



**GOVT. COLLEGE FOR WOMEN, PARADE GROUND,
JAMMU-180001, J&K.**

Criterion II – Teaching-Learning and Evaluation

Metric No. 2.6.1

2.6.1. Programme outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Supporting documents

Programme Specific Outcomes

A Programme (i.e., Specific) at an undergraduate level consists of a combination of different subjects. Such a combination of subjects constituting a specific programme proves to be beneficial for students who want to have an in-depth understanding in their desired fields. It also provides holistic vision towards different aspects of reality. Since the very nature of reality is holistic, a knowledge proper must therefore be holistic. In order that a firm foundation towards holistic knowledge may be laid, the college adopts an interdisciplinary approach. A student of Philosophy, in general, will be able to engage herself with the following perennial issues of philosophy in a more rational, logical and critical manner:

1. What is real and what is appearance?
2. What kind of reality does the universe have – is it mind or matter or is it some kind of spiritual being?
3. What kind of reality do you have as a human being?
4. What is mere opinion and what is truth?
5. Is there a highest good for human beings, an absolute good?
6. What is the meaning of right and wrong in human action? What are our obligations and why should we be moral?
7. What are the principles of valid reasoning?

The following are the subject combination-wise programme specific outcomes:

1. Philosophy and Education:

Philosophy and Education are so intertwined that one is incomplete without the other. Literally speaking, the word philosophy is derived from the two Greek words, "Philos" meaning love and "Sophia" meaning wisdom. It is defined as love of wisdom. The word Education, on the other hand, is derived from the Latin word, "educatio", which means "to bring up, a bringing up, a rearing, a training" etc. The former, which is theoretical or contemplative in nature, provides fundamental ideas about reality, existence, knowledge, wisdom, ethics etc. while the latter, which is practical in nature, facilitates the smooth transmission of these fundamental ideas and other necessary skills. A student of Philosophy and Education, at an undergraduate level, will be able to successfully deal with the following issues:

1. What is knowledge? What is wisdom? What is the underlying difference between the two? What is the role of wisdom in knowledge? Does knowledge presuppose wisdom?
2. What qualifies a right curriculum? What sort of Curriculum can genuinely facilitate the acquisition of knowledge, skills, norms, values, morals, beliefs, habits etc.?
3. What are genuine pedagogical skills which can transform the entire teaching-learning process into a meaningful whole?
4. What constitutes a student-centric learning? How does it differ from teacher-centric one?
5. What is the ultimate objective of education and how to realize it?
6. What is the role of education in moulding the basic personality traits of students?

2. Philosophy and Political Science:

Philosophy and Political Science are related to each other. Both share each other's subject matter. While political science deals with the practical aspect of politics, law, governance, property and so on, Philosophy, especially Political Philosophy deals with the theoretical aspects of politics, law, governance and the ethical principles involved therein. The former is concerned with the functioning of different political institutions while the latter analyses whether the political institutions are functioning according to ethical principles or not. Political Science deals with what "is" while Political philosophy deals with what "ought to be". A student of Philosophy and Political Science, at an undergraduate level, will be able to critically respond to the following issues:

1. What is the best kind of government?
2. Is democracy the best form of government?
3. What are the principles which justify government? Who should have power or control and how is this control justified? What are the proper functions of government?
4. What principles of justice or truth or freedom or equality do democracy and totalitarianism appeal to in order to justify their forms of government?

5. Do principles of justice, truth, freedom, equality etc. have any firm, identifiable meaning or are they only high-sounding words which propagandists for democracy, dictatorships, and totalitarian governments use in order to manipulate and control us?
6. How much control should government have over the lives of its citizens? What is the function of government – is it to protect our equal opportunity or is it to provide equal welfare for all?

3. Philosophy and History:

Philosophy and history are mutually inclusive to each other. While history is the study of the past record in all its forms, Philosophy of history examines the theoretical basis of history and its consequences. The history of philosophy is generally relevant to human affairs for the same reason that the history of anything is relevant. Knowing where we came from helps us in understanding where we are and gives us some idea of where we might be heading. At the end of the Programme, a student who has opted for a combination of Philosophy and History will be able to critically analyze the following issues:

1. Does human history contain any meaning? Does the history of human beings in the world exhibit any purpose, does it show any pattern?
2. Are the generations upon generations of human beings –with all their activities, beliefs, and hopes – only a meaningless dust?
3. Can one bear the torture of thinking about the miseries and frustrations that are part of the events of personal as well as of world history?
4. Does history contains any significant truths that can justify its endless horrors and frustrations? Does one ask these questions about history?

4. Philosophy and Psychology:

Philosophy is the study of the fundamental nature of reality, existence, and knowledge especially when considered as an academic discipline. Psychology, on the other hand, deals with the study of the human mind and its behaviour in a given social context. A philosopher attempts to explore the various possibilities establishing the truth about human reality. A Psychologist understands the functioning of human mind and its

different aspects. A student of Philosophy and Psychology, at an undergraduate level, will be able to respond to the following questions:

1. Does true knowledge have its source in observation by the senses or in human reason or in supernatural being?
2. Is truth fixed, eternal, absolute, or is truth changing and relative?
3. Are there limits to what we can know?
4. What are the criteria of correct or valid inference?
5. What is perception?
6. What is emotion?
7. What is intelligence?
8. What are personality traits?
9. What is behaviour?

5. Philosophy and Sociology:

Philosophy and Sociology complement each other. While Philosophy analyses both human and social reality in its totality, Sociology examines social facts, social behaviour and relationship between different social groups. The former is mainly concerned with the normative aspect of reality while the latter deals with the empirical aspects. A philosopher analyses the nature of individual self and society and their inter-relationship – how an individual is related to society. A sociologist, on the other hand, examines social behaviour and its different patterns. A student of Philosophy and Sociology, at an undergraduate level, will be able to successfully deal with the following issues:

1. What is self? What is its nature?
2. What is society? What is the nature of society?
3. How is an individual related to society?
4. Whether the relationship between an individual and society is conflicting or not? If it is conflicting in nature, then, how to bring about harmony between the two.

5. Who comes first – an individual or society? Who should be given priority? Whether an individual should sacrifice herself for the sake of society and its value system or should the society fulfil needs and aspirations of its individuals.

6. Philosophy and Economics:

Philosophy and Economics are closely related to each other. Philosophy analyses the very basis of human nature – egoistic or altruistic or both. Are human beings inherently selfish? or are they altruistic? What makes them selfish and corrupt – society or nature? How was man in the state of nature? Economics, on the other hand, studies different patterns of human behavior and its effect on natural and man-made resources. It teaches us how to manage resources which are scarce and rare in nature. A student of Philosophy and Economics, at an undergraduate level, will be able to successfully handle the following issues:

1. What is market? How markets behave in a particular situation?
2. What is production? What is to be produced? How much is to be produced and who should have legitimate authority to control the means of production and distribution?
3. Should governments have control over the production process or should it be left at the mercy of free play of market forces?
4. How to meet the needs and desires of consumers in a particular society?
5. What is taxation? Is taxation ethically justifiable? Who should have legitimate power to impose and collect taxes?


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HOD (Philosophy)

Department of Philosophy

GCW, Parade.

COURSE SPECIFIC OUTCOMES:

Course Code	Course Title	Course outcomes
UPLTC-101	Introduction to Philosophy	The students will be able to understand the subject matter and structural framework of the discipline of Philosophy. They will have knowledge of various branches of philosophy and will be able to understand different philosophical standpoints
UPLTC-201	Social and Political Philosophy	This course will enable the students to have an understanding of the fundamentals of socio-political Philosophy. The students will be able to understand its interdisciplinary nature. They will also understand the significance of the political concepts that are at play within the society

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UPLTC-301	Ethics	The students will be able to understand the basic theoretical aspects of the discipline of Ethics. They will also be able to understand the ethical framework of Western as well as Indian philosophy and will be able to demonstrate the knowledge of the main ethical theories in philosophy.
UPLTS-301	Deductive Logic	The students will be able to demonstrate the knowledge of the basic skills and knowhow of the discipline of Deductive Logic. They will be able to understand the different logical concepts and will be able to demonstrate the knowledge of the application of these concepts in the philosophical discourse.
UPLTC-401	Western Philosophy	The students will be able to demonstrate the knowledge of the main thinkers and theories of Western philosophy from

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		antiquity up to the modern era. They will be able to understand the continuities as well as the ruptures in the Western philosophical narrative
UPLTS-401	Inductive Logic	The student will be able to demonstrate the knowledge of the basic skills and knowhow of the discipline of Inductive Logic. They will be able to understand the primary concepts and theories of Inductive logic. They will be able to understand the difference between Inductive and Deductive reasoning.
UPLTS-501	Symbolic Logic	The students will be able to demonstrate their knowledge of the basic concepts and tools of the discipline of Symbolic Logic. They will be able to demonstrate their understanding of the different logical devices and will be able to apply these tools in the philosophical discourse.


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UPLTDSE-501	Contemporary Philosophy	The students will be able to understand the chief issues and debates in the field of contemporary philosophy. They will be able to demonstrate their knowledge of the trajectory of contemporary philosophical thought.
UPLTDSE-502	Philosophy of Science	The students will be able to understand the fundamentals of the discipline of Philosophy of Science. They will also be able to demonstrate their understanding of the chief issues in Philosophy of Science.
UPLTGE-501	Indian Ethics	The students will be able to demonstrate their knowledge of the broad themes and issues at work in Indian Ethics. They will be able demonstrate their knowledge and understanding of the ethical theories in Indian Heterodox traditions, as well as of the ethics of the Bhagavad Gita.
UPLTS-601	Philosophy of	The students will be able


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	Yoga	to demonstrate their understanding of the theoretical as well as practical dimensions of Yoga. They will be able to master and employ the skills inherent in various Yogic practices to facilitate a harmonious development of body and mind.
UPLTDSE-601	Indian Philosophy	The students will be able to demonstrate their understanding of the main concepts and theories within the broad framework of Indian philosophy. They will be able to demonstrate their knowledge of the distinctions as well as the commonalities between the various schools of Indian philosophy, and will be able to demonstrate their understanding of the chief metaphysical and epistemological standpoints in Indian Philosophy.
UPLTDSE-602	Contemporary	The students will be able


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	Moral Philosophy	to demonstrate their understanding of the primary debates and issues at work in the field of contemporary moral philosophy. They will be able to show their knowledge of the contemporary moral philosophers and their theories, and will be able to evaluate these theories against one another.
UPLTGE-601	Applied Ethics	The students will be able to demonstrate their understanding of the practical applications of the discipline of Ethics. They will be able to inculcate skills in identifying the ethical dilemmas and paradoxes at work within contemporary ethical debates.

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DEPARTMENT OF PHYSICS

(Learning Outcomes of the Programme & Courses)

1. Programme objectives

The overall objectives of the learning outcomes-based curriculum framework are to help formulate graduate attributes, qualification descriptors and course learning outcomes that are expected to be demonstrated by the holder of a qualification.

The programme aims to:

1. Train students in basic laws and theories in Physics;
2. Equip students with the mathematical and scientific techniques necessary for a proper understanding of the discipline;
3. Discuss real problems facing the country and the world;
4. Train students to collect primary data and perform experiments to arrive at some scientific conclusions;
5. Train students to learn the art of making models, assignments and projects.

2. Programme learning outcomes

An undergraduate student of a programme of study in Physics should be able:

1. To use Physics skills such as formulating and solving Physics related problems
2. To identify and apply appropriate physical principles and methodologies to solve a wide range of problems associated with Physics.
3. To plan and execute physics –related experiments or investigations
4. To analyse and interpret data using appropriate methods and relate his findings to relevant theories of Physics.

In addition, he should also be able to demonstrate professional behavior such as being objective, unbiased and truthful in all aspects of work. He will avoid unethical behavior such as fabricating or misrepresenting data and will promote safe learning and working environment.

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3. Teaching learning process

Teaching learning process involves classroom lectures as well as tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student's progress and address her/his individual difficulties. Written assignments and projects submitted by students as part of the course are also discussed in tutorials.

Students are encouraged to undertake independent research projects and submit a written report at the end of the project. Research projects will encourage independent thinking among students and prepare them to carry out research on their own after completion of the degree. Students will be assigned regular home assignments and will be tested periodically through quizzes and class tests to ensure that they have properly learnt the course material.

Semester-I

UPHTC-101

Title: Mechanics, Oscillations and Theory of Relativity

On the completion of this course the students are expected to learn

- By the end of B.Sc. Semester I, the students would have expected to achieve a common level in basic mechanics, a secure foundation in mathematics.
- Students will be able to read, understand and interpret physical information – verbal, mathematical and graphical.
- They must have developed their experimental and data analysis skills through experiments at Laboratories.
- Students will be able to perform experiments and interpret the results of observation, including making an assessment of experimental uncertainties.
- They will be able to use information communication technology to gather knowledge at will.

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Semester-II

UPHTC-201

Title: Electricity, magnetism & electromagnetic waves

On the completion of this course the students are expected to learn

- By the end of B.Sc. Semester II, the students are expected to improve the basic concepts and to develop the techniques and mathematical skills.
- The students would have expected to achieve a common level in basic electricity, magnetism and a secure foundation in vector algebra.
- Students will be able to read, understand and interpret physical information – verbal, mathematical and graphical.
- They must have developed their experimental and data analysis skills through experiments at Laboratories.
- Students will be able to perform experiments and interpret the results of observation, including making an assessment of experimental uncertainties. They will be able to use information communication technology to gather knowledge at will.

Semester-III

Code: UPHTC-301

Title: Electronics, Thermodynamics and Statistical Mechanics

On the completion of this course the students are expected to learn

- Band theory of semiconductors, the various fundamental laws, important characteristics and applications of electronic devices such as PN-Junction diodes, special diodes and Transistors.
- Review of Zeroth law, First law of thermodynamics and its limitation, Second law of thermodynamics and its applications, concept of entropy in different forms and the associated theorems.
- Thermodynamics potential, Maxwell's thermodynamics relations their physical interpretations and applications.
- Low temperature in physics and its Measurement.
- The concept of Statistical Mechanics and its types, various fundamental laws in three types of statistics and their applications.


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Semester-IV **Code: UPHTC-401**

Title: Fourier series, Waves and Optics

On the completion of this course the students will have acquired the knowledge to:

- Understand the Fourier series and its important applications.
- Review and understand the related concepts about waves, Superposition principle, Reflection and Transmission of waves at the boundary of two media, importance of classical wave equations in different forms in terms of transverse and longitudinal waves, formation of standing waves on a string of fixed length, Normal modes, frequencies, Eigen-functions and energy of the vibrating string in n th normal mode.
- Understand coherent sources of light, Interference phenomenon, theory of interference fringes, demonstration of Young's Double Slit Experiment, Fresnel's biprism and Newton's ring experiment.
- Understand the concept and experimental demonstration of diffraction phenomenon, superposition of wavelets diffracted from apertures. Fraunhofer diffraction from a single slit, double slit etc.
- Understand the concept of Polarisation and experiments to demonstrate this phenomenon. Huygens double refraction, Brewster's law, optical activity, Laurent's Half shade Polarimeter and its applications.

Semester-V **Code: UPHTDSE-501**

Title: Quantum Mechanics and Nuclear Physics

On the completion of this course, students are expected to learn

- The students would have expected to achieve a common level in basic quantum Mechanics, a secure foundation in mathematics and quantum mechanics laws.
- Students will have acquired the knowledge to understand and express Compton Effect, Uncertainty Principle; its applications, Schrodinger equation and various operators in Quantum Mechanics.
- Understand the applications of Quantum Mechanics in one dimensional and three dimensional Problems.

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- Students would have acquired the knowledge of space quantization, Larmor Precession, Bohr's Correspondence Principle, Vector Atom Model and various forms of Zeeman Effect.
- Students are able to understand the basic nuclear properties, elementary particles and their important properties.

Semester-V

Code: UPHTDSE-501

Title: Elements of Modern Physics

On the completion of this course, students would have acquired the knowledge to:

- Understand basic laws of modern Physics such as Photo-Electric effect, Compton scattering, Bohr's quantization rule and hydrogen atomic spectra.
- Understand and express Duality in matter and radiation, Heisenberg's Uncertainty Principle and its applications.
- The students are able to understand and would have acquired a common level in quantum mechanics (Schrodinger equation, various operators and rules) and application of quantum mechanics in one dimensional and three dimensional Problems.
- Understand the basic Nuclear Properties, Radioactivity, law of radioactive decay, nuclear fusion, fission with examples and Nuclear reactor with applications.

Semester-VI

Code: UPHTDSE-601

Title: Solid State Physics and Quantum Optics

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

- Understand crystal structure and its important properties such as Lattice, Unit cell, Miller Indices, Reciprocal Lattice and its applications. Diffraction of X-rays by crystals; Lattice vibrations and phonons: Specific heat of solids with Einstein and Debye theories of specific heat of solids.
- Students will have acquired knowledge to understand the concept of superconductivity; Meissner effect and BCS theory.

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- Understand and express quantum optics and related concepts such as photon emission, Raman Effect and properties of spectral lines; optical fibers its types and applications.
- Students will have acquired the knowledge to understand LASER: Its basic principle of working, types, characteristics and important applications.

Semester-VI

Course Code: UPHTDSE-601

Title: Nuclear and Particle Physics

On the completion of this course, students are expected to have acquired the knowledge to:

- Understand basic nuclear properties, binding energy and its variation with mass number, Nuclear Drop Model and concept of nuclear forces and properties.
- Students are expected to have acquired the knowledge to understand Radioactivity, α -decay, β -decay and γ -decay theories, Neutrino hypothesis and interaction of nuclear radiation with matter.
- Understand particle accelerators and its facility available in India.
- Students will have acquired the knowledge to understand elementary particle in Particle Physics; important characteristics; conservation laws and concept of Quark Model.

Skill-Enhancement Elective Course-(SEC)

Semester-III

Code: UPHTS-301

Title: Physics Workshop Skills

At the end of this course, students will be able to achieve the following learning outcomes:

- Knowledge of making measurements with devices like Vernier caliper, Screw gauge, Travelling microscope and Sextant for measuring height of buildings, mountains, etc.

