of India and West Bengal</p>	<ul style="list-style-type: none"> ● To learn about the physical environment, location pattern, population size, shape and characteristics, agricultural distribution of India and West Bengal. ● Helps to learn about the physiographic divisions, character of soil and natural vegetation of our state also. ● Helps to know the industrial location and their regional distribution, transportation systems of our country and state. ● Students come to know about different serious issues of West Bengal and may formulate some remedial measures in order to mitigate these to some extent.
<p>CC7 : GEOACOR07T/P : Statistical Methods In Geography</p>	<ul style="list-style-type: none"> ● To collect, analyse and interpret the data and representation of data such as using Bar graphs, Pie charts or tables. ● To plan the collected data in terms of experimental designs and statistical surveys.
<p>CC8 : GEOACOR08T : Regional Development and Planning</p>	<ul style="list-style-type: none"> ● Understand and identify regions as an integral part of geographical study; ● Analysing the concept of regions and regionalization; ● Focus on Region-wise environmental, social and economic issues; ● Improve different aspects of life for the people in the area, like transportation, housing, environment, and

	<p>economy;</p> <ul style="list-style-type: none"> ● Appreciate the varied aspects of development and regional disparity in order to formulate measures of balanced development; ● Build an idea about theories and models for regional planning; <p>Know about measuring development indicators.</p>
<p>CC9 : GEOACOR09T : Economic Geography</p>	<ul style="list-style-type: none"> ● To understand basic economic processes (Production, Exchange, Consumption), revision and application of modes of economic development by various models, ● Compare the economic environment in the world and understand economic transportation with the role of international trade in economic development.
<p>CC10 : GEOACOR10T/P : Environmental Geography</p>	<ul style="list-style-type: none"> ● Environmental Geography provides a much-needed capability to study and understand interactions between people, and the environments in which they live. ● It prepares students for careers in environmental planning, design, and restoration, as well as in environmental assessment and monitoring, resource management, natural areas preservation, and outdoor and environmental education. ● Helps to visualise geographical issues at different spatial scales, and offer solutions to some of our most pressing environmental problems.
<p>CC11 : GEOACOR11T/P : Research Methodology And Fieldwork</p>	<ul style="list-style-type: none"> ● Have expertise in identification of area of study, methodology, quantitative and quantitative analysis, and conclusions to be drawn about the area – fundamental to geographical research; ● Help students to select an appropriate research design ; ● Enable the students to prepare report writing and framing Research proposals ; ● Handle logistics and other emergencies on field. ● Develop skills in photography, mapping and video recording. ● To acquire experiences outside of the classroom; ● Develop a project based on field work in one of the following areas: resource survey, population survey, agricultural survey, settlement survey, environmental issues, industrial visit, health survey, natural hazard, or disaster; ● Allow students to gather their primary data, provide opportunities to extend classroom learning through direct observation and experience; ● Allow for scientific research through field experiments.
<p>CC12 : GEOACOR12T/P : Remote Sensing and GIS</p>	<ul style="list-style-type: none"> ● It is an effective tool for systematic survey, analysis, and better management of natural resources like land, soil, water, forests, mountains etc. as well as it has an important role in hazard monitoring. ● Remote sensing is also useful in oceanography as it tracks ocean circulation, temperature, and wave heights to understand ocean resources better.

	<ul style="list-style-type: none"> ● Satellite remote sensors can serve as major sources of data on the effects of human behaviour within the biosphere, enabling the establishment of the spatial scale and extent of the direct interaction of humans with the global land cover.
CC13 : GEOACOR13T : Evolution of Geographical Thought	<ul style="list-style-type: none"> ● Demonstrate an understanding of the evolution of geographical thoughts from ancient to modern times; ● Analyse and evaluate the contributions of different schools of geography and their impact on the development of the discipline; ● Evaluate the dualisms in geography and their relevance in contemporary geography; ● Critically evaluate the different trends in geography and their impact on the discipline.
CC14 : GEOACOR14T/P : Disaster Management	<p>To understand the combination of hazards, vulnerability, ability to reduce the potential negative consequences of risk results in disaster as well as different mitigative measures for both different natural and man-made disasters.</p>
DSE01 : GEOADSE01T : Soil and Biogeography	<ul style="list-style-type: none"> ● This paper helps students to learn how to protect soils, plants and animals. ● Students will learn the importance of soil which is the foundation of basic ecosystem function. Soil filters our water, provides essential nutrients to our forests and crops, and helps to regulate the Earth's temperature as well as many of the important greenhouse gases. ● Students will learn the important role of Biogeography in managing the world's biodiversity, geographical distribution of organisms, and the information about how and when species may have evolved.
DSE02 : GEOADSE02T : Settlement Geography	<p>This course helps to understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment.</p>
DSE03 : GEOADSE03T : Population Geography	<ul style="list-style-type: none"> ● To understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment. ● Population studies help us to know how far the growth rate of the economy is keeping pace with the growth rate of the population.
DSE04 : GEOADSE04T : Hydrology & Oceanography	<ul style="list-style-type: none"> ● Hydrology has evolved as a science in response to the need to understand the complex water systems of the Earth and help to solve water problems. ● It provides guidance for undergoing proper planning and management of water resources. ● Calculates rainfall, surface runoff, and precipitation. ● It is especially important today as climate change, pollution, and other factors are threatening the ocean and its marine life. ● Field of Oceanography is the best career option for the students having interest in the study of the ocean and its

