



Maheshtala College

**Budge Budge Trunk Road, Maheshtala, Kolkata-700141
West Bengal, India**

Course outcomes of the Programmes
offered by the institution



Maheshtala College

**Budge Budge Trunk Road, Maheshtala, Kolkata-700141
West Bengal, India**

Department of Bengali

**DISCIPLINE CENTRIC CORE COURSE (CC)/GENERIC ELECTIVE
(GE) [FOR HONOURS STUDENTS OTHER THAN BENGALI](6
CREDITS EACH)**

**BNG-G-CC/GE-1-1-TH-TH (HISTORY OF BENGALI LITERATURE –
MODERN AGE)**

- To make students familiar with the chronological study of history of Bengali Literature (1800- present).

**BNG-G-CC/GE-2-2-TH-TU(DESCRIPTIVE
LINGUISTICS, RHYTHM, ORNAMENTATION)**

- To give students general ideas of the origin and development of Bengali Language. They will also get familiar with the ideas of rhythm, ornamentation as the structural elements of poetry.

BNG-G-CC/GE-3-3-TH-TU(BENGALI POETRY AND DRAMA)

- Students will enhance their knowledge about the evolution of Bengali Poetry.

LCC(2)[MIL/ALTERNATIVE ENGLISH]

**BNG-G-LCC(2)-4-1-TH-TU(BENGALI LINGUISTICS, DIFFERENT GNRE OF
LITERATURE AND POETRY)**

- Students will get to know about the Bengali Linguistics, different forms of literature and poetry through Madhusudan Dutta's literary work.

BNG-G-LCC(2)-6-2-TH-TU(JOURNAL AND FICTION)

- Students will get familiar with the journals and its significance to the socio cultural journey of Bengal. They will go through with some stories and novel.

**DISCIPLINE SPECIFIC ELECTIVE (DSE)-6 CREDIT EACH/
BENGALI (G)**

**BNG-G-DSE-A-5-1-TH-TU(SOCIO CULTURAL HISTORY OF
BENGAL)**

- This course is framed to make students enriched with the socio cultural history of Bengal.

**BNG-G-DSE-A-5-2-TH-TU(BENGALI DETECTIVE LITERATURE, SCIENCE
FICTION AND MIRACULOUS STORIES)**

- Student will get known with detective stories, science fictions, miraculous stories in a frame.

BNG-G-DSE-B-6-1-TH-TU(PARTITION AND BENGALI LITERATURE)

- Partition and its impact on socio cultural evolution in Bengal and its literature. Students will enhance their knowledge about partition and its immense influence upon existence.

BNG-G-DSE-B-6-2-TH-TU(FOLK CULTURE AND LITERATURE)

- Students will have the conception about the folk culture and literature which will enhance their knowledge of self being.

SKILL ENHANCEMENT COURSE (SEC)-2CREDITS EACH /

BENGALI,GENERAL

BNG-G-SEC-A-3/5-1-TH(PRINT AND PUBLICATION)

- Students will get the idea about Bengali print and publication.

BNG-G-SEC-A-3/5-2-TH(PRACTICAL BENGALI)

- Students will have practical knowledge about drama, cinema, serial and recitation if they take this as their occupation.

BNG-G-SEC-B-4/6-1-TH(PRACTICAL BENGALI AND RESEARCH

METHODOLOGY)

- To make students enriched in practical sense and systematic thought processing in research and various aspects of literature.

BNG-G-SEC-B-4/6-2-TH(PRACTICAL BENGALI -2)

- Students already gone through various forms of literature. They will get the idea about the structural elements of this in this course and beside this they will get familiar with the IPA and Roman inscription.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-1)

MIL(BENGAL

**DISCIPLINE CENTRIC CORE COURSE (CC)/GENERIC ELECTIVE
(GE) [FOR HONOURS STUDENTS OTHER THAN BENGALI](6
CREDITS EACH)**

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BENGALI (G)**

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- Students will have the conception about the folk culture and literature which will enhance their knowledge of self being.

SKILL ENHANCEMENT COURSE (SEC)-2CREDITS EACH /

BENGALI,GENERAL

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- Students will have practical knowledge about drama, cinema, serial and recitation if they take this as their occupation.

BNG-G-SEC-B-4/6-1-TH(PRACTICAL BENGALI AND RESEARCH

METHODOLOGY)

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- Students already gone through various forms of literature. They will get the idea about the structural elements of this in this course and beside this they will get familiar with the IPA and Roman inscription.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-1)

MIL(BENGAL



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Department of Education

EDUCATION

The subject Education is a very interesting one as it is well- interrelated with Psychology, Philosophy, Sociology, History etc. As a result, the learners can widen the boundary of their knowledge in different spheres. Education is a process which transmits accumulated knowledge, values and skills from generation to generation. In general sense, education is an act or experience which has a formative effect on the character mind and physical ability of the people.