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- Students acquire skills for using various electrical devices such as multimeter, oscilloscopes, power supplies, soldering iron, relays, function generator, d.c and a.c bridges like Wheatstone bridge, Anderson's bridge etc.
- Develop mechanical skills in drilling, machining, casting, introduction to common machine tools like shaper, milling, surface machines and cutting tools.
- Students become familiar with wheels, lifting of weight using levers, use of pulleys and power generation systems.

Semester-IV

Code: UPHTS-401

Title: Renewable Energy and Energy Harvesting

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

- Acquire the knowledge of various sources of energy for harvesting.
- A good understanding of various renewable energy systems and its components.
- Acquire skills for using some of the renewable energy systems.
- Develop mechanical skills about renewable energy technologies, different storage technologies, regulation and their control.
- Design the model for the wind energy or solar energy plant and will also gain hands -on experience for different kinds of alternative energy sources, conversion of thermal energy into voltage using thermoelectric modules and conversion of vibration into voltage using piezoelectric materials.

Semester-V

Code: UPHTS-501

Title: Basic Instrumentation Skills

At the end of this course, students will be able to achieve the following learning outcomes:

- Students will have acquired the knowledge and skills to use and measurements with electronic devices like AC/DC ammeters, Voltmeters, multimeter and rectifiers.
- Students will have acquired the basic practical knowledge about Cathode Ray Oscilloscope and its fundamental applications and significance.
- Students would know about Block Diagrams, signal generators, function generators and impedance bridges.

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Physics, Electronics, & Mathematics:

After completing B.Sc. programme, the students are expected to learn:

- This combination will enable the students to understand the basic and technical aspects of physics, electronics and mathematics. It helps the students to understand the importance and co-ordinated bond between these subjects in the enhancement and development of each other. It improves the academic and technical skill of students.
- It also helps the students in acquiring practical knowledge by performing various experiments with different equipments related to these subjects covered under the syllabi of this programme, which result in improvement of academic and technical skill of students.

Physics, Computer Applications & Mathematics:

On the completion of this B.Sc. programme, the students are expected to learn:

- This combination is useful to understand the concepts of physics & mathematics by using the computer based tools (ICT based tools).
- This combination will enable students to use the computers to have better understanding of different subjects. The co-ordinated approach between all subjects in this combination better help the students in improving their academic and technical skills.

Physics, Mathematics & Statistics:

After completing this B.Sc. programme, the students are expected to learn:

- This combination will help the students in recording, analyzing and presenting the measurements of various physical quantities in physics in a simpler and graphical manner.
- The statistics plays a very important role in describing the physical processes which involve the studies both at macroscopic and microscopic level.
- The co-ordinated approach between different subjects in this combination has proved boon in the advancement and development of each subject. It help the students in better understanding of the concepts in science and technology and development of these subjects. It has helped the students to improve their academic standards to a great extent.

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Department of Biotechnology

Learning outcome of the Programmes in Department of Biotechnology

The Department of Biotechnology is having two programmes, one in combination with botany and chemistry and another in combination with zoology and chemistry.

Department of Biotechnology Programme Outcome

The field Biotechnology teaches about biological sciences that manipulate living organisms and biological systems to produce products that advance healthcare, medicine, agriculture, food, pharmaceuticals and environment control.

Programme Specific Outcome with Botany as Subject

The components of Botany including plants, environment and the interaction. Plant Biotechnology course aims at introducing the concept of in vitro culture of plants including set up of a plant tissue culture laboratory, instruments and sterilization techniques. This course will help the students to understand that various parts of the plant may be cultured, with each type of culture having specific applications. Plant tissue culture also lends itself for production of transgenic plants which have various applications. Environmental Biotechnology mainly aims to introduce the students to the hazards of our environment, the effects of pollution on living systems, solutions to protect the environment for sustainable development. The importance of the basic concepts of bioethics, biosafety and their relationship with several fields such as ecology, agriculture, medicine ayurveda and advances are to be sought. The programme deals with answers to ethical questions that arise in the relationships among life sciences and their importance in the field of Plant biotechnology.

Programme Specific Outcome with Zoology as Subject

This programme aims at introducing the basic concepts of the immune system and its defence mechanisms. This will help them understand and reason out concepts related to diseases. A section on vaccination, monoclonal and polyclonal antibodies stresses on the importance of these for treatment of lethal diseases. The programme aims to introduce the students to the principles and techniques involved in Genetic Engineering through the use of genetic material and cloning vehicles for suitable manipulation of genes. This programme is designed to

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Department of Biotechnology

introduce the students to the basic concepts of Animal Cell Culture and covers topics that explain animal cell culturing and methods involved in basic culturing of animal cells with a few applications to life sciences. The programme introduces the importance of the basics of computers, concept of Human Genome Project, storage of biological information, tools and techniques of bioinformatics used and their importance in the field of biotechnology.

Programme Specific Outcome with Chemistry as Subject

This programme lends basic knowledge of structure and functions of major bio-molecules that makes the student to understand and implement the acquired knowledge in future. Understanding of metabolic pathways (catabolism as well as anabolism), their diversity and how these are specifically regulated and interrelated in different cells. Practical knowledge and hands on tools and techniques for the characterization of bio-molecules will help the students in advanced research programs. Concepts of enzyme kinetics, regulation and specificity.

On completion of the course, students are able to:

Acquire knowledge on the fundamentals of biotechnology for sound and solid base which enables them to understand the emerging and advanced engineering concepts in life sciences. Acquire knowledge in domain of biotechnology enabling their applications in industry and research. Empower the students to acquire technological knowhow by connecting disciplinary and interdisciplinary aspects of biotechnology. Students get the information about cell & its importance in biology.

- Comprehend about the introduction and history of biotechnology. The scopes in agriculture, medicinal, agriculture and environment. The cell biology and basic structural and functional study of prokaryotic and eukaryotic cells. The growth, nutrition and factors affecting microbial growth
- Principle, general features and significance of biophysical terms like density, sedimentation, centrifugation, Gram's staining. The definition, classification, biological function, chemical and physical properties, structural characteristic of proteins and nucleic acids


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- Principle, working and applications of instruments viz, pH meters, spectrophotometer, centrifuge, viscometer, and laminar air flow. Concept of enzyme activity and enzyme inhibition
- Metabolic pathways EMP, TCA, ETC, Gluconeogenesis. The fundamentals of DNA damage and repair, including types of mutation and repair mechanisms. The Transcription, enzymes involved in transcription and its inhibitors. The Translation, enzymes involved in translation and its inhibitors. The concept of operon and its structure and regulation.

Course Specific Outcomes

Course Code	Course Title		Course outcomes
	Theory	Practical	
UBTTC-101	Biochemistry and Metabolism	UBTPC-101	The Course aims to make students familiar with the basics of Biochemistry and various biochemical processes with a special emphasis on metabolism of various biomolecules like carbohydrates, Proteins, Lipids and Nucleic acids. The students get an overview of various metabolic pathways and cycles involved in cellular metabolism and how an imbalance or anomaly in functioning of these pathways can prove to be of clinical significance. The course aims at priming the students towards understanding deeper concepts of cellular functioning in the coming semesters.
UBTTC-201	General and Applied Microbiology	UBTPC-201	General and Applied Microbiology course is designed to provide the student with strong theoretical base of microbiology. The course is designed to introduce the student with the principles and practical considerations of microbiology. It also includes the concept, principles and methods used in microbial biotechnology and the possibilities of production of various products from microbial source.
UBTTC-301	Cell and Molecular Biology	UBTPC-301	The course aims to make students well versed with structural and functional



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			information about the cell. The students will be educated about various concepts of genetics and important cellular processes like replication, transcription and translation. Various aspects of the course like gene regulatory mechanisms and applied genetics are of importance for the students.
UBTTS-301	Environmental Biotechnology	UBTPS-301	Environment Biotechnology aims at providing the students with an understanding of various issues related to environment. The focus is on the scope and importance of environmental biotechnology and recent biotechnological advances. Additionally, the focus is also on the adverse health effect of Xenobiotics which plays an important role in addressing public health challenge.
UBTTS-309	Bioinformatics	UBTPS-309	This course aims at introducing the importance of the basics of computers, concept of Human Genome Project, storage of biological information, tools and techniques of bioinformatics used and their importance in the field of biotechnology.
UBTTC-401	Enzymology and Bioprocess technology	UBTPC-401	The course deals with the study and understanding of enzymes as biological catalysts and their biological significance. The students learn about various aspects of enzymology like enzyme kinetics, characteristics and structural organization of enzymes and various enzyme catalyzed reactions. The students are given an insight into various biophysical and biochemical techniques currently being employed.
UBTTS-401	Food Biotechnology	UBTPS-401	The course deals with the understanding of various components of food, their composition and Biochemistry. The various flavours added to our daily dietary food is due to trifling in various components of food besides it maintaining the natural



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			nutrition of various low shelf-life foods. Minimal processing of food and manufacture of fruit juices, jams etc. is the main component of food industry, providing job opportunities.
UBTTDSE-501	Plant Biotechnology and Genetic Engineering	UBTPC-501	This course is intended to introduce the student with the theoretical information and practical experience in plant tissue culture. Special emphasis is placed on setting up and operating a plant tissue culture laboratory. The course also familiarizes the students with the techniques employed in genetic engineering and Recombinant DNA technology. Focuses on the course work that prepares the student for immediate employment in plant tissue culture industry.
UBTTDSE-502	Biotechnology for Human Welfare		Biotechnology for human welfare aims to provide introduction of various fields of biotechnology e.g. Agricultural, pharmaceutical and industrial biotechnology and their contribution for human welfare. It aims at gaining an understanding of current experimentation in biotechnology and genetic engineering. The course imparts knowledge regarding benefits of biotechnology in forensic science and crime detection by employing various molecular biology techniques.
UBTTS-501	Intellectual Property Rights		The Course will ensure that students understand the concept of Intellectual Property and the need to protect IP. Various Intellectual property rights and their applicability in different spheres including biology will make students aware of piracy related issues. The students will learn about various organizations which are authorized to grant IPR and various case studies.
UBTTDSE-601	Immunology and Animal Biotechnology	UBTPC-601	The Course aims to educate students on how the body defends itself from pathogenic invasions; the different


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Department of Biotechnology

			strategies and players involved in body's response to various antigenic encounters. The students also get to know about animal tissue culture strategies and how animal cell culture is different from microbial and plant tissue culture. The students learn about various techniques of clinical and diagnostic significance and how these techniques are useful in diagnosing and identifying various conditions arising in the body.
UBTTDSE-602	Industrial Fermentation	UBTPC-602	The course is designed to provide the basic know how of bioreactors. It provides the insight of various types of fermentation techniques and the product development. Process of production of industrial chemicals, purification of proteins and downstream processing is also included for providing students a deeper knowledge of fermentation. Metabolic engineering of secondary metabolic products for gaining highest productivity of the product is also included in the curriculum. The course intends to provide the significance of biotechnology in industry.
UBTTS-601	Clinical Biochemistry		The Course aims to impart basic knowledge of clinical biochemistry involving techniques ranging from collection, handling and processing of clinical samples. The students will be demonstrated the importance of various different diagnostic tools and techniques useful in clinical diagnostics.

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Department of Botany

Learning outcomes:

A. Botany as a whole subject

The study of Botany at undergraduate level as a whole leads the students the following learning outcomes.

1. It helps students to get acquainted with essential knowledge of plant science, technical skill and critical thinking
2. It enables students to critically evaluate the ideas and arguments by collection of relevant information by applying the scientific method to characterize the plants at morphological, biochemical and molecular levels.
3. Students will be able to choose academic or research in their carriers based on their proficiency and interest in their specialized courses.

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COURSES OFFERED:

Course Code		Course Title		Course outcomes
Theory	Practical	Theory	Practical	
Sem-I UBOTC 101	UBOTC- 102	Microbiology, mycology and Cryptogams	Plant Biodiversity (Microbes, Algae, Fungi, Bryophytes & Pteridophytes).	<ol style="list-style-type: none"> 1. Students shall become aware of various groups of organisms like Bacteria, Viruses, Algae, Fungi, Bryophytes and Pteridophytes. 2. To introduce students with the various types of Lichens, their characteristics and economic importance.
Sem-II UBOTC- 201	UBOTC-202	Characteristics and Systematics of Seed Plants	Characteristics and Systematics of Seed plants	<ol style="list-style-type: none"> 1. To study morphology, anatomy and reproduction through typological study shall elevate a knowledge base in understanding plant diversity, life forms, life cycles and economic importance 2. To create the understanding by observations and comparative study of representative members of phylogenetically important groups so that students get a broad understanding of evolution
Sem-III UBOTC-301	UBOTC-302	Plant anatomy, Embryology and Ecology	Plant Anatomy, Embryology and Ecology	<ol style="list-style-type: none"> 1. The whole course will make students aware about the growth and development of various plant groups along with their internal structure. It will also help them in understanding the interaction between different plant communities with their environment.
Sem-III UBOTS-303	Skill	Mushroom Cultivation Technology	--	<ol style="list-style-type: none"> 1. Mushroom cultivation technology will help students in understanding the different techniques of mushroom cultivations and to think of starting their own start up projects in this direction.




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Sem-IV UBOTC-401	UBOTC-402	Plant Physiology and Metabolism	Plant Physiology and Metabolism	1. The course will enable students to learn various physiological processes involved in proper functioning of plants. In addition, the metabolic activities comprises all metabolic pathways that are essential to the plant's survival, generating compounds (metabolites) that are directly involved in the growth and development of the plant.
Sem-IV UBOTS-403	Skill	Nursery Gardening and floriculture	--	1. The whole course will highlight the different methods of raising plants through seeds, buds, grafts etc in nurseries and then growing them in gardens as ornamental herbs, shrubs or trees.
Sem-V UBOTE-501	UBOTE-502	Cell Biology and Genetics	Cell Biology and Genetics	1. Students will acquire knowledge of various cellular organelles as well as cell divisions. Students get acquainted with basic cellular activities (DNA replication, Transcription and translation.) and genetic changes going on. 2. To unravel basic genetic changes occurring at cellular level (mutations) and their subsequent transfer to offspring's (heredity and variation).
Sem-V UBOTS-603	Skill	Biofertilizers	--	1. Acquired knowledge regarding biofertilizers, Cyanobacteria and Vermicomposting. 2. Know about mycorrhiza and VAM association. 3. Develop skill regarding

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				isolation, identification and mass production of Rhizobium, Azospirillum, Azobacter.
Sem-V	Skill	Plant Diversity and human welfare	To be introduced as subjective SE.	<ol style="list-style-type: none"> 1. To make students aware of plant diversity in ecosystem. 2. To make them aware of various losses to Biodiversity. 3. The course will enable students to learn various methods for management of biodiversity. 4. To tell them about importance of forestry and its commercial aspects
Sem-VI UBOTE-601	UBOTE-602	Economic Botany and Biotechnology	Economic Botany and Biotechnology	<ol style="list-style-type: none"> 1. Understand core concepts of Economic Botany and relate with environment, populations, communities, and ecosystem. 2. Increase the awareness and appreciation of plants and plant products encountered in everyday life. 3 Appreciate the diversity of plants and the plant products in human use. 4. To understand the basic tools used in biotechnology. 5. To know about the standard procedures and protocols practiced in plant tissue culture.
Sem-VI UBOTS-403	Skill	Ethno-Botany	--	<ol style="list-style-type: none"> 1. To understand the concept of phytomedicine


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				<p>used as an alternative for the treatment of various ailments.</p> <p>2. To provide knowledge about the preparation of herbarium.</p> <p>3. To study the legal aspects of ethnobotany like IUCN, biopiracy, bio-diversity laws.</p>
Sem-VI	Skill	Floriculture	To be introduced as optional SE	<p>1. The floriculture course is designed to give knowledge to student about landscaping.</p> <p>2. They will come to know about the cultivation of various flowers.</p> <p>3. They will acquire knowledge about nursery management and routine garden operations.</p> <p>4. They will get an idea of various ornamental and flowering plants.</p> <p>5. In addition to this students will come to know about various types of garden designs.</p> <p>6. They will also get acquainted with idea commercial floriculture.</p>


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B. Botany in combinations with other subjects

1. Botany, Zoology and Biotechnology

The combination of Zoology and Biotechnology with Botany leads the following learning outcomes:

1. This combination will be very useful to understand the fundamental and applied aspects of life Sciences viz. Taxonomy, Genomics, Recombinant DNA Technology, plant tissue culture etc.
2. It will lead to access the literature to identify relevant works for a particular topic, and evaluate the scientific content of these works.
3. This combination broadens the scope of the students to choose academic and research carriers.

2. Botany, Zoology and Geography

The learning outcome of Zoology and Geography with Botany are as follows:

1. It will leads to understand the variation in flora and fauna in different geographical locations
2. This combination helps to understand the impact of geographical location on the growth and development of particular plant or animal.
3. Student can go for interdisciplinary research by selecting different eco-geographical locations to study the relevant research problem.


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3. Botany, Zoology and Anthropology

This combination will lead the following outcome

1. The students with this combination will get acquainted with the basics of evolutionary theory and key developments in human evolution
2. It will enable students to understand the relationship between cultural and natural (or ecological) systems.
3. It helps to develop an understanding that ideas, theories and methods were shaped and changed over time in particular historical contexts.



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Botany



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DEPARTMENT OF PSYCHOLOGY, GCW PARADE GROUND, JAMMU, JAMMU & KASHMIR

Psychology is a broad ranging discipline which incorporates both the scientific study of human behaviour and its biological, cognitive, and social bases. Training and graduating in the discipline of psychology will not only involve acquisition of information, but also help in the development and cultivation of analytical thinking skills which are valuable for everyday living, work-place, adjustment, handling stress and application in many professions. Those who will acquire professional training in this field may work in a variety of employment settings.