	surrounding environment.
DSE05 : GEOADSE05T : Social Geography	<ul style="list-style-type: none"> ● It focuses on the scientific study of the relationship of society and space (spatial components); ● Evaluate the social issues, understand the causes and impact of social inequality on society; ● Discuss the indicators of social well-being and quality of life, social space, social groups and intra-urban mobility; ● Gain knowledge about the various contemporary issues related to society.
DSE06 : GEOADSE06T : Resource Geography	<ul style="list-style-type: none"> ● Understand the concept, classification, distribution and factors associated with the production and exploration of resources; ● Gain the concept of resource depletion in view of Sustainable Resource development and Conservation of Natural Resources; ● Examine the contemporary energy crisis and assess the future scenario. ● Assess different management practices of Energy Resources: Conventional and Non-Conventional.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO - CC1	<ul style="list-style-type: none"> ● Geotectonics and Geomorphology aims to provide an in-depth knowledge about the physical features of the earth. ● It makes the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature. ● It focuses on various aspects of the earth's surface, especially the lithosphere. ● This paper focuses on the creation, evolution, structure, and destruction of various landforms of the earth. 	Define, describe, identify, write, compare, criticise, determine, evaluate, example interpret	1,2,3,4,5,8,9
CO - CC2	<ul style="list-style-type: none"> ● Comprehend the concept of scales and representation of data through cartograms; ● Maps have helped with exploration, travel, and the planning of cities and military operations; ● Thematic maps used for exploratory spatial data analysis, confirming hypotheses, synthesising spatial data by revealing patterns and relationships, and data presentation. 	define, describe, identify, draw, outline, analyse, compare, correlate, create, design, develop, compare, conclude, interpret	3,4,5,6,7,8,9

CO – CC3	<ul style="list-style-type: none"> ● Human Geography provides knowledge about the human aspects of geography. ● Various quantitative techniques, indexes, formulas are taught to depict, interpret and represent the human geographic data. ● Students will learn about the evolution of human societies with the passage of time as well as the lifestyle of different human societies living in different parts of the world. 	Define, describe, identify, outline, classify, illustrate, criticise, evaluate, contrast, interpret, compare	1,2,4,5,6,8,9
CO - CC4	<ul style="list-style-type: none"> ● This paper helps to acquire theoretical knowledge regarding art and science of thematic map making. ● Students can construct maps of various regions representing various themes. ● Comprehend the concept of scales and representation of data through cartograms; ● Maps have helped with exploration, travel, and the planning of cities and military operations; ● Thematic maps used for exploratory spatial data analysis, confirming hypotheses, synthesising spatial data by revealing patterns and relationships, and data presentation. 	define, describe, identify, draw, outline, analyse, compare, correlate, create design, develop, compare, conclude, interpret	3,4,5,6,7,8,9
CO - CC5	<ul style="list-style-type: none"> ● Climatology provides the knowledge of the dynamics of earth's atmosphere and global climate. ● Helps in studying and understanding climate change. ● Through the analysis of historical climate data and the atmospheric processes, students will understand global warming and its impacts on ecosystems, weather patterns, and human societies. 	Define, describe, identify, index, indicate, name, outline, record, tabulate, evaluate, explain, interpret measure	1,2,3,4,6,7,8,9
CO - CC6	<ul style="list-style-type: none"> ● To learn about the physical environment, location pattern, population size, shape and characteristics, agricultural distribution of India and West Bengal. ● Helps to learn about the physiographic divisions, character of soil and natural vegetation of our state also. ● Helps to know the industrial location and their regional distribution, transportation systems of our country and state. ● Students come to know about different serious issues of West Bengal and may formulate some remedial measures in order to mitigate these to some extent. 	Compare, differentiate, identify, combine, write, contrast, define, describe, outline	1,2,3,4,6,7,8,9

CO - CC7	<ul style="list-style-type: none"> To collect, analyse and interpret the data and representation of data such as using Bar graphs, Pie charts or tables. To plan the collected data in terms of experimental designs and statistical surveys. 	Define, describe, draw, index, label, tabulate, rank, test, validate	1,5,6,7,8,9
CO - CC8	<ul style="list-style-type: none"> Understand and identify regions as an integral part of geographical study; Analysing the concept of regions and regionalization; Focus on Region-wise environmental, social and economic issues; Improve different aspects of life for the people in the area, like transportation, housing, environment, and economy; Appreciate the varied aspects of development and regional disparity in order to formulate measures of balanced development; Build an idea about theories and models for regional planning; Know about measuring development indicators. 	Define, describe, identify, recognize, categorise, relate, write, criticise, determine, explain, interpret	1,2,4,7,9
CO - CC9	<ul style="list-style-type: none"> To understand basic economic processes (Production, Exchange, Consumption), revision and application of modes of economic development by various models, Compare the economic environment in the world and understand economic transportation with the role of international trade in economic development. 	Compare, elaborate, explain, measure, evaluate, interpret, define, describe, name, classify	1,2,3,4,5,9
CO - CC10	<ul style="list-style-type: none"> Environmental Geography provides a much-needed capability to study and understand interactions between people, and the environments in which they live. It prepares students for careers in environmental planning, design, and restoration, as well as in environmental assessment and monitoring, resource management, natural areas preservation, and outdoor and environmental education. Helps to visualise geographical issues at different spatial scales, and offer solutions to some of our most pressing environmental problems. 	Define, describe, identify, index, indicate, name, outline, record, state, study, tabulate, determine, evaluate, explain, interpret, measure	1,2,3,4,5,6,7,8,9
CO - CC11	<ul style="list-style-type: none"> Have expertise in identification of area of study, methodology, quantitative and 	Know, understand,	1,2,3,4,5,6,7,8,9