SEMESTER	COURSE	TOPIC	LEARNING OUT COME
SEM-1	CC-I	Introduction to Education	<p>To understand the meaning, nature, scope and aims of education.</p> <ul style="list-style-type: none"> • To explain the factors of education and their interrelationship. • To become aware of different agencies of education that influence education. • To be acquainted with the concept of child-centricism and play-way in education.
	CC-II	History of Indian Education	<ul style="list-style-type: none"> • To be acquainted with the salient features of education in India during ancient and medieval times • To be acquainted with the development of education in British India • To be acquainted with the significant points of selected education commissions & national policy of education in independent India.
SEM -2	CC-III	Psychological Foundation of Education	<ul style="list-style-type: none"> • To understand the meaning of Psychology and be acquainted with its different aspects.

			<ul style="list-style-type: none"> • To know the patterns of different aspects of human development and relate this knowledge with education. • To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.
	CC-IV	Philosophical Foundation of Education	<ul style="list-style-type: none"> • To understand the meaning and relation of philosophy and education • To understand the importance of philosophy in education • To be acquainted with the Indian schools of philosophy and their impact on education • To be acquainted with the western schools of philosophy and their impact on education • To develop an understanding of philosophy for development of humanity.
SEM -3	CC-V	Sociological Foundation of Education	<ul style="list-style-type: none"> • To understand the relation between Sociology and Education . nature, and scope of Sociology of education. • To explain the concept of Social Groups and Socialization process. • To enable the students to understand the concept of Social change and Social

			<p>interaction in education</p> <ul style="list-style-type: none"> • To become aware of social Communication in Education.
	CC-VI	Educational Organization, Management and Planning	<ul style="list-style-type: none"> • To develop the concept of an ideal organization in educational institutions. • To know the essential functions of educational management. • To understand the different aspects of planning.
	CC-VII	Guidance and Counselling	<ul style="list-style-type: none"> • To know the concept of guidance • To know various types of Guidance • To Know the basic concept of Counselling • To find out the basic data necessary for Guidance.
	SEC- A1	Communication Skill	<ul style="list-style-type: none"> • To understand the basic elements of Communication • To acquire Listening Skills • To acquire Speaking Skills • To acquire Reading and Writing Skills
	SEC- A2	Skill for Democratic Citizenship	<ul style="list-style-type: none"> • Have an idea about their duties as citizens • Have an idea about their rights as citizens • Have an idea about child violence and child rights • Have an idea about domestic violence and

			domestic rights.
SEM -4	CC-VIII	Technology in Education	<ul style="list-style-type: none"> • To develop an understanding of educational technology • To be acquainted with the system approach • To develop an understanding of the use of computer in education and communication • To get acquainted with the instructional techniques and different models of teaching • To develop an understanding of ICT & e-learning.
	CC-IX	Curriculum Studies	<ul style="list-style-type: none"> • To develop an understanding about concept, nature, types and major approaches of curriculum • To understand the relation among curriculum, pedagogy and assessment • To develop an understanding about curriculum development and national curriculum frame work, 2005 • To get acquainted with content selection and selected theories in this regard • To develop an understanding of evaluation & reform of curriculum.

	CC-X	Inclusive Education	<ul style="list-style-type: none"> • Understand the meaning of Inclusion and exclusion • Know the types of exclusion and their causes • Know how to bring about inclusion in different spheres.
	SEC-B1	Teaching Skill	<ul style="list-style-type: none"> • To know the basic concept of Teaching • To know the Types of Teaching • To understand the Skills of Teaching • To learn the Concept of Learning Design (LD).
	SEC-B2	Life Skill Education	<ul style="list-style-type: none"> • To understand the meaning of life skills. • To be acquainted with the different types of life skills. • To find the ways in which individual's personality can be built through the development of these life skills.
SEM -5	CC-XI	Evaluation and Measurement in Education	<ul style="list-style-type: none"> • To develop understanding of the concepts of measurement and evaluation in education. • To be acquainted with the process of Evaluation • To be acquainted with different types of measuring instruments and their uses. • To develop understanding of the concepts of validity and