OBJECTIVES OF COURSE

- Core course will help students to specialization in different branches of psychology would widen the student's scope for further studies under these specialized fields
- Skills enhancement program in psychology help in application of the subject.
- Generic courses would give interdisciplinary approach where students from different subjects would be able to use knowledge of psychology along with their subject specialization.
- Psychology practical would help students in research, clinical use, and in systematic evaluation of behavior

PROGRAM OUTCOMES OF PSYCHOLOGY

1. Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena. This includes (1.1) describing key concepts, principles and overarching themes (1.2) developing a working knowledge of the different content or program areas in psychology, and (1.3) describing the application of psychology to everyday life.
2. Students will develop scientific reasoning and problem solving skills, including effective research methods. This includes (2.1) using scientific reasoning to interpret psychological phenomena (2.2) demonstrating psychology information literacy (2.3) engaging in innovative and integrative thinking and problem solving (2.4) interpreting, designing, and conducting basic psychological research; and (2.5) incorporating sociocultural factors in scientific inquiry when appropriate.
3. Students will develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. This goal encompasses

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- (3.1) applying ethical standards to evaluate psychological science and practice; (3.2) building and enhancing interpersonal relationships; and (3.3) adopting values that build community at local, national, and global levels.
4. Students will be prepared to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation to optimize their competitiveness for securing places in a graduate school, professional school, or in the workforce. For example, students should be able to 4.1) apply psychological content and skills to career goals; (4.2) demonstrate project-management skills and teamwork capacity; and (4.3) develop meaningful professional direction for life after graduation.

PSYCHOLOGY AND OTHER UNDER GRADUATE PROGRAMMES:

1. PSYCHOLOGY AND SOCIOLOGY (CODE: UGBA30)

Psychology and Sociology studies human behavior from psycho-social perspective. While psychology caters to an individual's psychological phenomenon and how they express themselves through personality and behaviour, sociology studies the communities the individual is part of and the influence of the communal identity on the individual. By completing a psychology and sociology combined degree, students will have an opportunity to embark on a variety of careers in different sectors like-

- Social Work
- Psychological Social Work
- Counselling
- Community development
- Human Resource Development
- Personality Development Officer

2. PSYCHOLOGY AND POLITICAL SCIENCE (Code: UGBA38)

Psychology focuses on the inner-behavior and cognition of individuals whereas Political Science focuses on analysis of the political system, theoretical and practical application of politics. Psychology is used as a lens to study politics. Political scientists use the insights of psychology to analyze political system, constitutional obligations values, rights, duties and responsibilities of citizens and understand government's ideologies. Further, studying both these disciplines helps in the understanding leadership role, domestic and foreign policy making, group dynamics and conflict, racist behavior, nationalism, political extremism, etc. There are many sectors which offer employment opportunities to students specialized in the degree of psychology and political science:

- Department of International Relations.


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- Media Research.
- Teaching & Education.
- Governments Agencies & Departments.
- Local and State Agencies.
- Journalism

3. **PSYCHOLOGY AND EDUCATION (Code: UGBA38)**

There is a close relation of relation between psychology and education. While psychology deals with human behavior, education deals with modification of behavior in desirable direction though teaching and learning. Psychology graduates interested in the education sector have a number of different options. As well as educational therapy, educational psychology and social work within education, psychology graduates may qualify as teachers, working in primary, secondary or tertiary level of education.

Students who graduate with Psychology and Education and further specializes in these disciplines have career scope in –

- Education sector as teachers in primary level, secondary level, Higher Secondary level and as College lecturer
- Special Educators
- School Counsellors
- Career Counsellors
- Educational Program Researcher
- Academic Officer
- Curriculum Developer

4. **PSYCHOLOGY AND ECONOMICS (UGBA38)**

Psychology is a science which explains behavior of people and has an intense connection with economics. Economics is a science which is constantly progressing and interacting with other sciences. It deals in the economic system, micro and macro economic outcomes, economic fluctuations, growth, economic challenges faced by society etc. Further, it studies how people display a behavior in the economic decision- making progress.

Students who graduate with combination of Psychology and Economics and further specializes in these fields will have employment scope in -

- labor and public economics,
- industrial organization,
- health economics,
- finance, and development economics.


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- Market research analyst

5. PSYCHOLOGY AND PHILOSOPHY (Code: UGBA27)

Psychology and philosophy, are interrelated disciplines, so studying a combination of both allows students to explore different aspects of each subject, resulting in a varied and dynamic course. While Psychology focuses on human behavior in different sphere of society and studies various psychological phenomenon, Philosophy encourages critical and systematic inquiry into fundamental questions of right and wrong, truth and falsehood, logic and reasoning, meaning of life, and the nature of reality, knowledge and society. Graduating in these two courses and further specialization in these fields will help to prosper in career opportunities like-

- Security and Law Department
- Banking sector
- Business Sector
- Counsellor in different field
- Education Sector
- Public Relation Department
- Social Work
- Research
- Non-Government Organization
- Public administration, local government, the civil service, social services.
- Advertising, journalism, publishing, creative industries, public relations

6. PSYCHOLOGY AND ENGLISH LITERATURE (Code: UGBA20)

Psychology and Literature are two disciplines that study human soul. Psychology intensely studies scientific analysis of human behaviors and their causes while literature depicts human behavior through fiction. A literary work benefits from psychology in terms of successfully presenting characters, expressing their moods, and bringing the reader into the psychological dimension of human reality. These two branches of social science studying human behavior are interrelated and mutually beneficial. Graduating in these two courses and further specialization in these fields will help to prosper in career opportunities like-

- Administrative Department
- Arts And Culture management
- Media and Journalism
- Education Department

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- Research

PSYCHOLOGY FUNCTIONAL ENGLISH (UGBA36)

Effective Interpersonal communication skills are important. Students of psychology must be able to actively listen and comprehend what clients tell them, and be able to speak clearly with clients about sensitive issues. Functional English on the other hand works as a helpful tool as it deals with the application aspect of the English language with a lesser focus on its history and more focus on communication skills. Combination of both these subjects will enable students to deal with specific clinical cases related to learning disorders, stammering and stuttering problems in clients. Employability after specialization in these two subjects will help students in-

- speech clinic,
- media,
- Education Department etc.

PSYCHOLOGY SANSKRIT (UGBA32)

Sanskrit is an ancient and classical language of India. The 'Sanskrit Slokas' help in calming the mind in a meditative state reducing the stress causing hormones. The Sanskrit word 'AUM' is made up of three sounds- (A,U,M) that bring a state of awareness of the mind. Sanskrit sounds specially 'chanting' can boost cognitive functions, boost ability to retain memory, boost immunity, etc. Psychology emphasizes on cognitive functioning of the individual. Thus the combination of Psychology and Sanskrit will impact the mental health of the students in a positive manner. Employability will be in the areas of -

- Counseling,
- teaching,
- public relations,
- personality development coach
- vocational training provider,
- Astrology, etc


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PROGRAM SPECIFIC OUTCOMES IN PSYCHOLOGY

<u>COURSE CODE</u>	<u>COURSE TITLE THEORY</u>	<u>COURSE OUTCOMES</u>	<u>EMPLOYABILITY OPPORTUNITIES</u>
UPSYTC- 101	Foundations of Psychology.	The purpose of this course is to provide an overview of the study of Psychology as its history , the methods that we use to research and practice psychology . Students will learn the methods that psychologists use to approach questions about behavior in everyday life.	(1) Students will be able to use the skills to develop more effective educational assessments (standard Tests) (2) Further specialization will help students to get employment opportunities in companies, corporations colleges ,etc. (3) Students may be able to engage in clinical field. They may work with other medical professionals (Psychologists Psychiatrists, Physicians). 4) They can engage as project officers in research development.
UPSYTC-201	Introduction to social psychology	(1)Students will be able to describe and access basic psychological theories, principles and concepts explaining social cognition , attitude formation , group processes, conformity and stereotyping\ prejudice. (2) Predict the outcomes of various social situations through application of social psychology principles (attributions, in- group \ out- group behavior etc). (3) relate major concepts and methods of the field to understand interpersonal and	<u>INDUSTRIAL ORGANISATIONAL PSYCHOLOGIST</u> : Using the tenets of social psychology, an industrial organizational psychologist can help business to function more effectively and efficiently. It will enable students to look at problems in the workplace & identify solutions to those problems. <u>POLITICAL STRATEGIST</u> ; Students may use the

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		group relationships.	principles of social psychology to develop a Socio-political platform that will deal with specific problems of specific groups. <u>SOCIAL SERVICE REPRESENTATIVE:</u> Under this construct students can assist children, adults and families in finding the resources to improve quality of living and develop better adjustment ability that they require to lead healthy, safe lives. <u>OTHER AREAS:</u> Other career options are Researchers, consultancy, teaching, etc.
UPSYTC-301	Introduction to Human Development	(1) Students will be able to demonstrate understanding of developmental theories and how biological, psychological, social; & cultural dynamics influence development processes. (2) Apply skills, knowledge and goal setting toward employment in health and human services. (3) Demonstrate understanding of how social categories such as gender, race, class, age, sexuality and the intersections of these identities relate to diverse experiences across the lifespan.	(1) A developmental psychology degree provides graduates with skills to work in the fields like education, health care, counseling. (2) Developmental psychology careers with further specialization in a masters degree include learning disabilities specialist, school counselor and rehabilitation counselor. (3) Jobs in developmental psychology include social services representative, socialworker, psychological social work and behavioral therapist.

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UPSYTSE-301	Developing Emotional Competence	<p>(1) Students will understand what emotional intelligence is and why it is important</p> <p>(2) Be able to relate more effectively to their colleges and to others.</p> <p>(3) Know how to communicate is an emotionally intelligent way .</p> <p>(4) Understand how to demonstrate empathy in a wide range of situations.</p> <p>(5) Be aware how their emotions affect their behavior and performance.</p>	<p>In the workplace, emotional intelligence can help build better relationships and make work run more smoothly. This soft skill will help in better adjustment ability in any and every working field like-Human resource management, clinical field, Education, Self – entrepreneur, Business administration, Public Relations, etc.</p>
UPSYTC-401	Abnormal Psychology	<p>(1) Students will be able to explain major concepts and theoretical perspectives about the field of abnormal psychology and major psychological problems and disorders.</p> <p>(2) Describe the multiple causes of psychopathology as viewed from a number of different theoretical perspectives including biological, psychological and socio cultural model discuss intervention and prevention strategies for psychological disorders .</p>	<p>(1) Students background in abnormal psychology can lead to a number of job types like clinical psychology, counseling psychology or rehabilitative psychology.</p> <p>(2) with a bachelor's level degree, they might work as a drug and alcohol counselor, rehabilitation assistant , Conducting Psychological assessment, school counsellors, etc.</p>
UPSYTSE-401	Managing stress	<p>(1) This course will help students to identify their persona difficulties, reflect upon their stress management and relaxation strategies and become more effective in handling everyday pressures in a sustainable way</p> <p>(2) They can rebuild their energy and create a more balanced life</p>	<p>(1) After studying their course student wide be employed as child psychologist dealing with formative years of development. Students will be able to identify sources of stress motivate clients to find solutions mange stress through exercise.</p>


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		style by identifying un sustainable behavior and developing stress management resource .	(2) Students can be employed in varied work place like Public relations, human resource management, Business administration etc. Their knowledge about stress management will enable them to motivate employees better, reduce chances of work place conflict, Improves productivity.
UPSYTDSE-502	Community psychology	(1)The student will obtain an advanced understanding of relevant concepts, issues and work methods. (2) An advanced understanding of system perspectives and of how social and environment factors are associated with individual behavior as well as with behavior in groups, local communities and organization. (3) Knowledge about local community practices and about how to conduct interventions at the local community level.	Career options available to community psychologists include- (1) Employability in social service agencies to work with particular group of people, minority, homeless. (3) Employability in administrative role in government health or human services . (4) Counseling and /or conducting mental health work at a community health clinic.
UPSYTGE-501	Psychology for living	Students will be able to (1) Apply psychological insights and principles to their own level. (2) Increase their knowledge on adjustment, in order to continue learning and growing on their own. (3) Understand themselves and others better	Employment choices for students are highly flexible. Major work scope include- academic institutions, govt. agencies or in research firms. Other career avenues include- private practice or counselors in health care agencies.

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UPSYTSE-501	Psychology for Education	Students will be able to (1) understand the meaning and processes of education at individual and social plans. (2) Develop insights into the facilitators of learning such as intelligence, emotions. (3) understand the social process within the classroom and broader societal contexts that shape student's learning outcomes.	Researchers in educational psychology play a key role in learning institutions. (1) Educational psychologists work with families, children, groups, school and govt. agencies to create programs that enhance learning. (2) they can be employed as college counselor school psychologists etc.
UPSYTDSE-602	Counseling Psychology	Students will develop (1) A basic understanding of counseling as a perfection (2) Gaining an overview of basic approaches theories and techniques in counseling. (3) Developing awareness about contemporary issues and challenges in counseling. (4) Learning about newer forms of therapy of employees of an organization. (5) Demonstrating multi cultural knowledge of HRM and sensitivity towards diversity.	Counseling psychologists can work almost anywhere including at schools, hospitals, organizations, mental health facilities and private practices. They can work as school counselor, clinical social works organizational counselor.
UPSYTGE-601	Consumers psychology	Students will be able to (1) demonstrate how knowledge of consumer behavior can be applied to marketing. (2) develop the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance, appraisal, training and career development. (3) Acquiring relevant abilities to map competencies.	(1) This specialization offers immense growth prospectus in field of Human Resource management, HR recruits HR specialists, employees relations manager, technical recruiter. (2) They can also become management consultants, might offer career counseling and positive

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			workplace instruction to corporate leaders.
UPSYTSE-601	Managing Human Resource	Students will be able to - Understand the concepts, terms and theories related to Human Resource Management. Understand problem-solving approaches related to human resource management and learn related techniques.	Career related to studying 'Managing Human Resource' include: 1) Human resources officer 2) Office manager 3) Occupational psychologist 4) Training and development officer

Future Plans

- Initiative to introduce B.A. Hon's Course for students like other major universities of India. Introduction of Hon's course is a vital need to bring our students at par with the universities at the National level.
- Post Graduate Course in Psychology: This prestigious institution can serve its purpose best if Post graduate psychological courses introduced with its curriculum and syllabi at per the level of national universities. There is so dearth of meritorious students in JK UT to be groomed this will contribute academic growth.
- Counseling: Mental Health issues are on the rise with some percentage of even students being on psychotic drugs in order to make our youth mentally strong disciplined and bold enough to face challenges which life offers from time to time counseling sessions extremely essential.
 This will also include career counseling to guide them in their future plans in academics.
- Yoga and Meditation: The world has recognized and accepted role of physical and mental well being of a person. Only a physically fit and mentally sound will have the cake in the world scenario. Any amount of academic excellence it's not work it without health, fitness disease-free anxiety free stress free and depression free state of mind.
 The Yoga Gurus and experts will willingly offer free services for this purpose. Some organization like Bharatiya Yog Sanathan, Aranya Bharati Patanjali Yog etc etc. will be approached initially to train the students institution can create it on Yoga Experts.
- Research Work: The power of the human mind is unlimited & the great advancement is seen less to the extends that efforts are being made to conquer space.
 Research and development is very important to be incorporative in the curriculum.

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Name of Department **Department of Dogri GCW, Parade.**

Programmes offered **B. A Dogri**


Programme Outcomes

BA Semester	Course Code	Course Title	Outcomes
1st	UDGTC - 101	Dogri Poetry and Grammar	To make aware the students about the famous poets of Dogri language, their poems and about the basics of grammar of Dogri language.
1st	UDGTS - 101	Language and Script	To enrich the students with the basic knowledge of Dogri language and its original script.
2nd	UDGTC - 201	Dogri Drama & Grammar	To make aware the students about the famous Dogri drama writers and about the famous immortal Play Baba Jitto; and to provide the basic knowledge of dogri vowels and consonants.
2nd	UDGTS - 201	Grammar	To enrich the students with the basic knowledge of the Dogri Grammar.
3rd	UDGTC - 301	Poetry & Literary criticism	To provide the basic knowledge of essential elements of the criticism of Dogri Poetry and literature.
3rd	UDGTS - 301	Linguistics	To enrich the students with the basic knowledge of Dogri language, Dogri linguistics, Dogri phonetics and sentence framing.

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4th	UDGTC - 401	Dogri Short Story	To make aware the students about the famous Dogri short story writers and to teach the art of short story writing.
4th	UDGTS - 401	Translation	To enrich the students with the basic knowledge of Dogri translation.
5th	UDGDSE 1 - 501	Prose	To enrich the students with the basic knowledge of various parts of Dogri prose.
5th	UDGDSE2- 501	Sahityakaar	To make aware the students about the famous, foremost and eminent Dogri Writers.
5th	UDGTS- 501	Dogri Lexicography	To enrich the students with the basic knowledge of the science behind the dictionary making.
5th	UDGGE- 501	Dogri Language and Script	To enrich the Non-Dogri subject students about the knowledge of the Dogri language and Script.
6th	UDGDSE1- 601	Folk Literature	To provide students the basic knowledge of folk literature, folk songs, idioms and phrases in Dogri.
6th	UDGDSE2- 601	Folk Culture	To enrich students with the basic knowledge of Dogra culture, festivals, fairs, sculpture art, etc.
6th	UDGTS- 601	Journalism	To enrich the students with the basic knowledge of traditional and present journalism and their comparative study.
6th	UDGGE- 601	Folk Literature	To provide the students the detailed knowledge of Dogri Folk Literature.


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GOVT. COLLEGE FOR WOMEN, PARADE GROUND, JAMMU-180001, J&K.

(Erstwhile Maharani Mahila College)

Autonomous college affiliated to the University of Jammu

College with Potential for Excellence, 2016

(Estd. 1944)

Name of the Department

PUNJABI

Programmes offered

UG COURSE

Learning outcomes 2021-2022

COURSE OFFERED:

Course Code	Course Title	Practical	Course outcomes
UPBTC-101 Core Course	PUNJABI SUFI KAAV, ADHUNIK PUNJABI KAVITA ATAY VIHARIK PUNJABI	NIL	The objectives of the course is to make students familiar with the basic knowledge about the Punjabi sufisahit and modern Punjabi poetry. It gives us knowledge about grammer.
UPBTC-201 Core Course	PUNJABI KISSA KAAV, ADHUNIK PUNJABI KAHANI ATAY VIHARIK PUNJABI	NIL	The aim and objectives of the course is to make students familiar with the knowledge about Punjabi kissakaav , and Punjabi kahani and Punjabi grammer.