	<p>quantitative analysis, and conclusions to be drawn about the area – fundamental to geographical research;</p> <ul style="list-style-type: none"> ● Help students to select an appropriate research design ; ● Enable the students to prepare report writing and framing Research proposals ; ● Handle logistics and other emergencies on field. ● Develop skills in photography, mapping and video recording. ● To acquire experiences outside of the classroom; ● Develop a project based on field work in one of the following areas: resource survey, population survey, agricultural survey, settlement survey, environmental issues, industrial visit, health survey, natural hazard, or disaster; ● Allow students to gather their primary data, provide opportunities to extend classroom learning through direct observation and experience; ● Allow for scientific research through field experiments. 	<p>analyse, summarise, explain, formulate, evaluate, test, verify, interpret, validate Draw, identify, outline, indicate, convert, interact, visualise, apply, determine, draw, plot, diagram, explain, inventory, correlate, layout, measure</p>	
CO - CC12	<ul style="list-style-type: none"> ● It is an effective tool for systematic survey, analysis, and better management of natural resources like land, soil, water, forests, mountains etc. as well as it has an important role in hazard monitoring. ● Remote sensing is also useful in oceanography as it tracks ocean circulation, temperature, and wave heights to understand ocean resources better. ● Satellite remote sensors can serve as major sources of data on the effects of human behaviour within the biosphere, enabling the establishment of the spatial scale and extent of the direct interaction of humans with the global land cover. 	<p>Define, draw, label, point, select, code, create, format, formulate, import, program</p>	1,3,4,7,8,9
CO - CC13	<ul style="list-style-type: none"> ● Demonstrate an understanding of the evolution of geographical thoughts from ancient to modern times; ● Analyse and evaluate the contributions of different schools of geography and their impact on the development of the discipline; ● Evaluate the dualisms in geography and their relevance in contemporary geography; ● Critically evaluate the different trends in geography and their impact on the discipline. 	<p>Name, quote, study, detail, express, elaborate, classify, illustrate, distinguish, explain, identify, evaluate</p>	1,5,8

CO - CC14	To understand the combination of hazards, vulnerability, ability to reduce the potential negative consequences of risk results in disaster as well as different mitigative measures for both different natural and man-made disasters.	Define, describe, record, study, blue print, diagnose, group, interrupt, inventory	1,2,3,4,5,6,7,8,9
CO – DSE01	<ul style="list-style-type: none"> ● This paper helps students to learn how to protect soils, plants and animals. ● Students will learn the importance of soil which is the foundation of basic ecosystem function. Soil filters our water, provides essential nutrients to our forests and crops, and helps to regulate the Earth's temperature as well as many of the important greenhouse gases. ● Students will learn the important role of Biogeography in managing the world's biodiversity, geographical distribution of organisms, and the information about how and when species may have evolved. 	Define, describe, draw, identify, list, indicate, name, outline, read, record, study, tabulate, write	1,2,3,4,6,8,9
CO – DSE02	This course helps to understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment.	Define, describe, identify, read, study, write, classify	1,2,3,4,5,6,7,9
CO – DSE04	<ul style="list-style-type: none"> ● Hydrology has evolved as a science in response to the need to understand the complex water systems of the Earth and help to solve water problems. ● It provides guidance for undergoing proper planning and management of water resources. ● Calculates rainfall, surface runoff, and precipitation. ● It is especially important today as climate change, pollution, and other factors are threatening the ocean and its marine life. ● Field of Oceanography is the best career option for the students having interest in the study of the ocean and its surrounding environment. 	Describe, identify, record, analyse, distinguish, diagram, explain, write, compare, measure	1,4,6,8,9
CO – DSE06	<ul style="list-style-type: none"> ● Understand the concept, classification, distribution and factors associated with the production and exploration of resources; ● Gain the concept of resource depletion in view of Sustainable Resource development and Conservation of Natural Resources; ● Examine the contemporary energy crisis and assess the future scenario. 	Define, Describe, Identify, Read, Recognize, Study	1,4,5,6,9