			<p>reliability and their importance in educational measurement.</p> <ul style="list-style-type: none"> • To be acquainted with the principles of test construction.
	CC-XII	Statistics In Education	<ul style="list-style-type: none"> • To develop the concept of statistics and to develop skill in analyzing descriptive measures • To be acquainted with the concept of Normal Probability Curve and its uses in education. • To develop a concept of measures of relationship • To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.
	DSE – A1	Peace and Value Education	<ul style="list-style-type: none"> • To know the concept of peace education • To understand peace and non-violence • To develop the concept of value education • To understand peace, value and conflict resolution.
	DSE – A2	Educational Thought of Great Educators	<ul style="list-style-type: none"> • To develop an understanding of educational ideas of Indian and Western Educators • To understand

			pedagogical concepts given by Indian and Western educational thinkers.
	DSE – B1	Teacher Education	<ul style="list-style-type: none"> • To understand the basic concept of teacher education. • To explain the historical perspective and development of teacher education in India. • To enable the students to understand the Role of the different agencies in teacher education: • To make an idea about Some Courses for preparation of teacher.
	DSE – B2	Open and Distance Learning	<ul style="list-style-type: none"> • To be acquainted with the concept of open and distance education • To become aware of the modes and strategies of open and distance education • To understand the relationship among non-formal, correspondence, distance and open education • To be aware of the present status and role of multi-media in open and distance education • To know about the different agencies, problems and remedies of open and distance education in India.
SEM -6	CC-XIII	Psychology of Adjustment	<ul style="list-style-type: none"> • To understand the concept of adjustment,

			<p>maladjustment and some commonly found problem behavior.</p> <ul style="list-style-type: none"> • To know the multi-axial classification of mental disorders. • To be aware about different coping strategies for stressful situation. • To know the administration, scoring and interpretation of the psychological tests.
	CC-XIV	Basic Concept of Educational Research	<ul style="list-style-type: none"> • Have a concept of educational research. • Learn about the various steps to be followed for conducting a research. • Learn how to write a research proposal and review research papers.
	DSE – A1	Gender and Society	<ul style="list-style-type: none"> • To understand the basic terms, concepts used in gender studies. • To understand the gender discrimination in construction and dissemination of knowledge. • To develop an awareness and sensitivity.
	DSE – A2	Population Education	<ul style="list-style-type: none"> • To know the concept of Population Education • To understand Population growth and its impact and responsibilities • To understand population education

			and role of school.
	DSE – B1	Human Rights Education	<ul style="list-style-type: none"> • To know the basic concept of human rights • To know the role of United Nations and human rights • To understand enforcement mechanism in India • To know the role of advocacy groups.
	DSE – B2	Women Education	<ul style="list-style-type: none"> • To know the historical perspectives of Women Education • To know the Policy Perspectives and Committees and Commissions on Women Education • To know the role of Indian thinkers towards Women Education • To identify major constraints of Women Education and Women Empowerment.

Some of the job positions related to this degree includes;-

- Community Education Officer
- Education Administrator
- Learning Mentor
- Primary School Teacher
- Secondary School Teacher
- Teaching Assistant
- Play Therapist
- Family Support Worker
- Museum Education Officer
- Career Advisor
- Special Educator for Children with Special Needs



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Department of English

PSO, PO, CO of English

According to the UGC, “The learning outcomes are designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.”

The **Programme Specific Outcome (PSO)** of English Hons can be summed up as follows:

- The Study of English Literature, as set forth by the CBCS set by Calcutta University, aims to give a thorough understanding of the history of English literature from around 700 AD to the present time, the different aspects of English Literature worldwide, while giving a perspective on Indian Writing in English as well. The course also equips students to appreciate poetry, prose and drama, and also introduces them to the principles of literary criticism.
- It allows the students to develop the faculty of Analytical and Critical Thinking through extensive reading and writing skills.
- The CBCS curriculum brings to the students literature from all over the world along with a focus on literary theory and Translation Studies, Language Studies and Creative Writing. This would equip students to get a balanced view on literature in general and also prepare them for competition on a national basis, with students of other states.
- Employment Opportunities provided by the study of English is quite high among the students of Humanities, both in the government sector and private sectors.

Course Outcome (CO) of English (Honours)

Semester 1

- CC 1 – A thorough understanding of history of English Literature from the Old English period to the year 2000, along with an understanding of the history of the language.
- CC 2 – A study of classical European literature of Greece and Rome for a better understanding of modern literature.

Semester 2

- CC 3 – Introduction to Indian literature, prose, poetry and drama, with a few representative examples.
- CC 4 – A study of English literature from the age of Chaucer to that of Shakespeare, along with an acquaintance with their ages.

Semester 3

- CC 5 – Introduction to American literature, prose, poetry and drama, with a few representative examples.
- CC 6 – Introduction to some representative genres of popular literature, such as detective fiction, comics and children’s literature, and tracing their similarities and differences to more serious fiction.
- CC7 – Introduction to the socio-cultural and intellectual milieu of 17th and 18th century England through the medium of some representative English poetry and drama.

Semester 4

- CC8 - Introduction to the socio-cultural and intellectual milieu of Restoration era and Augustan England through the some representative English poetry and prose, both fiction and non-fiction.
- CC9 - Introduction to the socio-cultural and intellectual milieu of England of the Romantic Age through the medium of some representative English poetry and prose, both fiction and non-fiction.
- CC10 – A study of the Victorian Age through some representative texts of the period, allowing students to have an understanding of the socio-cultural milieu of the age.