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<p>UPBTC-301</p> <p>Core Course</p>	<p>MADHKALI BEER KAAV, PUNJABI NOVEL ATAY VIHARIK PUNJABI</p>	<p>NIL</p>	<ol style="list-style-type: none"> 1. To recognize narrative poetry from different literary forms of medieval poetry. 2. To understand the narrative poetry as a literary art form. 3. To analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. 4. To understand the comparison of narrative poetry from other genres of poetry. 5. To develop skills in fiction analysis, including comprehension of the narrative fundamentals of character, point of view, theme and plot etc. 6. To gain an intellect of different literary styles in Punjabi fiction. 7. To develop aptitude for appreciation of the novel text. 8. To acquaint the students with functional language including grammar of Punjabi.
<p>UPBTC-401</p> <p>Core Course</p>	<p>PUNJABI NATAK, IKANGI ATAY VIHARIK PUNJABI</p>	<p>NIL</p>	<ol style="list-style-type: none"> 1. To develop skills in literary analysis, including comprehension of the narrative fundamentals character, point of view, theme and action plot. 2. To develop an aptitude to analyze drama and ikangi text critically . 3. To acquaint the students with functional language including grammar of Punjabi.

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UPGPUN-501DSE-1 DISCIPLINE SPECIFIC ELECTIVE COURSE	PUNJABI NARI SAHIT	NIL	This course is based on feminism. It helps to students aware about women empowerment and rights. It also gives knowledge about feminism in the international level.
UGPUN501-DSE-2 DISCIPLINE SPECIFIC ELECTIVE COURSE	PUNJABI IKANGI ATAY VIHARIK PUNJABI	NIL	This course is based on the Punjabi ikangi. It is highlight the relationship between drama and ikangi and stage. It also gives knowledge about grammar.
UGPUN601-DSE-1 DISCIPLINE SPECIFIC ELECTIVE COURSE	PUNJABI NATAK TY VIHARIK PUNJABI	NIL	The objectives of the course is to provide knowledge about Punjabi Drama, history and its impacts. It gives knowledge about Punjabi grammar.

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UPKED03-05E- DISCIPLINE SPECIFIC ELECTIVE COURSE	KISSA PURAN BHAGAT KADARIYAAR	NIL	The aim of the course is to provide knowledge about history of kisa and the story about Puran Bhagat.
UPBTGE-501 GENERIC ELECTIVE COURSE	BHASTI JAMMU KASHMIR DI PUNJABI SAHAMI ATAY VIKARIK PUNJABI	NIL	The objectives of the course to make students familiar with the ideas about the topic of history of Punjabi literature of Jammu and Kashmir and students also aware about Punjabi poetries of prominent writers of Jammu and Kashmir.
UPBTGE-601 GENERIC ELECTIVE COURSE	PUNJABI SAFARNAMA ATAY VIKARIK PUNJABI	NIL	The aim of the course to provide knowledge about safarnama in the field of Punjabi literature -students learn about Punjabi safarnama and Punjabi grammar. Students also take interest in the journey of different countries which they can gain more knowledge about other countries.

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UPBTAECC-101 COMMUNICATION SKILL COURSE	COMMUNICATION PUNJABI-1	NIL	This course is based on skill. It helps us to provide knowledge about the gurmukhilipi and script . This course is also gives knowledge about Punjabi grammer like as noun, pronoun, singular, plural, folk dance, and essay etc.
UPBTAECC-201 COMMUNICATION SKILL COURSE	COMMUNICATION PUNJABI-2	NIL	This course is based on skill. It helps to students basic knowledge about Punjabi grammar and folk literature and concept of translation in Punjabi from other languages.
UPBTS-301 SKILL ENHANCEMENT COURSE	LOK SAHIT	YES PROJECT WORK/PRACTICAL FILE/PPT/ CHART/ FIELD WORK	<ol style="list-style-type: none"> 1. Students will demonstrate the knowledge of the Folk- traditions and customs . 2. Students will be able to understand the current problems, socio-culture transformation and will be able to find the appropriate way to handle them. 3. Students will be eligible for the job of art , cultural and languages.


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UPBTS-401 SKILL ENHANCEMENT COURSE	NATAK ATAY RANGMANCH DA HUNAR SIKHNA	YES PROJECT WORK/PRACTICAL FILE/PPT/ CHART/ FIELD WORK	<ol style="list-style-type: none"> 1. Students will acquire with critical study of theatre. 2. They can express their understanding of the relationship between Punjabi drama and its historical/ cultural contexts, in which, it was written. 3. It's a skill based course students get benefits of course as a earning source. 4. They can become a actor, director and script writer, content writer also.
UPBTS-501 SKILL COURSE	COMPUTER ANUWAAD ATAY PUNJABI KOSHKARI	NIL	The outcomes of the course is to provide knowledge about basic concepts of computer And internet and translation concepts, editing of Punjabi dictionaries.
UPBTS-601 SKILL COURSE	PATTARKARITA	NIL	The outcomes of the course is to make students familiar with the concept of journalism. It helps to provide knowledge about Punjabi new, Punjabi magazine, Punjabi newspaper. So this syllabus gives knowledge about Punjabi media.


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 Punjabi



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PROGRAMME OUTCOMES OF B.COM

- Bachelor’s Degree in Commerce helps students in building a concrete footing for advanced studies in Commerce and to stand up with the requirements of business sector, insurance, banking- seeking youth fit for employment.
- Students will get a first-hand exposure of working in the real world.
- Students completing this programme will be able to develop managerial knowledge and tactical dexterity, with a broader skill set so as to find innovative solutions for today’s business.
- Completion of this programme will mould the students into future visionaries, management leaders that are compassionate yet efficient.
- The course provides an extreme and rigorous base for teaching, research and allied business administration.

PROGRAMME SPECIFIC OUTCOMES OF B.COM

- The students can get the knowledge, skills and aptitudes by the end of B.Com degree course.
- By goodness of the preparation, they can turn into a manager, accountant, management accountant, cost accountant, bank manager, auditor, company secretary, teacher, professor, stock agents and so on.
- Students will prove themselves in different professional exams like C.A., C.S., CMA, MPSC, UPSC and likewise.
- The students will acquire knowledge, skills in different areas of communication, decision-making, innovations and problem-solving in day-to-day business activities.
- Students will gain thorough, systematic and subject skills within various disciplines of finance, auditing and taxation, accounting, management, communication and computer.
- Students can also get the practical skills to work as accountant, audit assistant, tax consultant and computer operator.
- Students will be able to do their higher education and can pursue research in the field of finance and commerce.

COURSE LEARNING OUTCOMES

Financial Accounting

After completing the course, the student shall be able to

- CO1: build an understanding of theoretical framework of accounting.
- CO2: develop skill to prepare financial statements of non-corporate entities.
- CO3: develop understanding of departmental accounting.
- CO4: understand branch accounting.



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CO5: develop understanding of consignment accounts and develop conceptual skill regarding joint ventures.

Business Organization and Management

After completing the course, the student shall be able to

CO1: understand dynamics of business organizations and management practices.

CO2: understand varied perspectives regarding evolution of management thought.

CO3: analyze the relationship amongst functions of management i.e. planning, organizing, leadership and motivation.

CO4: analyze the relationship amongst functions of management i.e. coordination and controlling.

CO5: appreciate the change in working pattern of modern organizations.

Advanced Financial Accounting

After completing the course, the student shall be able to

CO1: learn accounting for hire purchase transactions.

CO2: understand various terms used in royalty and prepare journal and ledger accounts in the books of Lessor and Lessee.

CO3: explain and calculate value of goodwill and shares.

CO4: develop an understanding of accounting of insolvency and laws governing settlement of insolvency accounts.

CO5: learn to compute insurance claims.

Contemporary Management

After completing the course, the student shall be able to

CO1: comprehend the present management styles applicable all over the world.

CO2: understand various aspects of knowledge management and quality management.

CO3: recognizing relevance of change for sustaining in competitive environment.

CO4: recognize the essence of ethics and governance in business.

CO5: develop an understanding of contemporary issues in management.

Fundamentals of Business Communication

After completing the course, the student shall be able to

CO1: develop basic understanding of business communication.

CO2: understand communication channels.

CO3: differentiate between verbal and non-verbal communication.

CO4: write business letters.

CO5: understand use of technology in business communication.


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Corporate Accounting

After completing the course, the student shall be able to

- CO1: prepare financial statements of Joint Stock Company.
- CO2: develop an understanding of financial statements of banking companies.
- CO3: understand the accounting for insurance companies.
- CO4: prepare accounts for mergers and acquisition.
- CO5: prepare consolidated balance sheet for holding company.

Indian Contract Act

After completing the course, the student shall be able to

- CO1: understand basic concepts of contracts to subsequently enter valid business propositions.
- CO2: gain deeper understanding of varied elements of contract.
- CO3: recognize and differentiate the special contracts and identify their appropriate usage at various business scenarios.
- CO4: understand the concepts of Contract of Agency.
- CO5: understand the legitimate rights and obligations under The Sale of Goods Act.

Entrepreneurship for MSME

After completing the course, the student shall be able to

- CO1: understand the concept of entrepreneurship.
- CO2: know the role of EDPs and State in fostering entrepreneurial growth.
- CO3: develop the skills to understand the functioning of the Start ups in India.
- CO4: develop the skills for preparing the project reports.

Digital Marketing and E-Commerce-I

After completing the course, the student shall be able to

- CO1: understand the concept of digital marketing.
- CO2: comprehend the concept of search engine optimization.
- CO3: develop the proficiency to understand the functioning of MS Word.
- CO4: develop the dexterity to edit the photos.

Business Communication Skill and Development

After completing the course, the student shall be able to

- CO1: develop basic understanding of business communication models.
- CO2: understand and develop reading and writing skills.
- CO3: understand listening skills.
- CO4: develop deep insight of group communication.
- CO5: understand conflict resolution and negotiating skills.

Corporate Law

After completing the course, the student shall be able to

- CO1: understand basic aspects of Corporate Law.
- CO2: gain deeper understanding of various documents used in the companies.
- CO3: understand how directors are appointed in the companies.
- CO4: understand the procedure of company meetings.
- CO5: gain knowledge regarding modes of winding up of the companies.

Direct Tax Laws

After completing the course, the student shall be able to

- CO1: develop an understanding of basic concepts of income tax.
- CO2: calculate income under the head "salaries"
- CO3: calculate income from "house property" and "capital gains"
- CO4: calculate income under the head "business and profession"
- CO5: calculate income from "other sources"

Customer Relationship Management

After completing the course, the student shall be able to

- CO1: learn various new and latest concepts emerged in the area of CRM.
- CO2: understand the concept of CRM as an integral part of business strategy.
- CO3: study implementation of CRM Business Model in various sectors.
- CO4: do customer survey using questionnaire and analyze data using statistical tools.

Digital Marketing and E-Commerce-II

After completing the course, the student shall be able to

- CO1: develop the understanding about social media marketing.
- CO2: understand the concept of content marketing.
- CO3: develop the skills to comprehend the usage of MS Powerpoint and MS Excel.
- CO4: develop the basic proficiency to edit and create videos.


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Cost Accounting

After completing the course, the student shall be able to

CO1: understand thoroughly the conceptual framework of cost accounting; identification of differences between different financial and cost accounting; cost concepts and elements of cost; preparation of cost sheet.

CO2: understand the accounting and control of material cost.

CO3: develop ability to understand accounting of labour cost as well as classification, allocation, apportionment and absorption of overheads in cost determination.

CO4: develop ability to calculate the cost of jobs and contracts after understanding the basic concepts and processes involved in them.

CO5: understand the accounting of process costing.

Fundamentals of Marketing

After completing the course, the student shall be able to

CO1: learn the basic marketing concepts, challenges, ethics and environmental conditions effecting marketing decisions of a firm.

CO2: understand various aspects of market research.

CO3: take effective decisions for launching new products and understand the implications of different service marketing strategies.

CO4: develop skills to understand pricing strategies, distribution channels and design the promotion-mix strategies.

CO5: familiarise with the current trends in marketing to take proactive measures while taking marketing decisions.

Tourism Management

After completing the course, the student shall be able to

CO1: understand the concept and principles of tourism.

CO2: familiarise with managerial aspects of tourism.

CO3: gain knowledge about different tourism organisations and their role.

CO4: recognise the essence of ethics in tourism business.

CO5: develop an understanding about impact of tourism as well as emerging trends in tourism.

Statistics For Managers

After completing the course, the student shall be able to

CO1: understand significance of statistics, methods of data collection and diagrammatic representation of data.

CO2: acquire a fair degree of proficiency in comprehending statistical data, processing and analysing it using descriptive statistical tools such as mean, median, mode.

CO3: gather knowledge about descriptive statistical tools such as dispersion, skewness and kurtosis.

CO4: understand the relationship between two variables using concepts of correlation and regression and its use in identifying and predicting the variables.

CO5: develop an understanding of the index numbers and their utility in daily life and stock market, know about price and quantity indices; become aware of the patterns revealed by the time series data and to use it to make predictions for the future.

Management Accounting

After completing the course, the student shall be able to

CO1: understand thoroughly the conceptual framework of management accounting; identification of differences between different management, financial and cost accounting; analysis of financial statements.

CO2: understand the cash flow statement.

CO3: develop ability to understand marginal costing.

CO4: develop ability to calculate the material and labour variances.

CO5: understand the budgetary control.

Business Environment

After completing the course, the student shall be able to

CO1: learn the basics of business environment.

CO2: understand the economic environment in which business prevails.

CO3: analyze political and legal environment pertaining to business.

CO4: gaining knowledge regarding socio-cultural environment.

CO5: understanding natural and technological environment.

Financial Management

After completing the course, the student shall be able to

CO1: explain the nature and scope of financial management as well as time value of money and risk return trade off .

CO2: analyze capital budgeting process and capital budgeting techniques.

CO3: estimate various capital structure theories and factors affecting capital structure decisions in a firm.

CO4: critically examine various theories of dividend and factors affecting dividend policy.

CO5: evaluate working capital requirement.

Sales Management

After completing the course, the student shall be able to

CO1: understand the concept of sales management.

CO2: understand need and functions of sales organization.

CO3: know about recruitment and training in sales organizations

CO4: how sales force is evaluated and motivated.

CO5: understand process of selling.


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Learning Outcomes of the curriculum of Urdu courses taught for the academic year 2017-18

B.A. Semester- I General Urdu UR-101 (MIL- Core Course)
Title: Urdu Ghazal and Afsana

Objectives: The purpose of this course is to make the students fully conversant/accustomed with Urdu Poetry, Prose and life and works of authors/poets and enable them to appreciate it adequately. This will also adjudge the ability of candidate in a precise manner.

B.A. Semester- II General Urdu UR-201 (MIL- Core Course)
Title: Nazm, Urdu Language and Essay Writing

Objectives: This course proposes to enable the students to fully grasp the development of Urdu Nazm in the 20th century. An effort shall be made to make the students fully conversant with the characteristics of the Nazm of the period concerned so as to enable them to appreciate the Genre in accordance with the requirements of the course. The course proposes to provide brief knowledge about the origin and development of Urdu language and its importance in J&K. The course also intends to prepare the students for writing on a given General/Literary topic and to have the knowledge of Urdu classical Genres not covered in the courses of study in any class.

B.A. Semester- III General Urdu UR-301 (MIL- Core Course)
Title: Qasida, Marsiya and Drama

Objectives: The purpose of this course is to make the students fully conversant with the respective genre of Urdu literature i.e. Qasida, Marsiya and Drama. An effort shall be made to enable the students to fully appreciate the prescribed Course and to understand the importance of these genres in the annals of Urdu literature.

B.A. Semester- IV General Urdu UR-401 (MIL- Core Course)
Title: Masnavi and Inshaiya

Objectives: The Course proposes to provide comprehensive knowledge of beginning and development of Masnavi and Inshaiya in Urdu Language. An effort shall be made to enable the students to read the Masnavis prescribed so that they are in a position to appreciate both the Genres fully.


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B.A. Semester- V General Urdu UR-501 (MIL- Core Course)

Title: Ghazal, Nazm and Novel

Objectives: The course intends to provide knowledge of Medieval Ghazals, pre-independence Nazm and Urdu Novel. The course also intends to make the students conversant with the development of the Ghazal of this period, contribution of Iqbal's poetry(Nazm) towards patriotism and the emergence of Novel in Urdu.

B.A. Semester- VI General Urdu UR-601 (MIL- Core Course)

Title: Literature and Criticism

Objectives: This course proposes to provide knowledge of literary criticism and history of Urdu literature to the students. In order to achieve the end of an effort shall be made to inculcate in them the critical ability so as to enable them to enrich their literary taste.

B.A. Semester- I Communication Urdu UURTS-101 (AECC)

Title: Ghazal, Nazm and Afsana

Objectives: To enable the students to know and understand the origin, development and importance of Urdu Language and Literature.

B.A. Semester- II Communication Urdu UURTS-201 (AECC)

Title: A brief study of Urdu Language, Prose and Poetry

Objectives: To enable the students to know and understand the origin, development and importance of Urdu Language and Literature.

B.A. Semester- III Skill Urdu UURTS-311 (SEC)

Title: Translation and Language Skills

Objectives: To enable the students to understand the various techniques and language skills.


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B.A. Semester- IV Skill Urdu UURTS-411 (SEC)
Title: Language Skills

Objectives: To enable the students to understand the language skills and impart them lessons of creative writing skills.

B.A. Semester- V Skill Urdu UURTS-511 (SEC)
Title: Journalism

Objectives: To aware the students about the fields of journalism and make them conversant about the techniques/language skills in it, so that they can choose it as their career.

B.A. Semester- VI Skill Urdu UURTS-611 (SEC)
Title: Creative Writing and Rhetoric

Objectives: To aware the students about the skills of writing prose and poetry and enable them for creative writing.


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Learning Outcomes of the curriculum of Urdu courses taught for the academic year 2018-19

B.A. Semester- I General Urdu UURTC-101 (MIL- Core Course)
Title: Urdu Ghazal and Afsana

Objectives: The purpose of this course is to make the students fully conversant/accustomed with Urdu Poetry, Prose and life and works of authors/poets and enable them to appreciate it adequately. This will also adjudge the ability of candidate in a precise manner.