	<ul style="list-style-type: none"> Assess different management practices of Energy Resources: Conventional and Non-Conventional. 		
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PO - CO MATRIX (UG CBCS HONS)									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CC1	✓	✓	✓	✓	✓			✓	✓
CC2			✓	✓	✓	✓	✓	✓	✓
CC3	✓	✓		✓	✓	✓		✓	✓
CC4			✓	✓	✓	✓	✓	✓	✓
CC5	✓	✓	✓	✓		✓	✓	✓	✓
CC6	✓	✓	✓	✓		✓	✓	✓	✓
CC7	✓				✓	✓	✓	✓	✓
CC8	✓	✓		✓			✓		✓
CC9	✓	✓	✓	✓	✓				✓
CC10	✓	✓	✓	✓	✓	✓	✓	✓	✓
CC11	✓	✓	✓		✓	✓		✓	✓
CC12	✓		✓	✓		✓	✓	✓	✓
CC13	✓				✓			✓	
CC14	✓	✓	✓	✓	✓	✓	✓	✓	✓
DSE1	✓	✓	✓	✓		✓		✓	✓
DSE2	✓	✓		✓	✓			✓	
DSE4	✓			✓		✓		✓	✓
DSE6	✓	✓	✓	✓	✓				✓

DEPARTMENT OF GEOGRAPHY

UG – NEP 2020 - HONOURS

Course Outcomes (CO)

Paper	Course Outcomes
DS1 – GEODSC101T/P Physical Geography	<ul style="list-style-type: none">Physical Geography helps students to understand the Earth's systems, manage the environment and natural resources, and address climate change.It explores the physical characteristics of the Earth such as landforms, climate patterns, soil, vegetation, and ecosystems. It helps us to understand the interconnectedness of the Earth's systems, including the atmosphere, hydrosphere, lithosphere, and biosphere.
DS2 – GEODSC202T/P Human Geography	<ul style="list-style-type: none">Human Geography provides knowledge about the human aspects of geography.Various quantitative techniques, indexes, formulas are taught to depict, interpret and represent the human geographic data.Students will learn about the evolution of human societies with the passage of time as well as the lifestyle of different human societies living in different parts of the world.
DS3 – GEODSC303T/P: Geotectonics and Geomorphology	<ul style="list-style-type: none">Geotectonics and Geomorphology aims to provide an in-depth knowledge about the physical features of the earth.It makes the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature.It focuses on various aspects of the earth's surface, especially the lithosphere.This paper focuses on the creation, evolution, structure, and destruction of various landforms of the earth.
DS4 – GEODSC404T/P : Climatology	<ul style="list-style-type: none">Climatology provides the knowledge of the dynamics of earth's atmosphere and global climate.Helps in studying and understanding climate change.Through the analysis of historical climate data and the atmospheric processes, students will understand global warming and its impacts on ecosystems, weather patterns, and human societies.
DS5 – GEODSC405T: Economic Geography	<ul style="list-style-type: none">To understand basic economic processes (Production, Exchange, Consumption), revision and application of modes of economic development by various models,Compare the economic environment in the world and understand economic transportation with the role of international trade in economic development.
DS6 – GEODSC406T Geography of India and West Bengal	<ul style="list-style-type: none">To learn about the physical environment, location pattern, population size, shape and characteristics, agricultural distribution of India and West Bengal.Helps to learn about the physiographic divisions, character of soil and natural vegetation of our state also.Helps to know the industrial location and their regional distribution, transportation systems of our country and state.Students come to know about different serious issues of West Bengal and may formulate some remedial measures in order to mitigate these to some extent.

<p>DS7 – GEODSC407T/P: Cartographic Techniques & Thematic Mapping</p>	<ul style="list-style-type: none"> ● Comprehend the concept of scales and representation of data through cartograms; ● Maps have helped with exploration, travel, and the planning of cities and military operations; ● Thematic maps used for exploratory spatial data analysis, confirming hypotheses, synthesising spatial data by revealing patterns and relationships, and data presentation.
<p>DS8 – GEODSC508T : Population Geography</p>	<ul style="list-style-type: none"> ● To understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment. ● Population studies help us to know how far the growth rate of the economy is keeping pace with the growth rate of the population.
<p>DS9 – GEODSC509T/P: Environmental Geography</p>	<ul style="list-style-type: none"> ● Environmental Geography provides a much-needed capability to study and understand interactions between people, and the environments in which they live. ● It prepares students for careers in environmental planning, design, and restoration, as well as in environmental assessment and monitoring, resource management, natural areas preservation, and outdoor and environmental education. ● Helps to visualise geographical issues at different spatial scales, and offer solutions to some of our most pressing environmental problems.
<p>DS10 – GEODSC510T : Soil and Biogeography</p>	<ul style="list-style-type: none"> ● This paper helps students to learn how to protect soils, plants and animals. ● Students will learn the importance of soil which is the foundation of basic ecosystem function. Soil filters our water, provides essential nutrients to our forests and crops, and helps to regulate the Earth's temperature as well as many of the important greenhouse gases. ● Students will learn the important role of Biogeography in managing the world's biodiversity, geographical distribution of organisms, and the information about how and when species may have evolved.
<p>DS11 – GEODSC511T /P : Remote Sensing, GIS, and GNSS</p>	<ul style="list-style-type: none"> ● It is an effective tool for systematic survey, analysis, and better management of natural resources like land, soil, water, forests, mountains etc. as well as it has an important role in hazard monitoring. ● Satellite remote sensors can serve as major sources of data on the effects of human behaviour within the biosphere, enabling the establishment of the spatial scale and extent of the direct interaction of humans with the global land cover.
<p>DS12 – GEODSC612T : Evolution of Geographical Thought</p>	<ul style="list-style-type: none"> ● Demonstrate an understanding of the evolution of geographical thoughts from ancient to modern times; ● Analyse and evaluate the contributions of different schools of geography and their impact on the development of the discipline; ● Evaluate the dualisms in geography and their relevance in contemporary geography; ● Critically evaluate the different trends in geography and their