B.A. Semester- II General Urdu UURTC -201 (MIL- Core Course)
Title: Nazm, Urdu Language and Essay Writing

Objectives: This course proposes to enable the students to fully grasp the development of Urdu Nazm in the 20th century. An effort shall be made to make the students fully conversant with the characteristics of the Nazm of the period concerned so as to enable them to appreciate the Genre in accordance with the requirements of the course. The course proposes to provide brief knowledge about the origin and development of Urdu language and its importance in J&K. The course also intends to prepare the students for writing on a given General/Literary topic and to have the knowledge of Urdu classical Genres not covered in the courses of study in any class.

B.A. Semester- III General Urdu UURTC -301 (MIL- Core Course)
Title: Qasida, Marsiya and Drama

Objectives: The purpose of this course is to make the students fully conversant with the respective genre of Urdu literature i.e. Qasida, Marsiya and Drama. An effort shall be made to enable the students to fully appreciate the prescribed Course and to understand the importance of these genres in the annals of Urdu literature.

B.A. Semester- IV General Urdu UURTC -401 (MIL- Core Course)
Title: Masnavi and Inshaiya

Objectives: The Course proposes to provide comprehensive knowledge of beginning and development of Masnavi and Inshaiya in Urdu Language. An effort shall be made to enable the students to read the Masnavis prescribed so that they are in a position to appreciate both the Genres fully.


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B.A. Semester- V DSE UURTDSE-501
Title: Ghazal, Nazm and Novel

Objectives: The course intends to provide knowledge of Medieval Ghazals, pre-independence Nazm and Urdu Novel. The course also intends to make the students conversant with the development of the Ghazal of this period, contribution of Iqbal's poetry(Nazm) towards patriotism and the emergence of Novel in Urdu.

B.A. Semester- V DSE UURTDSE-502
Title: Ghazal and Nazm

Objectives: To enable and motivate the students to read and write poetry. To make the students familiar about Urdu Ghazal and Nazm. To make the students familiar about Mir Taqi Mir, Mirza Ghalib and Allama Iqbal.

B.A. Semester- VI DSE UURTDSE-601
Title: Literature and Criticism

Objectives: This course proposes to provide knowledge of literary criticism and history of Urdu literature to the students. In order to achieve the end of an effort shall be made to inculcate in them the critical ability so as to enable them to enrich their literary taste.

B.A. Semester- VI DSE UURTDSE-602
Title: Urdu Prose

Objectives: To make the students familiar about the beginning of Urdu prose. To make the students familiar about the Urdu prose writers and their literature especially Mir Aman Dehalvi and Mohd Hussain Azad.

B.A. Semester- I Communication Urdu UURTS-101 (AECC)
Title: Ghazal, Nazm and Afsana

Objectives: To enable the students to know and understand the origin, development and importance of Urdu Language and Literature.


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B.A. Semester- II Communication Urdu UURTS-201 (AECC)
Title: A brief study of Urdu Language, Prose and Poetry

Objectives: To enable the students to know and understand the origin, development and importance of Urdu Language and Literature.

B.A. Semester- III Skill Urdu UURTS-311 (SEC)
Title: Translation and Language Skills

Objectives: To enable the students to understand the various techniques and language skills.

B.A. Semester- IV Skill Urdu UURTS-411 (SEC)
Title: Language Skills

Objectives: To enable the students to understand the language skills and impart them lessons of creative writing skills.

B.A. Semester- V Skill Urdu UURTS-511 (SEC)
Title: Journalism

Objectives: To aware the students about the fields of journalism and make them conversant about the techniques/language skills in it, so that they can choose it as their career.

B.A. Semester- VI Skill Urdu UURTS-611 (SEC)
Title: Creative Writing and Rhetoric

Objectives: To aware the students about the skills of writing prose and poetry and enable them for creative writing.

B.A. Semester- V Generic Urdu UURTGE-501 (GE)
Title: Learning and Reading of Urdu Language

Objectives: To provide basic knowledge of reading and writing of Urdu Language and grammar.

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B.A. Semester- VI Generic Urdu UURTGE-601 (GE)

Title: Grammar, Prose and Poetry

Objectives: To provide basic knowledge of Urdu Grammar. To develop the quality of creative writing. To know about the contribution of Fort William college in the development of Urdu. To make the students familiar about Urdu literature in J&K.

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DEPARTMENT OF SOCIOLOGY

Relationship of Sociology with other disciplines

Sociology and Economics

The area of co-operation between sociology and economics has a wide scope. Economists are making use of the sociological concepts and generalisations in the study of economic problems. Economists are working with the sociologists in their study of the problems of economic development in underdeveloped countries. Problems like poverty, beggary, unemployment, over-population, unregulated industrialisation have both social and economic implications. Combined studies of both the experts in this regard may be of great practical help in meeting the challenges.

Sociology and Philosophy

Sociology has its closest relationship with Philosophy. Sociology deals with the fundamental principles and concepts of social life such as man, society, justice, happiness etc. Philosophy deals with the ultimate values of social life and the means of attaining them. The study of society is inextricably mixed up with moral values. Because the subject-matter of sociology is human behaviour which is directed and guided by values on the one hand and impulses and interests on the other. Thus the sociologist is bound to study values and human valuations, as facts.

Sociology and Political Science

Political activity is a part of social activity. Political science appears to be a branch of sociology. Politics is after all the reflection of society. Political science gives sociology facts about the organisation and functions of the state and the government. Political science is concerned with the state. But Sociology studies state as one of the human associations. A political scientist must also be a sociologist. The laws of the state have a great influence upon society. Many of the social problems are also deep political problems. Communal riots, racial tensions, border disputes between different states, caste conflicts etc. are problems that have political as well as social implications. Political Science and Sociology are two facets or aspects of the same figure.

Sociology and History

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Sociology provides the social background for the study of history. History would be meaningless without the appreciation of socially significant events. It is often remarked that history would be boring, monotonous and uninteresting unless the social events are narrated. Historical facts without reference to socially important matters would be like a body with flesh, blood and bone, but without life.

Sociology and Psychology

Psychology has to depend on sociology to understand properly human nature and behaviour as it is sociology which provides the necessary material regarding the structure, organisation and culture of societies to which individuals belong. Similarly the sociologists have taken the assistance from social psychology. They have recognised the importance of psychological factors in understanding the changes in social structure. When we study the nature of the individual consciousness which expresses itself in social relationships, we are taking the psychological point of view. When we study the relationships themselves, we take the sociological point of view. Both sciences are concerned with different aspects of an indivisible reality.

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Programme Learning Outcomes for U.G. Home
Science (B.A) course:

- Understand and appreciate the role of interdisciplinary sciences in the development and well-being of individuals, families and communities.
- Understand the importance of food and health to enhance the quality of life of people.
- Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general.
- Develop skills in food, nutrition, textiles, housing, product making, communication technologies and human development.
- Take science from the laboratory to the people



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Programme Learning Outcomes for P.G. Home Science course:

Communication Skills Content: Students are competent in public speaking, writing and interpersonal skills. Students are exposed to technical and soft skills. Communication is a core area in the discipline of Home Science.

Critical thinking Content: Students develop critical sensitivity towards both community issues and process. They learn to do lateral thinking developing out of the box solution and effective problem solving skills to address community issues.

Cooperation/Team work Content: Students have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.

Multicultural competence Content: Students are confident of working in diverse socio-cultural contexts. They are able to effectively engage with multicultural groups and teams. They have sensitivities of cross cultural and ethnic diversity which they can apply to different settings.

Lifelong learning Content: Students are capable of self-directed/ paced learning for the continued learning and holistic development for meeting their professional and personal needs in varying environment and changing contexts.



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Political Science Relates to History

Political Science is very closely related to History. The relation between the two is so deep that some scholars like Freeman go to the extent of observing that, "History is past politics and politics is present history". Seeley also writes, "History without Political Science has no fruit. Political Science without History has no root".

All political institutions – State, Government, Legislatures, Executive, Judiciary and others – have a history of evolution behind them. Without studying their history Political Science cannot really study their contemporary nature, position and relations among these. Hence, Political Science always takes the help of History for studying political institutions i.e. the history of their evolution from their emergence and gradual evolution into their contemporary forms, powers, functions, mutual relations and relative positions.

Likewise, the study of History essentially needs a study of the political implications of all historical events and developments in each society. Without such an exercise History gets reduced to a mere narration of events, episodes and developments. History depends upon Political Science for getting knowledge about the political dimensions of historical events. History of political institutions constitutes a rich area of study to History.

Political Science Relates to Sociology

Sociology is the mother of all social sciences. It is closely related to other social sciences. Sociology is the science of society that is social relations. It deals with the origin, evolution, organization, purpose, ends and nature of the society. Because society is the oldest organization of human beings, Sociology is also the oldest social science. In the words of Ward, "Sociology is the science of society or of social phenomena".

Political Science, on the other hand, deals with the study of human political behaviour in society. Since political and social behaviour of man cannot be separated, there is a close relation between Political Science and Sociology. According to Prof. Catlin, "Political Science and Sociology are inseparable and in fact these are two sides of the same picture".


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Political Science Relates to Psychology

Psychology studies the way the human mind works, helping us to understand why people behave the way that they do. Political scientists sometimes use the insights of psychology to analyze a President's or voter's behaviour or to explain why some people are more prone to supporting certain governments and ideologies. In the social sciences, political science and psychology refer to two distinct fields. Political science covers institutions like constitutions and other laws. Psychology deals in how people think and feel.

Political Science Relates to Education

As an academic discipline the study of politics in education has two main roots: the first root is based on theories from political science while the second root is footed in organizational theory. Political Science attempts to explain how societies and social organizations use power to establish regulations and allocate resources. Organizational theory uses scientific theories of management to develop deeper understandings regarding the function of organizations.

Researchers have drawn a distinction between two types of politics in schools. The term micro-politics refers to the use of formal and informal power by individuals and groups to achieve their goals in organizations. Cooperative and conflictive processes are integral components of micro-politics. Macro-politics refers to how power is used and decision making is conducted at district, state, and federal levels. Macro-politics is generally considered to exist outside the school, but researchers have noted that micro and macro-politics may exist at any level of school systems depending on circumstances.

There exist significant difference between 'Politics of Education' and 'Politics in Education'. More debates on the prevailing differences are solicited from academia of the world to define politics educationally.

Political Science Relates to Economics

Political Science is the science of political relations, political interactions and political institutions. Economics is the science of money, wealth, material resources, economic relations and economic institutions. Both are social sciences. Both are related and interdependent



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disciplines. Each affects the other. Each borrows as well lends information, data and knowledge to the other.

Contribution of Political Science to Economics: 1) Stable Government is a condition of Economic Development: The nature, scope and progress of economic development depend upon the stability of government. Instable government weakens the economic system.

2) Politics determines Economic Goals: The government of a state i.e. the political system selects and defines economic goals which are to be secured for the people. All economic planning is done by the government of the state. Political leaders determine economic goals and policy and the economic experts help them.

3) Political Ideology determines the Economic System: The political ideology of the power-holders always conditions the economic system. The economic system has to work in the environment generated by political relations. Economics has to closely follow political relations, goals and policies which are studied by Political Science.

4) State solves Economic Problems: No doubt economic problems affect the political system of the society, yet it is the political system which formulates and implements public policies which are considered essential for solving economic problems.

5) Budget – the backbone of Economy is a Political Instrument: Budget always determines the economic policy and economic health of the state. Budget is prepared by the government. Budget-making and Budget-passing are political exercises and these are the determinants of the economy of a state. Economics is guided by Politics and Economics always takes the help of Political Science for securing right economic policies and goals.

Thus, Political Science and Economics are two highly and closely related interdependent social sciences. The two cannot be separated and their boundaries overlap and cross.

Political Science Relates to Philosophy

Initially, Political Science was called Political Philosophy. Study of philosophy of State i.e. Political Thought is a part of the study of Political Science. Philosophy provides to Political Science knowledge of ideal human behaviour, political values, good and bad in political theory,


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right and wrong laws, policies and governmental decisions and theory of ideal social-political institutions. Philosophy also studies ideal political behaviour, good political values, ideal political institutions and ideal political conduct. It is a part of the study of Political Science. Each political ideology is a particular and distinct philosophy of state. Thus, Political Science and Philosophy are related but two different and distinct disciplines of study. Each uses the knowledge of other.

Political Science Relates to Geography

There is a close relationship between Political Science and Geography. Political Science studies about the state. One of the main elements of state is territory and area of land is studied under Geography. Geography is related to earth, its size, shape, minerals, atmosphere, etc. Geographical conditions definitely affect the political structure and life of a country. Aristotle and Bodeoun had accepted the close relationship of Political Science and Geography and had explained a close relation between different forms of government and climate.

The hot climate is suitable for dictatorship, cold for barbarous and mild climate is suitable for democratic government. Montesque had accepted the maximum effect of geographical conditions on social and political institutions, especially on liberty. Geography affects not only home policy, but foreign policy also. The main reason of increase of power of countries like USA is their natural resources.

The global importance and influence of Western Asian countries is due to their geographical situation, minerals and mineral oils. Due to its favorable geographical conditions, direct democracy has been successful in Switzerland. Due to the lack of natural resources countries such as Nepal and Bhutan are backward with political viewpoint. Modern political thinkers also accept the effect of geographical conditions on politics. As a result, a new subject has been developed which studies the political effect of geographical conditions, which is known as Geopolitics.


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DEPARTMENT OF EVS

Learning Outcomes Of EVS:

At the undergraduate level, the program is being taught under three specific headings:

- a) As Ability Enhancement Course for students of semester 1 and 2. This is a compulsory course to be taken up by students of all streams
- b) As a skill enhancement course for students of semester 3, 4,5 and 6 which is optional in nature.

LEARNING OUTCOMES:

- Demonstrating an integrative approach to environmental issues with a focus on sustainability.
- Understanding the interconnected and interdisciplinary nature of environmental studies.
- Using critical thinking, problem solving and methodological approach in solving environmental problems.
- Understanding and evaluating the global scale of environmental problems
- Being able to communicate complex environmental information to both technical and non- technical stakeholders in a simple manner.
- Being able to reflect critically on role of student community , responsibilities and identities as citizens, consumers and torch bearers in a complex interconnected world.
- Enabling students to serve as an environmental resource, through service, outreach and engagement.

LEARNING OUTCOMES OF EVS VIA-A-VIS OTHER DISCIPLINES

Environmental studies is essentially a multidisciplinary subject. As such, a good knowledge of Environment and the related phenomenon can help in a better understanding of other subjects.

- Knowledge about Environmental Studies will enable students to have good understanding about complex relationship between different forms of life on Earth. Knowing how an ecosystem works will help them appreciate the role that plant, animals and other forms of life are playing on earth.


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- Understanding the Environment will help then have a better understanding of Geography and Geology.
- Socio-cultural aspects of Environmental Studies are helpful in understanding Sociology and Anthropology.
- Environment is closely related to economics. A deep knowledge of Environment will be helpful to students as future policy makers to ensure that economic growth and environment protection can go hand in hand.

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DEPARTMENT OF HISTORY

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The learning Outcomes of History are as follows:

The student of history will:

- i) Develop a comprehensive understanding to the evolution of early Indian society and will be able to identify the forces and factors that shaped the course of early Indian history.
- ii) Develop a critical awareness of various categories of sources for the study of ancient Indian history.
- iii) Learn the analytical skills to explore the development of India's religious systems and cultural accomplishments in historical perspective.
- iv) Understand the process of transition from early period to the medieval period and figure out the key determinants that made this transition possible.
- v) Develop an understanding of the growing cultural, political and economic linkages between north and south India and find out the ways in which a pan-Indian cultural patterns took shape
- vi) Identify the key factors that led to the rise of feeling of Nationalism and explain the various forms of anti colonial struggles .
- vii) Have skills to comprehend the different aspects of heritage, archaeology, museology etc.

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Relations of History with other Subjects:

History is the study of various facets of human life and is closely linked with other Social Sciences. History is the centre of all the Social Sciences which feeds other Social Sciences as well.

1. History and Political science are widely connected with each other. A historian has to learn the nature of the fundamental political principles and basic forms of political institutions before tracing the history of the political processes through his narration. History is very helpful to politics because the political aspects is a part of the whole range of activity recorded by historian and knowledge of history would enable the politicians to know the politics better and play their role effectively.
2. History is also closely related to Economics. As the activities of a man in society are very closely related with the economic matters, the historian of any period must possess at least a rudimentary knowledge of the economics. Infact, economic history of any period is an important branch of history and its understanding is absolutely essential for the proper understanding of history of any period.
3. The subject matter of anthropology is basically historical in character. Anthropologists select different aspects of human culture derived from a common matrix. Many of the institutions studied by the anthropologists deal with such structures which are essentially historical for eg tracing the evolution of early man. Naturally such a study gets associated with history.
4. History is a discipline that deals with the recorded past of an entity in terms of its documentation, analysis and understanding. Languages are also part of this entity. Languages like Sanskrit have a history of their own i.e the origin and the



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sources of the language, its development in terms of the evolution of writing systems, its speakers and its social status.

A handwritten signature in black ink, appearing to read 'Spent'.

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 (Estblished Maharastra Mahila College)
 Autonomous College Affiliated to the University of Jammu
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 (Insd. 1944)

Prof. Vipul Saraf
 Head
 Dept. of Electronics & Statistics
 No-WCT/Col/ET/2022/5A

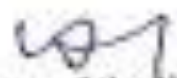
E-mail : vipusarf@gmail.com
 Mob: +919419011198

Dated = 04-13-2017

Department of Electronics
Session 2016-17

Attainment of program outcomes and coes outcomes are evaluated by the institution

1. **Program outcomes:** After completing the UG program, the students are likely to be absorbed :
 - a) In Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
 - b) In Multinational companies, defense sector etc.
 - c) Some of the students go to universities for their further studies.
2. **Program specific outcomes:** This programme aims to develop the following abilities :
 - a) In Universities and IITs, IIMs, Medical research institutes for further studies and employability.
 - b) Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
 - c) Multinational companies, defense sector etc.
3. **Course outcomes:** After studying the electronics as one of the subjects including skill in the same, the following are the expected outcomes of the course:
 - a) To provide the deep knowledge scientific and technological aspects of Electronics.
 - b) Updating students with recent trends and technological developments.
 - c) Read, understand and interpret physical information verbal, mathematical and graphical.
 - d) Perform the experimental analysis, interpret and compose the result of the observation.
 - e) Imparting skills required to gather information from resources and to use them.
 - f) Trains students to a level to compete for seats for the advance degrees such as Masters and other related disciplines.
 - g) The students are enriched with basic computer knowledge, understand computer language like C & C++, basic electronics project models, basic troubleshooting in Electronics circuitry & computers.


 Signature of the HOD


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Dept. of Electronics & Statistics
No.-WCFWC/J&K/2022/58

Dated: 04.03.2022

Department of Electronics
Session 2017-18

Attainment of program outcomes and course outcomes are evaluated by the institution

- Program outcomes: After completing the UG program, the students are likely to be absorbed:
 - In Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
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(Erstwhile Maharani Mahila College)

Autonomous College Affiliated to the University of Jammu
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Dated :- 04-03-2022

Department of Electronics

Session 2018-19

Attainment of program outcomes and cores outcomes are evaluated by the institution

- 1. Program outcomes:** After completing the UG program, the students are likely to be absorbed :
 - d) In Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
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 - j) Read, understand and interpret physical information verbal, mathematical and graphical.
 - k) Perform the experimental analysis, interpret and compose the result of the observation.
 - l) Imparting skills required to gather information from resources and to use them.
 - m) Trains students to a level to compete for seats for the advance degrees such as Masters and other related disciplines.
 - n) The students are enriched with basic computer knowledge, understand computer languages like C & C++, basic electronics project models, basic troubleshooting in Electronics circuitry & computers.


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Dated :- 04-03-2022

Department of Electronics

Session 2019-20

Attainment of program outcomes and cores outcomes are evaluated by the institution

- Program outcomes:** After completing the UG program, the students are likely to be absorbed :
 - In Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
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 - Trains students to a level to compete for seats for the advance degrees such as Masters and other related disciplines.
 - The students are enriched with basic computer knowledge, understand computer languages like C & C++, basic electronics project models, basic troubleshooting in Electronics circuitry & computers.


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Dated :- 05-03-2022

Department of Electronics

Session 2020-21

Attainment of program outcomes and course outcomes are evaluated by the institution

- 1. Program outcomes:** After completing the UG program, the students are likely to be absorbed :
 - a) In Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
 - b) In Multinational companies, defense sector etc.
 - c) Some of the students go to universities for their further studies.
- 2. Program specific outcomes:** This programme aims to develop the following abilities :
 - a) in Universities and IITs, IIMs, Medical research institutes for further studies and employability.
 - b) Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
 - c) Multinational companies, defense sector etc.
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 - c) Read, understand and interpret physical information verbal, mathematical and graphical.
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 - e) Imparting skills required to gather information from resources and to use them.
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Electronics project models, basic troubleshooting in Electronics circuitry & computers.


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Dated: - 05-03-2022

Department of Statistics
Session 2019-20

Attainment of program outcomes and cores outcomes are evaluated by the institution

- 1. Program outcomes:** After completing the UG program, the students are likely to be absorbed :
 - a) In Banking sector, insurance, state govt. clerical jobs, civil services examination etc.
 - b) In Multinational companies, defense sector etc.
 - c) Some of the students go to universities for their further studies.
- 2. Program specific outcomes:** This programme aims to develop the following abilities :
 - a) in Universities and IITs, IIMs, Medical research institutes, Statistical institutes for further studies and employability.
 - b) Banking sector, insurance, state govt. Statistical and clerical jobs, civil services examination etc.
 - c) Multinational companies, defense sector etc.
- 3. Course outcomes:** After studying the Statistics as one of the subjects including skill in the same, the following are the expected outcomes of the course:
 - a) To provide the deep knowledge of Statistics Subject.
 - b) Updating students with recent trends and Software developments.
 - c) Read, understand and interpret physical information verbal, mathematical and graphical.
 - d) Perform the experimental analysis, interpret and compose the result of the observation.
 - e) Imparting skills required to gather information from resources and to use them.
 - f) Trains students to a level to compete for seats for the advance degrees such as Masters and other related disciplines.
 - g) The students are enriched with basic computer knowledge, able to understand Statistical software like SPSS and R.


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Department of Statistics
Session 2020-21

Attainment of program outcomes and cores outcomes are evaluated by the institution

- 1. Program outcomes:** After completing the UG program, the students are likely to be absorbed :
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- 2. Program specific outcomes:** This programme aims to develop the following abilities :
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 - b) Updating students with recent trends and Software developments.
 - c) Read, understand and interpret physical information verbal, mathematical and graphical.
 - d) Perform the experimental analysis, interpret and compose the result of the observation.
 - e) Imparting skills required to gather information from resources and to use them.
 - f) Trains students to a level to compete for seats for the advance degrees such as Masters and other related disciplines.
 - g) The students are enriched with basic computer knowledge, able to understand Statistical software like SPSS and R.

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Programme Learning Outcomes for MCA

The Masters of Computer Applications program enables students to attain, by the time of graduation:

- Demonstrate the aptitude of Computer Programming and Computer based problem solving skills.
- Display the knowledge of appropriate theory, practices and tools for the specification, design, implementation
- Ability to learn and acquire knowledge through online courses available at different MOOC Providers.
- Ability to link knowledge of Computer Science with other two chosen auxiliary disciplines of study.
- Display ethical code of conduct in usage of Internet and Cyber systems.
- Ability to pursue higher studies of specialization and to take up technical employment.
- Ability to formulate, to model, to design solutions, procedure and to use software tools to solve real world problems and evaluate .
- Ability to operate, manage, deploy, configure computer network, hardware, software operation of an organization.
- Ability to present result using different presentation tools.
- Ability to appreciate emerging technologies and tools.

Programme Learning Outcomes for BCA:

- Ability to apply knowledge of Mathematical Foundations in computing problems.
- Ability to understand the Software concepts and their applications.
- Ability to practice and develop software for interpretation and analysis of data.
- Ability to use the techniques, skills, and modern Software tools necessary for software Development.
- Ability to identify and analyze software problems in multiple aspects including coding, testing and implementation in industrial applications.
- Ability to develop operational software for enterprises satisfying economic, social and ethical constraints.
- Ability to apply Enterprise level application software for design of engineering product/process.
- Ability to function as consultant for the development of sustainable software solutions.
- An understanding of professional and ethical values.
- Ability to communicate effectively in diverse groups and exhibit leadership skills.
- To develop an understanding of global environment and its protection.

Programme Learning Outcomes for B.Sc(Computer Application):

1: Learn how to organize information efficiently in the forms of outlines, charts, etc. by using appropriate software. Develop the skills to present ideas effectively and efficiently.

2: Do Academic and Professional Presentations - Designing and delivering an effective presentation and developing the various IT skills to the electronic databases.

3: Use the Systems Analysis Design paradigm to critically analyze a problem. Solve the problems (programming networking database and Web design) in the Information Technology environment. Function effectively on teams to accomplish a common goal and demonstrate professional behaviour.



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4: Develop IT-oriented security issues and protocols. Design and implement a web page. Improve communication and business management skills, especially in providing technical support. Serve as the System Administrators with thorough knowledge of DBMS.

PROGRAM SPECIFIC OUTCOMES (PSO) OF THE ELECTIVE COMPUTER APPLICATION

PSO1: Apply standard software engineering process and strategies in software project development using open source programming environment to deliver a quality product for business success.

PSO2: Acquaintance with latest trends in technological development and thereby innovate new ideas and solutions to existing problems.

PSO3: Conceptual grounding in computer usage as well as its practical business applications.

PSO4: To demonstrate advanced skills in the effective analysis design and realization of business system utilizing contemporary information technology.



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Department of Zoology

Program learning Outcomes of the subject Zoology:

The students of our Institution at the undergraduate and PG level pursuing zoology will be able to:

1. Acquire the fundamental concept in the biological sciences and shall be able to identify and familiarize with diverse animal fauna ranging from protozoa to mammals.
2. Acquire the fundamental physiological concepts ranging from digestion, respiration, circulation, excretion besides nerve and muscle physiology.
3. Acquire basic metabolic concepts, cycles/pathways.
4. Understand the basic mendelian and non-mendelian concepts and principles.
5. To gain knowledge about the role, importance and impact of environment on animals and its relationship with them.
6. Will be able to acquire the fundamental concepts of applied zoology as well.

The subject zoology is taught in the institution with the following subject combinations at undergraduate level.

- (I) Zoology, Botany and Chemistry
- (II) Zoology, Biotechnology and Chemistry
- (III) Zoology, Geography and Chemistry
- (IV) Zoology, Botany and Anthropology


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(I) Zoology, Botany and Chemistry

The students studying Biological Sciences with Chemistry shall be at an average to:

1. Acquire the precise understanding of the fundamental concepts of Biosciences wherein the concepts of Chemistry are involved.
2. Understand the structural and molecular dimensions of concepts in Biosciences.
3. Acquire the applications of laws of Chemical Sciences in the Zoological concepts.
4. Understand metabolic pathways with great ease.
5. Acquire the practical applications with proper understanding.
6. The fundamental physiological concepts of transport of molecules, osmosis, facilitated diffusion, pH and its importance and relevance in the living systems and fluid dynamics can be easily understood by the learners.

(II) Zoology, Biotechnology and Chemistry

In this combination the students of Zoology shall be able to understand the practical application of Zoology by pursuing Biotechnology and Chemistry:

1. The students shall be able to decipher the concepts by applying Scientific techniques of cell study.
2. The concepts regarding Immunology, Cell Biology can be well understood by applying the Scientific methods of Biotechnology.
3. The aspirants will also be at an advantage to learn more precisely the methods of DNA isolation.


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4. The students will be familiar with the uses and applications of the equipment's like PCR, Photospectrometer, Centrifuge etc.

(III) Zoology, Geography and Chemistry

The students shall be able to understand the animal distribution, distribution patterns, endemism while pursuing Zoology along with Geography.

1. The relationship of animals with their environment is inseparable as such the students shall be able to learn the Ecological concepts in Zoological Science with ease.
2. Besides Zoogeography the ecosystems studies can be practically understood.
3. The importance of sustainable development and importance of quality environment can be thoroughly grasped by the young learners pursuing Zoology with Geography.

(IV) Zoology, Botany and Anthropology

The students pursuing Zoology with Anthropology shall be able to understand:

1. The concept of race culture and Evolutionary aspects with greater ease.
2. The concepts like Population Growth, Growth Curves, Life tables, Sex ratio and their importance can be learned while pursuing Zoology with Anthropology.



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Mathematics learning outcomes with different subjects

1 Mathematics with geography:

"Geography is nothing but a scientific and mathematical description of our earth in its universe."

There are numerous areas of geography which needs the application of mathematics like:

- lunar and solar eclipses
- Maximum and minimum rainfall
- The magnitude and dimension of earth, Its position and situation in the universe
- Latitude and longitude
- Formation of days and nights etc.

The serving instruments in geography have to be mathematically accurate in order to exercise desirable control over them. Some of the key areas where geography and mathematics work hand in hand are:

- Variations in the soil fertility
- Differences in the distribution of forests
- Changes in ecology etc.


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2) Mathematics with Arts

"Mathematics is in itself a piece of fine art. It is considered that the universe is written in the language of mathematics, and its characters are circles, triangles, and other geometric figures."

The beauty of a piece of art depends on the manner in which it expresses truth. A mathematical mind can appreciate art with some sense of confidence.

- The old Gothic architecture is based on geometry.
- The golden ratio is a mathematically related aesthetic consideration that is applied amongst numerous performing visual multimodal art forms.
- Even the Egyptian pyramids based on mathematics.

Mathematics is knowledge of truth and realities

"Mathematics and art are just two different languages that can be used to express the same ideas."

Mathematics provides background and a basis of aesthetic appreciation. The arts and mathematics embrace students understanding of association between rhythm, space, and time & line through the experience of these abstract concepts in countless mathematical ideas and art forms. Appreciation of balance, symmetry and rhythm postulate a mathematical mind.

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3) Mathematics with civics and citizenship

Mathematical structures and working play critical roles in so many keys civic concepts, and are significant in various aspects of our society.

The ideas and concepts developed in the mathematics study are relevant to a variety of civic and citizenship understandings. Some parts of civics and citizenship which require mathematical understanding are:

Majority rule absolute majority one vote one value representation proportional voting systems etc

4) Mathematics with Philosophy

"The real finisher of our education is philosophy but it is the office of mathematics to ward off the dangers of philosophy."

- Philosophy is defined as the science that investigates the ultimate reality of things, whereas, in mathematics, the philosopher's find systematic and orderly accomplishments of unambiguous truths.
- Mathematics eliminates irrationality, sets the philosophers on the right path of acquiring true knowledge.
- Mathematical methodologies approaches create Realistic schools of thought in philosophy. It was this search of distinction between fiction and fact that lead great thinkers like Plato and others Underneath mathematics influence.


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- Therefore, there remains little doubt of the fact as to why mathematics occupies a central place between mental philosophy and natural philosophy.

5) Mathematics with Economics

“The direct application of mathematical reasoning to the discovery of economic truths has recently rendered great services in the hands of master mathematicians.”

Mathematical methods and language are used constantly in explaining economic phenomena. Economics and mathematics are interlinked by the frequent use of mathematical models in the wide ranging topics of economics some of the examples illustrating are:

- We use statistical modelling and analysis in obtaining census data.
- To find expenditure of public money, sampling population to predict election outcomes, etc.
- In modelings and forecasting economic indicators such as the consumer price index and business confidence mathematics are used.
- A great deal of mathematical thinking, mathematical models, planning goes into the task of national economic planning.

6) Mathematics with Music

“Music is a hidden exercise in Arithmetic of mind unconscious of dealing with numbers.”


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Music theorists frequently use mathematics to understand the musical structure and communicate new ways of hearing music.

- All music notes require rhythm but few know that rhythm is the result of untold uncountable permutations and combinations.
- Fibonacci numbers and Golden ratio are incorporated into the works of many composers to understand musical scales.
- Most modern-day music is produced and fabricated by using digital processors and synthesisers. To add Effects to the sound or even to correct pitch today's music requires mathematics.
- Using a mathematical technique called Fourier analysis Audio software engineers to manipulate the digital sound.

7) Mathematics with Education

Mathematics provide an effective way of building mental discipline and encourages logical reasoning and mental rigour. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art.


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Dr. Sushma Chib

H.O.D Mathematics

Feb 17, 2022

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DEPARTMENT OF EDUCATION

LEARNING OUTCOMES

The B.A. Education provides a firm basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for modelling and interpreting various educational policies, educational practices and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government, and many other fields. Upon completion of this programme, a student will have the necessary skills to understand and analyze in a logical manner all major educational phenomena. A student will be able to analyze educational policies and regulations, and demonstrate their significance. Knowing how education functions, and how decisions are made by educational administrators, educational managers, teachers and other stakeholders, the student will have the necessary skills to identify, analyze, and solve problems in a logical and efficient way. The programme provides the basic ingredients of educational theory and the opportunity to learn how to process and analyze educational theories and practices based on sound statistical principles, in order to arrive at educationally meaningful conclusions.

EDUCATION AND MATHEMATICS

The aim of education is “to achieve the all round development of a child” and mathematics is one of the most important subject in school and in modern society and teaching it well is very difficult. It is a subject which can become abstract very quickly and that means for many people it can become meaningless as it loses contact with the real world that they know outside school. Education as subject helps in development of mental disciplines and encourages logical reasoning and mental rigor which are very much required to solve mathematical problems.


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EDUCATION AND ENGLISH LITERATURE

In education subject students study about various thinkers and their philosophies and knowledge of these philosophers and their overall view point regarding various aspects of life and society help students to get better understanding of English literature as many of the philosophers have made significant contribution in the field of English literature also. And knowledge regarding the actual philosophy of a thinkers helps students to understand their writings (poetry, dramas etc.) precisely and with their actual meanings.

EDUCATION AND POLITICAL SCIENCE

In education subject students study about society its structure; political ideology; problems and issues. Knowledge gain through education subject helps students to learn political science more effectively. It helps them in getting clear picture of how the entire government system works, how its laws, rules and regulations, works at grass root level and how it influences its country, various states and individual life at last.

EDUCATION AND HOME SCIENCE

Education subject equip us with the knowledge regarding the present condition of society, family structure and importance of home/family in overall development of a child. Its knowledge helps students in the learning of home science. Home science is the science that includes all the aspects that concern the person, home, family members and resources. It is the education for better living and the core of this education is family ecosystem and education subject helps in gaining better understanding of the same.


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EDUCATION AND ECONOMICS

Economic development is related to Educational development. Economically developed nations are also educationally advanced. Higher levels of income or economically advanced also have higher level of educational attainment. Economics of Education is the application of Economic principles, concepts, and laws to the process of Education. Economics of education studies human behaviour (in terms of human decisions), action and reaction about schooling. It further looks into how human behaviour affects economic development. Economics of education is one of the branches of ordinary economics, though, it is the study of how educational managers make official or approved choices from scarce available resources which is meant for the realisation of the best possible educational outcomes. Economics is a social science that studies how society chooses to allocate its scarce resources, which have alternative uses, to provide goods and services for present and future consumption. Economics as a social science subject concerns itself with making choices and finding alternatives.

EDUCATION AND HISTORY

This combination helps the students to understand the History of Education in Ancient India. This helps the students to understand the History of Education before Independence. This helps the students to understand the History of Education after Independence. This helps the students to understand the Overall historical development of Education from Ancient India to modern India.

EDUCATION AND SANSKRIT

Education is essential because it offers the scope of potentially enhancing their language acquisition skills by providing them with a linguistic framework that can


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facilitate the learning of several related and new languages. A good foundation in Sanskrit can serve as a master key for anyone interested in accessing the extensive primary sources related to various subjects of Indian Knowledge Systems (IKS) which have been globally recognized as a vast repository of profound knowledge and wisdom. Sanskrit as a living language by providing them with its different semantic and syntactic tools. This combination has a wider scope in terms of academic relevance in the current academic framework suggested under CBCS of UGC also from a socially relevant learning perspective in different ways to meet different learning styles of students.