	<p>impact on the discipline.</p>
<p>DS13 – GEODSC613T/P: Hazard Management</p>	<ul style="list-style-type: none"> ● To understand the combination of hazards, vulnerability, ability to reduce the potential negative consequences of risk results in disaster as well as different mitigative measures for both different natural and man-made disasters.
<p>DS14 – GEODSC614T/ Social Geography</p>	<ul style="list-style-type: none"> ● Social geography focuses on the scientific study of the relationship of society and space. ● It is interested in answering the questions of how societal processes determine space and its structures and how spatial conditions determine the existence of societies.
<p>DS15 – GEODSC615T/P : Surveying Techniques and fieldwork Lab</p>	<ul style="list-style-type: none"> ● Brings direct interaction of different types of surveying instruments like Dumpy level, Prismatic compass and Theodolite with environment; ● To acquire experiences outside of the classroom; ● Develop a project based on field work in one of the following areas: resource survey, population survey, agricultural survey, settlement survey, environmental issues, industrial visit, health survey, natural hazard, or disaster; ● Allow students to gather their primary data, provide opportunities to extend classroom learning through direct observation and experience; ● Allow for scientific research through field experiments.
<p>DS16 – GEODSC716T : Hydrology & Oceanography</p>	<ul style="list-style-type: none"> ● Hydrology has evolved as a science in response to the need to understand the complex water systems of the Earth and help to solve water problems. ● It provides guidance for undergoing proper planning and management of water resources. ● Calculates rainfall, surface runoff, and precipitation. ● It is especially important today as climate change, pollution, and other factors are threatening the ocean and its marine life. ● Field of Oceanography is the best career option for the students having interest in the study of the ocean and its surrounding environment.
<p>DS17 – GEODSC717T/P: Statistical Methods In Geography</p>	<ul style="list-style-type: none"> ● To collect, analyse and interpret the data and representation of data such as using Bar graphs, Pie charts or tables. ● To plan the collected data in terms of experimental designs and statistical surveys.
<p>DS18 – GEODSC818T : Advanced Geomorphology</p>	<ul style="list-style-type: none"> ● Students would be acquainted with the utility and application of Geomorphology in different regions and environments; ● Understand the geological time scale, interior of the earth, isostasy, plate tectonics and various types of fold and faults and explain the cycle of erosion with special reference to slope development; ● Understand the application of geomorphology in the view of anthropogenic and environmental geomorphology.
<p>DS19 – GEODSC819 T : Regional Development and Planning</p>	<ul style="list-style-type: none"> ● Understand and identify regions as an integral part of geographical study; ● Analysing the concept of regions and regionalization; ● Focus on Region-wise environmental, social and economic issues; ● Improve different aspects of life for the people in the area, like

	<p>transportation, housing, environment, and economy;</p> <ul style="list-style-type: none"> ● Appreciate the varied aspects of development and regional disparity in order to formulate measures of balanced development; ● Build an idea about theories and models for regional planning; ● Know about measuring development indicators.
DS20 – GEODSC820T : Advanced Climatology	<ul style="list-style-type: none"> ● To understand the seasonal variations of the elements of weather and climate to understand the variations of regional atmospheric phenomena; ● To know about history, recent trends, impact and dynamics of climate change on earth; ● To assess future risk of climate change and the adaptation and mitigation options.
DS21 – GEODSC821T : Rural and Urban Geography	<ul style="list-style-type: none"> ● Assess the significance of rural geography, the concept of rural development; ● Gain knowledge about urban geography and relationship between urban and rural areas; ● Build an idea about the concept of suburban development.

CO-PSO Mapping			
After completion of the course UG NEP 2020 HONS, students will be able to:			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO - DS1	<ul style="list-style-type: none"> ● Physical Geography helps students to understand the Earth's systems, manage the environment and natural resources, and address climate change. ● It explores the physical characteristics of the Earth such as landforms, climate patterns, soil, vegetation, and ecosystems. It helps us to understand the interconnectedness of the Earth's systems, including the atmosphere, hydrosphere, lithosphere, and biosphere. 	Define, describe, identify, name, write, classify, interpret, justify, compare, criticise, determine, evaluate	1,2,3,4,5,8,9
CO - DS2	<ul style="list-style-type: none"> ● Human Geography provides knowledge about the human aspects of geography. ● Various quantitative techniques, indexes, formulas are taught to depict, interpret and represent the human geographic data. ● Students will learn about the evolution of human societies with the passage of time as well as the lifestyle of different human societies living in different parts of the world. 	Define, describe, identify, outline, classify, illustrate, criticise, evaluate, contrast, interpret, compare	1,2,4,5,6,8,9
CO - DS3			1,2,3,4,5,8,9