EDUCATION AND MUSIC

Education develops the all round personality of the child such as cognitive skills, affective skills and psychomotor skills. It Improve language capabilities, better cognitive abilities, better memory, where as music inspire creativity, refined hand-eye coordination, encourage teamwork, relieve stress, develop social skills, and instill perseverance.

EDUCATION AND PHILOSOPHY

The relationship between education and philosophy can simply be understood keeping in mind the fact that philosophy as a discipline sets ideals, values and principles and education as a discipline works out those ideals, values and principles. Education is the application of the fundamental principles of philosophy. The students taking up education and philosophy as a combination will be able to comprehend the relationship between philosophical theory and educational practice. The students will be able to understand how different philosophies relate to education and impact the content, aims, methodology and other important aspects of education.


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EDUCATION AND PSYCHOLOGY

Education and Psychology are correlated subjects as Psychology is the study of behavior and Education is the modification of human behavior. Both Psychology and Education deal with human behavior. Various concepts of psychology like individual differences, intelligence, creativity etc. has helped in the improvement of educational process and in turn education has helped psychology in widening its scope. Psychology and education are interdependent subjects. The students taking up Psychology and Education will be able to understand the learning process in terms of behavioral, cognitive, socio- cognitive learning approaches and will be able to implement the knowledge of various psychological concepts for the improvement of their own educational performance.


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Course Outcomes of English Language

Core English

This course aims to inculcate expression by inducing ability and confidence to accomplish articulation and creativity by evolving their writing skills thereby empowering them to identify and converse information through listening, reading, skimming, summarizing, paraphrasing, précis writing note making. Textual comprehensions offer the recourse to attain brevity, clarity, depth and complexity in verbal and written expression.

English Literature

The objective of studying Literature is to makes us think that It is a powerful storytelling technology that unites us across space and time by chronicling and preserving the ever-evolving human story. The aim is to acquaint the learners with the genesis of English Literature and get familiar with plethora of literary terms Vis- a- vis figures of speech like satire, irony, metaphor, force, Epilogue, couplets, imagery etc. It orients the students to socio- political and economic milieu in which all literary genres (poetry, prose, novels, dramas, stories) are effused. It develops an awareness and critical understanding of multiple perspectives and complexities of human nature by mirroring the society at macro- cosmic level.

Functional English

The aim of Functional English is to develop communication skills of learners in listening, speaking, writing & reading. It enables students to discern the mechanism of speech to produce English sounds correctly, to pronounce English with appropriate stress and intonation. The teaching of Functional skills is the most engaging way to teach and learn as it helps learners to become functional with English. It equips students with necessary knowledge, skills and understanding to use and apply English in everyday life. English is the Lingua Franca of the contemporary world. It therefore aims to teach a foundation subject in order to enhance academic performance and career progression.



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Communicative English

Fortifies the four quintessential skills of language by inducing and honing the ingenuity of listening, speaking, reading & writing. It offers the perfect tribune for efflorescence of linguistic skills. The efficacy in skills lead to better listening, discerning, articulation, interaction, comprehension, Analysis, Paraphrasing interpretation, ability to write Lucid and pristine academic English catering to motley of public write-ups like public notices reports, advertisement, filing of RTI, resume, Email, Blogs comments on social media encompassing detailed awareness of grammatical rules.

Skill Subject

The aim of this course is to help learners identify, appreciate as well as use language in multiple creative ways. Learners will be sensitized to the creative process and learn to craft language aesthetically. They will be exposed to the various areas where language can be used creatively be it the conventional literary modes such as, poetry, short



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Course Outcomes in relation with other subjects

Education and English Literature

Education is a broad field of study that covers teaching, training and tutoring techniques dedicated to future professionals who plan to help pupils or students develop intellectual and practical skills. Education as a subject focuses on planning, learning, classroom assessment and teaching.

Whereas studying English Literature in relation to education allows you to develop a thorough knowledge of literary history, theory and criticism and enhances your understanding of a wide range of cultures and intellectual editions. It improves listening skills, provides education enhancement, better employment opportunities and also assists in learning other languages.

Political Science and English Literature

Political science is a study of people and societies struggling with great and enduring issues such as war and peace, order and freedom, justice and equality. It aims to provide students with both conceptual and a practical grasp of the discipline and to encourage them to draw connections between Political science and other social science disciplines by offering courses of an inter disciplinary nature.

Studying English literature improves communication skills. The earliest way to improve vocabulary, writing and speaking skills is to study literature. It teaches you about yourself, about the past and present and also cultivates wisdom. Furthermore, students benefit from literature in the sense by becoming emotionally involved, they are also motivated and this in turn contributes to their personal development.


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Sociology and Functional English

Of the various social sciences, sociology seems to be the youngest. It is developing slowly and gradually and still it has remarkable progress. Sociology has made it possible to study society in a scientific manner. Sociology has given training to us to have rational approach to questions concerning ourselves, our religion, customs, institutions, values, ideologies etc. It has made us to become objective, rational, critical and dispassionate. The study of societies has made people to become more broad minded. It has impressed upon its students to overcome these prejudices, misconceptions, egoistic, ambitions and class and religious hatreds and has made our life richer, fuller and meaningful.

Whereas, the aim of functional English is to develop communicative skills of the learners in listening, speaking, reading and writing. The main focus is on how English is used in real life situations. The learners are expected to develop fluency in conversations and efficiency in interactional skills. They are also expected to learn to use grammar communicatively so that they become effective and efficient communicative in English.

Psychology and English Literature

Psychology serves twin goal of responding to the needs of the students to grow as competent, self reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. Psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns such as depression, anxiety, stress, learning difficulties, suicide and divergent social issues.

Studying English literature along with psychology develops in students an awareness of the social values and pleasure of reading good literary works and also an appreciation and deeper understanding of important human concerns and human relationships. Through explorations of literature students can immerse themselves in worlds unlike any they have seen before. Reading literature isn't just about learning about the work itself, but also about learning how the world works.



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DEPARTMENT OF SANSKRIT

COMBINATION LIST

- **SANSKRIT AND EDUCATION**
- **SANSKRIT AND HISTORY**
- **SANSKRIT AND POLITICAL SCIENCE**
- **SANSKRIT AND SOCIOLOGY**
- **SANSKRIT AND MUSIC**
- **SANSKRIT AND PHILOSOPHY**

SANSKRIT COMBINATION WITH DIFFERENT SUBJECTS

SANSKRIT AND EDUCATION

Education is essential because it offers the scope of potentially enhancing their language acquisition skills by providing them with a linguistic framework that can facilitate the learning of several related and new languages. A good foundation in Sanskrit can serve as a master key for anyone interested in accessing the extensive primary sources related to various subjects of Indian Knowledge Systems (IKS) which have been globally recognised as a vast repository of profound knowledge and wisdom. Sanskrit as a living language by providing them with its different semantic and syntactic tools. This combination has a wider scope in terms of academic relevance in the current academic framework suggested under CBCS of UGC also from a socially relevant learning perspective. in different ways to meet different learning styles of students.

SANSKRIT AND HISTORY

History is the discipline that studies the chronological record of events. In Sanskrit it is known by the name of Itihasa which means 'Iti +Ha+As i.e. it was definitely like this. The recording of History in Sanskrit starts from the Vedas which contain a list of teachers. The documents, biographies, artifacts, currencies etc. are the main sources of History. Though innumerable books are of historical value but four of them deserve special mention. They are Harshacharitam, Navsahasankcharitam, Vikramankadevacharitam and Rajatarangini. The Harshacharita of Banabhatta is the first historical Kavya written in prose in 7th Century A.D. Navsahasankcharita is the record historical Kavya written by Padmagupta in 1005 AD. Navsahasankcharita was the nick name of King Sindhuraja the younger brother of King Munja. The Vikramankdevacharitam written by a Kashmiri Poet Bilhana in 1085 AD delineates the history of Chalukya Kings. The birth of the founder of Chalukya Dynasty has been traced from the chuluk (kamandala) of Brahma. The most important work written on History in Sanskrit literature is the Rajatarangini of Kalhana. It was completed by the poet in 1148 AD after a long research. The Rajatarangini can be called a historical Kavya in the true sense.



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SANSKRIT AND POLITICAL SCIENCE

Political Science is a branch of social science which later developed into economics but in India it means the theories and the manuals taken together that deal with practical life, domestic economy, administration and particularly politics.

Kautilya's Arthashastra in 15 Adhikaranas and 180 Prakaranas, represents an important tradition in Indian intellectual history. This valuable work was apparently composed and written somewhere around 320 B.C. since Kautilya is regarded as the master teacher Chanakya – the strategist, responsible for the rise of Chandragupta Maurya, the founder of the Mauryan dynasty. Kautilya laid the first cornerstones of the Indian state. The text is mainly in prose form but intermingled with aphorisms and rhythmic verses, Kautilya's saintly king provides a model of Vedic political leadership. His Arthashastra gives us a sense of early thought on realism in domestic policy and in international relations. He emphasizes the importance of Artha – i.e. the material wellbeing as the gateway to Dharma -the basis of Kingdom. Kautilya refers to the Vedas, Manu, various systems of Philosophy and to tribal and republican politics.

The study of Kautilya can add a lot to cross cultural Intellectual history and early political realism in diplomacy.

Even the great Sanskrit poets like Bhasa, Kalidasa, Banabhatta, Vishnusharma etc. have paid their respects to Kautilya and Arthashastra.

The Nitisara of Kamandaka written in about 700 A.D. is based on Arthashastra. It is in the form of poetry and is in 20 cantos. It preaches about morality and describes policy at

SANSKRIT AND SOCIOLOGY

The students acquainted with nuances of Indian culture and show how cultural traditions have evolved during Vedic times and also engaged them in debates about certain significant socio-cultural issues.

SANSKRIT AND MUSIC

In Sanskrit, music is called gana, giti or sangita. The later Sanskrit treatises on music, explained sangita as the combination actually trio of vocal music, instrumental music, and dance (gita, vadya and nritya). On the ground of reality, all the three arts are independent of each other, but in spite of their independence gana subordinates vadya, and vadya subordinates nritya. So, vocal aspect (Gita) is predominant. Gana or gita originates with the succession of tones that produce agreeable and pleasing sensations. Musical sound is impregnated with divine lustre (lavanya), aesthetic sentiment (rasa) and mood (bhava). Melody or melodic form (raga) is soul of music. Sangita is accompanied by pathya or sahitya (text part)



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The association of Indian Music with Sanskrit is as old as Sanskrit itself. In the Vedic age, the Samagana method of chanting Vedic verses was in practice. The Samaganas were possessed of different numbers of notes, registers, metres and literary compositions (sahitya). Musicological rules and other relevant details about Samagana are spread all over in different Pratishakhyas, Sikshas and other Sanskrit texts of that age. In the Classical period, Gandharva type of music, was evolved which was a kind of stage song or Natyadharmigiti, possessed of svara, tala and pada. Afterwards, Bharata systematized the form and system of Music in the Natyashastra.

Sanskrit was a medium of Music from the very ancient time. It formed the text part (sahitya) of Vedic music samagana. The Ramayana was itself a Geyakavya. In the Mahabharata and the Puranas, we find many references of music with marga or deshi type of songs with Sanskrit text parts. Most of the authoritative works on Indian Music are in Sanskrit.

SANSKRIT AND PHILOSOPHY

The students acquainted with the basic approach to study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophical texts in Sanskrit easily.

Metaphysics is the science that investigates into the first principles of nature and thought. It is that part of philosophy, which is concerned with the study of things and their ultimate causes and their underlying but unseen nature, often called philosophy. Philosophy is the study of the nature of knowledge. Philosophy is a covered system of thoughts, backed by logic as reason and arguments and manifests itself as a cream or essence of spirituality.

In Sanskrit literature the branch of Metaphysics is called darshana, i.e. sight or vision. The vision of real nature of the substance may be called philosophy.

The philosophy in Sanskrit is divided into two broad groups: the school of Astika (theist) and the school of Nastika (atheist). The Astika system is one, which accepts the authority of the Vedas. They are six in number: i.e. Nyaya, Vaisheshika, Sankhya, Yoga, Mimamsa, and Vedanta. On the contrary another system called Nastika Darsana does not believe in the authority of the Vedas. It has also three main groups – Buddhism, Jainisam and Charvak philosophy.


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Learning Outcomes in Chemistry

Chemistry is an incredibly fascinating field of study. Chemistry plays a vital role in everyone's life and touches almost every aspect of our existence in some way. Knowledge of the nature of chemicals and chemical processes therefore provides insight into a variety of physical and biological phenomena. Studying chemistry also puts one in an excellent position to choose from a wide variety of useful, interesting and rewarding careers. A person with a bachelor's level education in chemistry is well prepared to assume professional positions in industry, education, or public service. A chemistry degree also serves as an excellent foundation for advanced study in a number of related areas. The list of career possibilities for people with training in chemistry is long and varied. Even in times when unemployment rates are high, the chemist remains one of the most highly sought after and employed scientists.

Learning Outcomes

Students will

- have a firm foundation in the fundamentals and application of current chemical and scientific theories including those in Analytical, Inorganic, Organic and Physical Chemistry.
- have knowledge regarding the fundamental properties of atoms, molecules, and the various states of matter with an emphasis on the particulate nature of matter. The thermodynamic and kinetic forces involved in chemical reactions, general periodicity patterns of (organic/inorganic) molecules, and the ability to design synthetic approaches to such species.
- be able to characterize the structure of molecules by physical and spectroscopic means including melting point, boiling point, IR, UV and NMR spectroscopic studies.

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- have key concepts of inorganic and organo-metallic chemistry including those related to synthesis, reaction chemistry, and structure and bonding. The fundamental properties and reactivity of biologically important molecules (e.g. carbohydrates, amino-acids etc.)
- be able to design and carry out scientific experiments as well as accurately record and analyze the results of such experiments.
- be able to understand the basic principle of equipments; instruments used in the chemistry laboratory and demonstrate the experimental techniques and methods. How to engage in safe laboratory practices viz. handling laboratory glassware, equipment, and chemical reagents
- be able to prepare logical, organized and concise written reports, and oral and poster presentations that effectively communicate chemical content to others.
- be able to prepare themselves for national as well as international competitive examinations, especially UGC-CSIR NET, GATE, TIFR and UPSC Civil Services Examination etc.
- be able to work effectively as a member of a team. Communicate productively with lab mates and instructors.
- appreciate the central role of chemistry in our society and use this as a basis for ethical behavior in issues facing chemists including an understanding of safe handling of chemicals, environmental issues and key issues facing our society in energy, health and medicine.
- Besides, the skill enhancement courses would further add additional skills related to the subject as well as other than subject. In brief the student graduated with this subject would be able to disseminate subject knowledge along with necessary skills to suffice their capabilities for academia, entrepreneurship and Industry.

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Learning outcomes of Chemistry in combination with the other subjects

Chemistry is the central science since it connects together various branches of natural sciences like physics and mathematics, biology and medicine, and the earth and environmental sciences. Hence Knowledge of the nature of chemicals and chemical processes provides insights into a variety of physical and biological phenomena.

Learning outcomes of Chemistry in combination with physics

After completion of the course:

- Students will be able to understand physicochemical phenomena using techniques from atomic and molecular chemistry.
- Students will be able to understand the physical processes at molecular level.
- Students will be able to understand various physical spectroscopic techniques for the structure elucidation of compounds.
- Students will be able to understand modern physics.

Learning outcomes of Chemistry in combination with botany, zoology and biotechnology

After completion of the course:

- Students will be able to understand life processes at the molecular level, since at any molecular level, all life processes occur through various minor or basic chemical reactions.
- Students will be able to understand the mechanism of biochemical reactions like photosynthesis, respiration, transcription, translation etc occurring inside a living system.
- Students will be able to understand genetics at the molecular level.
- Students will be able to understand biochemistry.
- Students will be able to understand mode of action of different drugs inside a body.

Learning outcomes of Chemistry in combination with Math

After completion of the course:

- Students will be able to understand single and multivariable calculus.
- Students will be able to understand linear algebra to find the values of unknown qualities.
- Students will be able to understand graphs and tables for recording and analyzing data.
- Students will be able to understand differentiation and integration frequently used in physical chemistry.
- Students will be able to understand how to balance a chemical reaction.

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DEPARTMENT OF GEOGRAPHY
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PROGRAMME LEARNING OUTCOMES:

- Ability to communicate and express their ideas clearly and cogently both verbally as well in writing
- Ability to think critically and understand the pros as well as criticisms relating to the key ideas and theoretical debates
- Capacity to apply the knowledge one has learned to solve problems of real
- Instill confidence and develop a sense of identity in facing the real world.
- Foster cooperation among students enabling them to connect and contribute towards teamwork activities.
- Develop effective communications skills that promote leadership qualities individually as well as within a group.
- Develop critical thinking and skills that train students to analyze problems and validate real life solutions.
- Prepare objective scientific approach so that students can address research problems in Applied Geography and allied fields.
- Strive towards making enlightened citizens with commitment and empathy to social concerns.
- Inculcate a sense of environmental ethics that focus research and concerns on sustainability.
- Inculcate strong moral and ethical values and a sense of discipline among the students. Ensure that the lessons are self-directed and lead to lifelong learning

PROGRAMME SPECIFIC OUTCOMES:

- Establish the position of Geography as a subject and its importance and interrelationships that reiterate and validate the Man Environment relationship.
- The Dissertations written by the students prepare them to examine social and environmental issues along with the causes, consequences and remedial measures emerging at local and national levels.
- The syllabus is oriented towards emerging job opportunities and future prospects for the students.
- Assistance is given to students in preparing for various competitive exams like NET, SET, SSC and Civil Services

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- Demonstrate knowledge of physical and cultural features of the earth and locate them on a map. Know about the basic disciplines of Geography and its sub branches.
- Know the basic concepts and terminologies used in Geography like interior of the earth, plate tectonic, sea floor spreading, population growth, disasters, composition and structure of atmosphere, hydrosphere, etc.
- Differentiate between minerals and rocks, weather and climate, interior of the earth, basic industries, farming etc.
- Get information about the causes and effects of local, national and international problems like global warming, acid rain, ozone depletion, soil degradation, deforestation etc.