	<ul style="list-style-type: none"> ● Geotectonics and Geomorphology aims to provide an in-depth knowledge about the physical features of the earth. ● It makes the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature. ● It focuses on various aspects of the earth's surface, especially the lithosphere. ● This paper focuses on the creation, evolution, structure, and destruction of various landforms of the earth. 	Define, describe, identify, write, compare, criticise, determine, evaluate, example, interpret	
CO - DS4	<ul style="list-style-type: none"> ● Climatology provides the knowledge of the dynamics of earth's atmosphere and global climate. ● Helps in studying and understanding climate change. ● Through the analysis of historical climate data and the atmospheric processes, students will understand global warming and its impacts on ecosystems, weather patterns, and human societies. 	Define, describe, identify, index, indicate, name, outline, record, tabulate, evaluate, explain, interpret measure	1,2,3,4,6,7,8,9
CO - DS5	<ul style="list-style-type: none"> ● To understand basic economic processes (Production, Exchange, Consumption), revision and application of modes of economic development by various models, ● Compare the economic environment in the world and understand economic transportation with the role of international trade in economic development. 	Compare, elaborate, explain, measure, evaluate, interpret, define, describe, name, classify	1,2,3,4,5,9
CO - DS6	<ul style="list-style-type: none"> ● To learn about the physical environment, location pattern, population size, shape and characteristics, agricultural distribution of India and West Bengal. ● Helps to learn about the physiographic divisions, character of soil and natural vegetation of our state also. ● Helps to know the industrial location and their regional distribution, transportation systems of our country and state. ● Students come to know about different serious issues of West Bengal and may formulate some remedial measures in order to mitigate these to some extent. 	Compare, differentiate,, identify, combine, write, contrast, define, describe outline	1,2,3,4,6,7,8,9
CO - DS7	<ul style="list-style-type: none"> ● Comprehend the concept of scales and representation of data through 	define, describe,	3,4,5,6,7,8,9

	<p>cartograms;</p> <ul style="list-style-type: none"> • Maps have helped with exploration, travel, and the planning of cities and military operations; • Thematic maps used for exploratory spatial data analysis, confirming hypotheses, synthesising spatial data by revealing patterns and relationships, and data presentation. 	<p>identify, draw, outline, analyse, compare, correlate, create design, develop, compare, conclude, interpret</p>	
CO - DS8	<ul style="list-style-type: none"> • To understand the various facets pertaining to the spatial variation in the distribution of the human population across the Earth with reference to the physical, cultural and socio-economic environment. • Population studies help us to know how far the growth rate of the economy is keeping pace with the growth rate of the population. 	<p>Define, enumerate, outline compute, example</p>	1,2,4,5,6,8,9
CO - DS9	<ul style="list-style-type: none"> • Environmental Geography provides a much-needed capability to study and understand interactions between people, and the environments in which they live. • It prepares students for careers in environmental planning, design, and restoration, as well as in environmental assessment and monitoring, resource management, natural areas preservation, and outdoor and environmental education. • Helps to visualise geographical issues at different spatial scales, and offer solutions to some of our most pressing environmental problems. 	<p>Define, describe, identify, index, indicate, name, outline, record, state, study, tabulate, determine, evaluate, explain, interpret measure</p>	1,2,3,4,5,6,7,8,9
CO - DS10	<ul style="list-style-type: none"> • This paper helps students to learn how to protect soils, plants and animals. • Students will learn the importance of soil which is the foundation of basic ecosystem function. Soil filters our water, provides essential nutrients to our forests and crops, and helps to regulate the Earth's temperature as well as many of the important greenhouse gases. • Students will learn the important role of Biogeography in managing the world's biodiversity, geographical distribution of organisms, and the information about how and when species may have evolved. 	<p>Define, describe, draw, identify, indicate, list, name outline, read, record, study tabulate, write</p>	1,2,3,4,6,8,9

CO - DS11	<ul style="list-style-type: none"> ● It is an effective tool for systematic survey, analysis, and better management of natural resources like land, soil, water, forests, mountains etc. as well as it has an important role in hazard monitoring. ● Satellite remote sensors can serve as major sources of data on the effects of human behaviour within the biosphere, enabling the establishment of the spatial scale and extent of the direct interaction of humans with the global land cover. 	Define, draw, point, select diagram, picture, visualise	1,3,4,7,8,9
CO - DS12	<ul style="list-style-type: none"> ● Demonstrate an understanding of the evolution of geographical thoughts from ancient to modern times; ● Analyse and evaluate the contributions of different schools of geography and their impact on the development of the discipline; ● Evaluate the dualisms in geography and their relevance in contemporary geography; ● Critically evaluate the different trends in geography and their impact on the discipline. 	Name, quote, study, detail, express, elaborate, classify, illustrate, distinguish, explain, identify, evaluate	1,5,8
CO - DS13	To understand the combination of hazards, vulnerability, ability to reduce the potential negative consequences of risk results in disaster as well as different mitigative measures for both different natural and man-made disasters.	Define, describe, record, study, blue print, diagnose, group, interrupt, inventory	1,2,3,4,5,6,7,8,9
CO - DS14	<ul style="list-style-type: none"> ● Social geography focuses on the scientific study of the relationship of society and space. ● It is interested in answering the questions of how societal processes determine space and its structures and how spatial conditions determine the existence of societies. 	Cite, define, outline, state determine, evaluate, explain interpret	1,2,3,4,5,6,7,9
CO - DS15	<ul style="list-style-type: none"> ● Brings direct interaction of different types of surveying instruments like Dumpy level, Prismatic compass and Theodolite with environment; ● To acquire experiences outside of the classroom; ● Develop a project based on field work in one of the following areas: resource survey, population survey, agricultural 	Draw, identify, outline, indicate, convert, interact, visualise, apply, determine,	3,5,6,8,9

	<p>survey, settlement survey, environmental issues, industrial visit, health survey, natural hazard, or disaster;</p> <ul style="list-style-type: none"> ● Allow students to gather their primary data, provide opportunities to extend classroom learning through direct observation and experience; ● Allow for scientific research through field experiments. 	<p>draw, plot, diagram, explain, inventory, correlate, layout, interpret measure</p>	
CO - DS16	<ul style="list-style-type: none"> ● Hydrology has evolved as a science in response to the need to understand the complex water systems of the Earth and help to solve water problems. ● It provides guidance for undergoing proper planning and management of water resources. ● Calculates rainfall, surface runoff, and precipitation. ● It is especially important today as climate change, pollution, and other factors are threatening the ocean and its marine life. ● Field of Oceanography is the best career option for the students having interest in the study of the ocean and its surrounding environment. 	<p>Describe, identify, record, analyse, distinguish, diagram, explain, write, compare, measure</p>	1,4,6,8,9
CO - DS17	<ul style="list-style-type: none"> ● To collect, analyse and interpret the data and representation of data such as using Bar graphs, Pie charts or tables. ● To plan the collected data in terms of experimental designs and statistical surveys. 	<p>Define, describe, draw, index, label, tabulate, rank, test, validate</p>	1,5,6,7,8,9
CO - DS18	<ul style="list-style-type: none"> ● Students would be acquainted with the utility and application of Geomorphology in different regions and environments; ● Understand the geological time scale, interior of the earth, isostasy, plate tectonics and various types of fold and faults and explain the cycle of erosion with special reference to slope development; ● Understand the application of geomorphology in the view of anthropogenic and environmental geomorphology. 	<p>Define, describe, draw, identify, read, recognize, study, trace, write</p>	1,2,3,4,5,8,9
CO - DS19	<ul style="list-style-type: none"> ● Understand and identify regions as an integral part of geographical study; ● Analysing the concept of regions and regionalization; ● Focus on Region-wise environmental, 	<p>Define, describe, identify, recognize,</p>	1,2,4,7,9

	<ul style="list-style-type: none"> social and economic issues; ● Improve different aspects of life for the people in the area, like transportation, housing, environment, and economy; ● Appreciate the varied aspects of development and regional disparity in order to formulate measures of balanced development; ● Build an idea about theories and models for regional planning; ● Know about measuring development indicators. 	<ul style="list-style-type: none"> categorise, relate, write, criticise, determine, explain, interpret 	
CO - DS20	<ul style="list-style-type: none"> ● To understand the seasonal variations of the elements of weather and climate to understand the variations of regional atmospheric phenomena; ● To know about history, recent trends, impact and dynamics of climate change on earth; ● To assess future risk of climate change and the adaptation and mitigation options. 	<ul style="list-style-type: none"> Define, describe, draw, identify, read, select, study, write 	1,2,3,4,6,7,8,9
CO- DS21	<ul style="list-style-type: none"> ● Assess the significance of rural geography, the concept of rural development; ● Gain knowledge about urban geography and relationship between urban and rural areas; ● Build an idea about the concept of suburban development. 	<ul style="list-style-type: none"> Define, describe, identify, read, study, write, categorise, explain, model, modify, criticise 	1,2,3,4,5,6,7,9

PO - CO Matrix (UG NEP 2020)									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
DS1	✓	✓	✓	✓	✓			✓	✓
DS2	✓	✓		✓	✓	✓		✓	✓
DS3	✓	✓	✓	✓	✓			✓	✓
DS4	✓	✓	✓	✓		✓	✓	✓	✓
DS5	✓	✓	✓	✓	✓				✓

DS6	✓	✓	✓	✓		✓	✓	✓	✓
DS7			✓	✓	✓	✓	✓	✓	✓
DS8	✓	✓		✓	✓	✓		✓	✓
DS9	✓	✓	✓	✓	✓	✓	✓	✓	✓
DS10	✓	✓	✓	✓		✓		✓	✓
DS11	✓		✓	✓		✓	✓	✓	✓
DS12	✓				✓			✓	
DS13	✓	✓	✓	✓	✓	✓	✓	✓	✓
DS14	✓	✓	✓	✓	✓	✓	✓		✓
DS15			✓		✓	✓		✓	✓
DS16	✓			✓		✓		✓	✓
DS17	✓				✓	✓	✓	✓	✓
DS18	✓	✓	✓	✓	✓			✓	✓
DS19	✓	✓		✓			✓		✓
DS20	✓	✓	✓	✓		✓	✓	✓	✓
DS21	✓	✓	✓	✓	✓	✓	✓		✓