COURSE LEARNING OUTCOMES:

- Students will demonstrate knowledge of the major physical features of the Earth and the ability to locate examples of Earth's major physical features on a map.
- Students will gather knowledge of the major cultural features of the Earth and the ability to locate examples of Earth's major cultural features on a map.
- Students will demonstrate knowledge of quantitative applications used by geographers and their ability to use statistical methods to solve geographic problems.
- Students will demonstrate their knowledge of physical geography and the methods and techniques for observing, measuring, recording and reporting on geographic phenomena.
- Students will demonstrate their knowledge of resource and environmental issues.
- Students will also be able to demonstrate their knowledge of the role that geography can play in analyzing resource / environmental degradation and improving resource / environmental management.
- Students will demonstrate their knowledge of regional planning and how effective land management influences the utility of the land.
- Students will demonstrate their knowledge of the formation, use, conservation and management of water resources including legal, economic, political and societal factors and the evaluation of attempts to manage water resources. Students will also be able to demonstrate a working knowledge of hydrology, water availability and quality, hazards, use, demand and allocation.

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Sivani
 (Dept. of Geography)
Suman Chadha
 Incharge HOD
 Dept. of Geography
 GCW, Parade Ground, Jammu

1. COURSE STRUCTURE

1.1 Alignment with CBCS

The B.A. Hindi programme is aligned with Choice Based Credit System (CBCS) adopted by G.C.W Parade, Jammu.

1.2 Types of Courses

The following types of courses are offered under CBCS :

1. **Core Courses (CC).** A core course is a course. A student of B.A. Hindi has to take ten such Hindi courses over six semesters.
2. **Communication (C)** A student is to be such course in Semester I and II.
3. **Skill Enhancement Course (SEC).** A student is too take one such course in Semester III, IV, V, VI.
4. **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types.

Discipline Specific Electives (DSE). These are elective courses that provide advanced undergraduate training in specialized areas of Hindi. A set of four, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the B.A. programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of four courses.

Generic Electives (GE). These courses, in disciplines other than Hindi are intended to broaden the training of a student in the Hindi B.A programme. A student of Hindi will take one such course, offered by another department, in each of Semesters V to VI.

1.3 Number of Courses and Credits

1. Core Courses (CC) : 4 (6 credits each)
2. Communication (C) : 2 (2 credits each)
3. Skill Enhancement Courses (SEC) : 4 (4 credits each)
4. Discipline Specific Electives (DSE) : 2 (6 credits each)
5. Generic Electives (GE) : 4 (4 credits each)


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2. LEARNING OUTCOME-BASED APPROACH

Hindi is a unique language that surpasses all other languages in terms of its antiquity vastness of literature contained therein, depth, uniqueness of expressions, facility to convey the most subtle concepts of all aspects associated with human nature including society, spirituality and such other aspects apart from being the most flexible language (with a defined framework) and several other issues.

3. GRADUATE ATTRIBUTES IN HINDI

The graduate should ideally be an ethical citizen of the society who cherishes the societal and personal values that are mentioned in the works of classical Hindi subject and literature and also linguistically literate with a reasonable understanding of core concepts of Hindi language.

1. Application of the knowledge required.
2. Gaining an attitude and aptitude for research
3. Expertise in information and communication technology tools
4. inculcating the feeling of belongingness
5. Awareness of ethical and moral awareness

4. QUALIFICATION DESCRIPTION

1. Upon successfully completing the programme, a student will be awarded the degree of B.A.
2. The person who has achieved graduation in Hindi language are expected to be ready to become the cultural ambassadors , Hindi officers, translators, teachers, Professors and many others professions of the unique Indian tradition. The student is expected to have at least a general sense of various dimensions of Hindi subject and literature.

5. PROGRAMME LEARNING OUTCOMES

The programme learning outcomes are aligned with the relevant qualification descriptors.

To be awarded with a specific degree/certificate etc. the students have to demonstrate skills and competencies which are both subject specific as well as generic. The learning outcomes are so designed that they prepare the student for either further study, employment


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and also to be a good citizen. The course design helps in comparison of academic standards across colleges/universities to provide a broad picture of the graduate's competency level.

Proficiency in Academics

- ✓ Basic communication skills in understanding Hindi with LSRW (Listening, Speaking, Reading and Writing) capacities.
- ✓ Skill adaptability in specific areas.
- ✓ Usage of critical thinking while correlating concepts with personal experience.
- ✓ Usage of Shastric discipline and ancient traditional learning while discriminating others.
- ✓ Articulation of ideas literary writing, innovations and effective presentation skills in Hindi as well as in other native Indian languages and English.
- ✓ Building confidence to explore and study various Indian Sciences.
- ✓ Ability to explore Ancient Indian Sciences.
- ✓ Competency building to convey the society at large about Indic Knowledge and Wisdom.

6. TEACHING LEARNING PROCESS

Teaching and learning in this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student.


H.O.D
Hindi


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B.A. SEM - I to IV



MUSIC

Session 20-21, 21-22, 22-23

P.G. DEPARTMENT OF MUSIC. GCW PARADE GROUND JAMMU

Introduction-

The proposed course should be conducted and supervised by the Department of Music. This program has been designed on Choice Based Credit system (CBCS) under U.G. C. guidelines. The learning outcome based curriculum ensures its suitability in the present day needs of the student towards higher education and employment.

Vision-

The course aims of producing competent musicians and musicologists with technical know – how who may excel not only in the knowledge but in the practical presentation in the music. It will also focus on proper understanding of the aesthetics significance and social relevance of performing art forms.

Learning out comes-

The teaching learning will involve theory classes and practical classes. The curriculum will be delivered through various method including class discussions, small group discussions, lectures/Demonstrations by resources persons, utilization of relevant e-sources, oral sessions Presentation sessions, Seminars, projects, concerts by eminent artists and note book preparation of musical compositions as well as notations of ragas and talas.

- The evaluation will be: -

1. Internal Assessment 2. End semester Examination

Internal Assessment for both theory and practical comprise of evaluation through oral question, oral presentations, class assignment, work sheets, class tests Internal Assessment tests, End semester examination shall be conducted for theory as well as practical (Stage performance and Viva-Voce)

- Each theory course shall be of 50 marks each (2 Credits)

- Each practical course shall be of 100 marks each (4 Credits)

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B.A. SEMESTER- I (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2020-21, 2021-22 and 2022-23

Course No. UMUTC- 101

Credits: 2 (2 hours per week)

External Examination 40

TITLE- APPLIED THEORY

Maximum Marks 50(40+10)

Internal Assessment 10

Course Objective:-

- To initiate a relative beginners in the world of Hindustani music, where he is made aware of the rich cultural Heritage of India that Indian classical music is
- To teach him the very basics of Indian music such as sound, notes, scales, Tempo, rhythm etc. so that his foundation can be made very strong.

Course learning outcome:-

- The students will come to know what the basic technologies of Indian Music are, which will help them in the proper understanding of not just Hindustani Music, but also Indian music as a whole having understood the basics concepts likes laya (Tempo) Tala, Alaap.
- The students will develop the ability to read and write the notations of compositions according to a well-defined notation system, which in turn, will help him a learning new composition by various composer of Hindustani Music.
- The students will grasp the various theoretical aspects of prescribed Ragas.

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B.A. SEMESTER- I (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2020-21, 2021-22 and 2022-23

Course No.UMUPC- 102

Credits: 4 (8 hours per week)

External Examination 50

TITLE- PRACTICAL

Maximum Marks 100(50+50)

Internal Assessment 50

Course Objective:-

- To teach the students fundamentals of singing and playing such as voice production, holding of sitar and correct placement of the hands on the instruments, right posture for sitting, breathing exercise to enhance lungs capacity for singing etc.
- To demonstrate tonal exercise, such as paltas and alankars, vital for both singing and playing.
- To initiate his training in the field of performance, with the most basics of all ragas i.e. Yaman and Kafi.
- Course learning outcome:-
- The students will become well-versed with the techniques of singing and playing as the case may be.
- The students will be able to achieve dexterity of the voice (singing) and hand playing through regular practice of the tonal exercise at home.
- The students will know how to tune their respective instruments Tanpura for vocal students and sitar for instrumental students.
- Having learnt the notation system in the theory, the students will able to read and learn new compositions in the prescribed ragas.
- The students will grasp the various grammatical aspects of the prescribed ragas, like how they arise, what are the respective rules that govern the ragas. How do the notes move in the ragas, what are performing times of the ragas etc.
- The students will learn the art of singing and playing, especially with regards to having the tabla as an accompanying instruments.
- He will possess a fairly idea of how a ragas is to be performed after learning the basic ragas.

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B.A. SEMESTER-II (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2020-21, 2021-22 and 2022-23

Course No. UMUTC- 201

Credits: 2 (2 hours per week)

External Examination 40

TITLE- APPLIED THEORY

Maximum Marks 50(40+10)

Internal Assessment 10

Course Objective:-

- To teach the students the concept of every raga being performed according to a specific time
- To introduce the concepts of talas
- To enable the students to fully grasp the elements of instrumental music used in the art of playing of ragas.
- To make the students aware of the life of legends credited with the revival of Hindustani classical music.

Course learning outcomes:-

- The students will come to know how to perform the raga with taans/ todas
- The students will appreciate the pioneering work done by the aforementioned legends of Hindustani music
- The students will learn the basics concepts of music.


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B.A. SEMESTER- II (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2020-21, 2021-22 and 2022-23

Course No.UMUPC- 202
Credits: 4 (8 hrs per week)
External Examination 50

TITLE- PRACTICAL
Maximum Marks 100(50+50)
Internal Assessment 50

Course Objective:-

- To continue to focus on the basics of singing/playing
- To encourage the students to attempt to improvise while singing/playing
- To focus on his/her learning of new talas and alankars.
- To further his/ her training in performance with other basic ragas as prescribed.

Course learning outcome:-

- The basics of the students will get further strengthened
- The students will start to gain self belief and make attempts to improvise while performing ragas.
- The students will begin to gain some command over increasingly complex talas.
- He/she will gain confidence with the tabla accompanying him or her in performance.

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B.A. SEMESTER- III (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2018-19 and 2020

Course No.UMUPC- 301
Credits: 2 (2 hrs per week)
External Examination 32

TITLE- APPLIED THEORY

Maximum Marks 40(32+8)

Internal Assessment 08

Course Objective:-

- To initiate a relative beginners in the world of Hindustani music, where he is made aware of the rich cultural Heritage of India that Indian classical music is
- To teach him the very basics of Indian music such as sound, notes, scales, Tempo, rhythm etc. so that his foundation can be made very strong.

Course learning outcome:-

- The students will come to know what the basic technologies of Indian Music are, which will help them in the proper understanding of not just Hindustani Music, but also Indian music as a whole having understood the basics concepts likes laya (Tempo) Tala, Alaap.
- The students will develop the ability to read and write the notations of compositions according to a well-defined notation system, which in turn, will help him a learning new composition by various composer of Hindustani Music.
- The students will grasp the various theoretical aspects of prescribed Ragas.

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B.A. SEMESTER- III (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2018-19 and 2020

Course No.UMUPC- 302

Credits: 4 (8 hrs per week)

External Examination 30

TITLE- PRACTICAL

Maximum Marks 60(30+30)

Internal Assessment 30

Course Objective:-

- To continue to focus on the basics of singing/playing
- To encourage the students to attempt to improvise while singing/playing
- To focus on his/her learning of new talas and alankars.
- To further his/ her training in performance with other basic ragas as prescribed.

Course learning outcome:-

- The basics of the students will get further strengthened
- The students will start to gain self belief and make attempts to improvise while performing ragas.
- The students will begin to gain some command over increasingly complex talas.
- He/she will gain confidence with the tabla accompanying him or her in performance.

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B.A. SEMESTER- IV (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2018-19 and 2020

Course No. UMUPE- 401

Credits: 2 (2 hrs per week)

External Examination 32

TITLE- APPLIED THEORY

Maximum Marks 40(32+8)

Internal Assessment 08

Course Objective:-

- To initiate a relative beginners in the world of Hindustani music, where he is made aware of the rich cultural Heritage of India that Indian classical music is
- To teach him the very basics of Indian music such as sound, notes, scales, Tempo, rhythm etc. so that his foundation can be made very strong.

Course learning outcome:-

- The students will come to know what the basic technologies of Indian Music are, which will help them in the proper understanding of not just Hindustani Music, but also Indian music as a whole having understood the basics concepts likes laya (Tempo) Tala, Alaap.
- The students will develop the ability to read and write the notations of compositions according to a well-defined notation system, which in turn, will help him a learning new composition by various composer of Hindustani Music.
- The students will grasp the various theoretical aspects of prescribed Ragas.


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B.A. SEMESTER- IV (CBCS)

Indian Music (Hindustani Music) Vocal And Instrumental Music (Sitar)

Examination to be held in Dec. 2018-19 and 2020

Course No.UMUPC- 402

Credits: 4 (8 hrs per week)

External Examination 30

TITLE- PRACTICAL

Maximum Marks 60(30+30)

Internal Assessment 30

Course Objective:-

- To teach the students fundamentals of singing and playing such as voice production, holding of sitar and correct placement of the hands on the instruments, right posture for sitting, breathing exercise to enhance lungs capacity for singing etc.
- To demonstrate tonal exercise, such as paltas and alankars, vital for both singing and playing.
- To initiate his training in the field of performance, with the most basics of all ragas i.e. Yaman and Kafi.
- Course learning outcome:-
- The students will become well-versed with the techniques of singing and playing as the case may be.
- The students will be able to achieve dexterity of the voice (singing) and hand playing through regular practice of the tonal exercise at home.
- The students will know how to tune their respective instruments Tanpura for vocal students and sitar for instrumental students.
- Having learnt the notation system in the theory, the students will able to read and learn new compositions in the prescribed ragas.
- The students will grasp the various grammatical aspects of the prescribed ragas, like how they arise, what are the respective rules that govern the ragas. How do the notes move in the ragas, what are performing times of the ragas etc.
- The students will learn the art of singing and playing, especially with regards to having the tabla as an accompanying instruments.
- He will possess a fairly idea of how a ragas is to be performed after learning the basic ragas.


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THIRD SEMESTER

DETAILED SYLLABUS

COURSE NO.502

CREDITS : 4

DURATION OF EXAMS: 30-45 MIN. FOR EACH CANDIATE

TITLE: STAGE PERFORMANCE-III

MAX. MARKS : 100

a) Semester Exam : 50 Marks


b) Sessional Assessment : 50 Marks

SYLLABUS FOR THE EXAMINATIONS TO BE HELD IN THE DEC. 2010, 2011 & 2012

SYLLABUS

1. One Maseetkhani Gat, One Razakhani Gat with alaap, Jor, Todas Jhalas for Instrumentalists and One Bara Khayal, One chhota Khayal with full qayaki for Vocalists
In any one of the ragas prescribed in course No.500.
2. Elementary knowledge of Playing slow or fast composition on Harmonium.

NOTE:- The candidates may not be interrupted during performance.


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K. K. K.

DEPARTMENT OF ANTHROPOLOGY

GCW, PARADE GROUND, JAMMU

PROGRAMME LEARNING OUTCOMES:

- It provides comprehensive knowledge and better understanding of many disciplines which is a part of an undergraduate programme.
- It inculcates communication skills in students that help to express their thoughts through any mode.
- Students gain capacity to solve different kinds of problems through learning.
- Students will be able to apply their knowledge/skills across a variety of contexts
- Students will serve effectively as members and/or leaders of teams.
- Students will demonstrate professionalism.
- Students will demonstrate honesty, fairness, and equality.
- Students will demonstrate socially-conscious decision-making.
- Student enriched with skill to sift through mass of data and to identify what is relevant data relating to the problem under study; ability to judge others arguments and point out the logical flaws and contradictions

PROGRAMME SPECIFIC LEARNING OUTCOMES:

- It provides an importance of an interdisciplinary approach (natural and social sciences and humanistic) to understand human culture/society/behavior
- This programme enabled to explore and analyse contemporary social, cultural and anthropological issues in their historical contexts.
- This program provides importance of historical understanding for exploring and analyzing the complex present-day world that surrounds us.
- They should be able to utilize the knowledge and skills to work in anthropology as well as other disciplines who require the knowledge of culture, community and social dynamics.


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- Demonstrate the ability to apply the anthropology related skills for jobs and employment opportunities in different social and biological areas of applications linked to anthropology.
- Be able to clearly identify the cultural, social and biological factors which influence public policy and issues related to human biology, health, society, life, culture and wellbeing.

COURSE LEARNING OUTCOMES:

- Develop comprehensive knowledge and understanding of Anthropology
- Course develops an understanding of core tenets of the four-field approach (sociocultural, archaeological, linguistics and biological) within anthropology as a discipline.
- The basics of evolutionary theory and key developments in human evolution
- Demonstrate the ability to follow ethical and professional standards for cultural sensitivity in interpersonal and cross-cultural interactions.
- Make the students aware about the human skeletal system (individual bone also).
- Strong foundation on applied and action Anthropology
- Prepare and motivate students for research studies in Anthropology and related fields.
- Student should be able to learn basic demographic and medical anthropological method to evaluate demographic and health assessment.
- Student should be able to critically examine the health policy and programmes of India.
- The knowledge of racial/ethnic/gender diversities will help students in critically evaluating existing policies in domains of rural, tribal and urban life suggesting relevant policy measures
- Student should understand the landscape of prehistoric sites archaeological sites and their relevance in studying prehistoric Indian societies and able to identify the tools/artifacts, appreciate the tool typology and classify it appropriately
- Students able to associate the inter-relationship between cultural and biological diversity of human populations.
- Student should appreciate the role of demographic and genetic factors in understanding human adaptations

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- Student will have clear understanding of types of biological variation and their role in studying human populations
- The students can be trained in understanding problems and prospects of and deprived and marginalized communities with special reference to the PVTGs.
- Students will learn on evolutionary relationships of different extinct/hominids in the context of emergence of modern human beings.
- Students will also learn the gradual biological and behavioural processes of becoming human.
- Should understand the inheritance pattern of human traits/diseases and types of chromosomal abnormalities

Sonam Chadda

HOD

Department of Anthropology

G.C.W., Parade Ground

Jammu.

Spsant

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