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DEPARTMENT OF MATHEMATICS	
Programme Specific Outcomes (PSO)	
PSO 1	Widening of the knowledge base & skills
PSO 2	Gaining new knowledge & skills
PSO 3	Undertaking future studies
PSO 4	Performing well in a chosen career
PSO 5	Playing a constructive role as a responsible citizen in the society
PSO 6	Build a mathematical concept for new areas of life-problems

DEPARTMENT OF MATHEMATICS	
UG - CBCS - GENERAL	
Course Outcomes (CO)	
Paper	Course Outcomes
MTMGCOR01T Differential calculus	: Students will be able to verify the value of the limit of a function at a point, identify a continuous curve & understand the difference between the limit & continuity of a function at a point, show whether a function is differentiable at a point.
MTMGCOR02T Differential Equations :	to be familiar with concept of order ,degree of a differential equation ,distinguish between linear, non-linear, ordinary & partial differential equations, acquainted with various methods of solving mainly 1 st order & 2 nd order ode & pde , interpret the difference between the general & particular solutions, understand the applications of differential equations
MTMGCOR03T Real Analysis:	to understand the number system & point set theory, know the basic postulates of real numbers, get the knowledge of sequence & series of real numbers, recognize the difference between point-wise & uniform convergence of sequence & series of functions, familiar with concepts of power series ,radius of convergence
MTMGCOR04T: Algebra:	acquire knowledge of the concepts of sets, relations, mappings & their types, working knowledge of important mathematical concepts like groups & subgroups , introduce to the mathematical concepts of rings , zero divisors ,integral domain, fields & their properties.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO MTMGCOR01T	Students will be able to verify the value of the limit of a function at a point, identify a continuous curve & understand the difference between the limit & continuity of a function at a point, show whether a function is differentiable at a point.	Know, understand, differentiate, evaluate, illustrate, determine, justify, verify, point, classify, construct, test	1,2,3,4,6
CO MTMGCOR02T	be familiar with concept of order ,degree of a differential equation ,distinguish between linear, non-linear, ordinary & partial differential equations, acquainted with various methods of solving mainly 1 st order & 2 nd order ode & pde , interpret the difference between the general & particular solutions, understand the applications of differential equations.	Know, differentiate, evaluate, examine, determine, justify, verify, classify, test	1,2,3,4,5,6
CO MTMGCOR03T	to understand the number system & point set theory, know the basic postulates of real numbers ,get the knowledge of sequence & series of real numbers, recognize the difference between point-wise & uniform convergence of sequence & series of functions, familiar with concepts of power series ,radius of convergence.	Know, analyse, explain , formulate, justify	1,2,3,4,6
CO MTMGCOR04T	acquire knowledge of the concepts of sets, relations, mappings & their types, working knowledge of important mathematical concepts like groups & subgroups , introduce to the mathematical concepts of rings, zero divisors ,integral domain, fields & their properties.	Know, abstract, analyse, define, characterise, group, associate, identify, examine, determine ,verify	1,2,3,4,5,6

PO - CO MATRIX (UG CBCS GENERAL)									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
MTMGCOR01T	✓			✓		✓	✓	✓	
MTMGCOR02T	✓	✓	✓	✓	✓		✓	✓	✓
MTMGCOR03T	✓			✓		✓	✓	✓	
MTMGCOR04T	✓			✓		✓	✓	✓	

DEPARTMENT OF MATHEMATICS	
UG – NEP 2020 - GENERAL	
Course Outcomes (CO)	
Paper	Course Outcomes
MIN01: MTMMIN101T Algebra:	Algebra is faster than Basic Maths. It helps to solve problems quickly & easily. It also opens up whole new areas of life problems such as graphing curves. It reinforces logical thinking. It is necessary to master Statistics & Calculus.
MIN02: MTMMIN202T Calculus:	Calculus is used to find the rate of change of a quantity w.r.t. others, the maximum & minimum value of a curve, the approximate value of small change in a quantity. Real-life applications of differential calculus are calculations of profit-loss w.r.t. business using graphs, rate of change of temperature, distance-speed problems & to derive many physics equations.

CO-PSO Mapping			
	COs	Knowledge level Bloom's Taxonomy	PSOs mapping
CO-MIN01	Algebra is faster than Basic Maths. It helps to solve problems quickly & easily. It also opens up whole new areas of life problems such as graphing curves. It reinforces logical thinking. It is necessary to master Statistics & Calculus.	Understand, analyse, interpret, identify, factor, picture graphically, classify, construct, determine, examine, exercise	1,2,3,4,5,6
CO-MIN02	Calculus is used to find the rate of change of a quantity w.r.t. others, the maximum & minimum value of a curve, the approximate value of small change in a quantity. Real-life applications of differential calculus are calculations of profit-loss w.r.t. business using graphs, rate of change of	Understand, know, state, differentiate, classify, interpret, change,	1,2,3,4,5,6

	temperature, distance-speed problems & to derive many physics equations.	derive, explain, maximize, minimize, generalize, determine, verify	
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PO - CO Matrix (UG NEP 2020)									
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
MIN01	✓	✓	✓	✓	✓			✓	✓
MIN02	✓	✓	✓		✓			✓	✓


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