Semester 5

- CC11 – The aim of this course is to familiarize students with the works of some pioneering women writers from Bengal, the USA and England from the 18th, 19th and 20th centuries who have paved the way for modern feminist works.
- CC12 - Introduction to the socio-cultural and intellectual milieu of early 20th century England and the beginning of Modernism through some representative English poetry, prose and drama.

Semester 6

- CC13 - This course introduces students to some pioneering plays of early Modernist Europe that lays the base for modern drama.
- CC14 – This course introduces students to current world literature, both in original English and in translated versions, giving them a glimpse of what lies beyond the traditional English classroom.

SKILL ENHANCEMENT COURSE (SEC)

Apart from the core courses (CC) in CBCS syllabus format in English honours, there is a provision for Skill Enhancement course (SEC). SEC is not only designed for honours students but also for students opting for BA GENERAL in English. As per the syllabus, the skills of the students with respect to translations, business communication and creative writing are enhanced and tested from time to time.

- SEC A1 comprises of translation studies while SEC A2 stresses on Business communications. Students must opt for any one course which will be examined along with the core papers in third semester. SEC A1 emphasizes on literal and free translations and its importance in a multi-linguistic society. SEC A2 enables students to develop skills in business communication by enabling them to write reports, letters, email, resume and meeting minutes so as to make them competent to face job-oriented challenges.
- Besides the core courses, SEC B is also a part of the fourth semester. SEC B1 introduces the students to the concepts of creative writing such as story writing, poetry writing and the procedures involved in publication. It aims to provide expertise to students with these skills so as to strengthen their creative writing aptitudes which they have been honing in their study of literature, past and present. SEC B2 acquaints students with the techniques of summarising and paraphrasing which would help them if they want to peruse copyediting jobs in the future. Last but not the least, it should be mentioned that SEC B (for the BA General students) focuses on spoken English so as to coach them efficiently not only in writing skills but also in their verbal communication.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

The AECC or Ability Enhancement Compulsory Course is a compulsory course that students have to take during the first semester of undergraduate studies. The AECC is further subdivided into AECC 1, which comprises of English lessons, and AECC 2 which deals with topics related to Environmental Studies. In AECC 1, students' grammatical skills are tested with exercises such as Correction of Sentences; Transformation of Simple, Complex and Compound sentences; Degrees of Comparison; Interrogative and Assertive sentences; Affirmative and Negative Sentences. Exercises on the identification of true and false statements in a given passage are also incorporated within the framework of the course. There are internal tests of 10 marks, while 10 marks are also allocated on attendance. An end-of the-semester test of 80 marks on Multiple-Choice Questions is also taken. The AECC 1 is designed to further develop and enhance upon the grammatical skills that students have already acquired during their high school days. The course attempts to hone the students' ability to write and communicate in English, equipping them with the confidence to tackle everyday tasks where the usage of the English language is involved. The focus of this course is on Communicative English, as it introduces students to the theory, fundamentals and tools of communication to help enhance the skill-sets necessary to be productive in the job market.

LANGUAGE CORE COURSE (LCC)

The language core course (LCC) syllabus, taught to the General students, is divided into four parts, each scheduled for one semester.

- For semester III {LCC (L1)-1}, the focus is kept on learning language and communication skills and on understanding the differences between formal and informal language. Aiming at this, personal and business letter writing, report writing, e-mail writing are taught, along with transformations from American to British English and vice versa. This part of the syllabus helps them sharpen their skills in official and personal activities that include use of the English Language. Letter writing, report writing and e-mail writing carry 15 marks each, while correction and transformation carry 10 marks each in the examination.
- For semester V {LCC (L1)-2}, the focus is kept on learning plain and figurative language, language of poetry with reference to some selected poems that include William Wordsworth's

“Three Years she grew”, Lord Tennyson’s “Break, Break, Break” etc. This part of the syllabus is designed to encourage creative writing skills in students. Story writing, Travelogue writing and identifying figure of speech carry 10 marks each, two questions from poetry carry 15 marks each, while writing advertisement matters carry 5 marks.

- For semester IV {LCC(L2)-1}, the Alternative English syllabus focuses on language, society and personality and includes “The Idea of India” by Shashi Tharoor, “Roots” by Ismat Chughtai, “Makers of Indian Literature” by Sisir Kumar Ghosh among some other texts. This part of the syllabus aims at identifying the nature and uniqueness of Indian English writing.
- .For semester VI {LCC(L2)-2}, the Alternative English syllabus focuses on language, creativity and analysis. The syllabus includes R.K. Narayan’s “Out of Business”, Bhisham Sahni’s “The Boss came to dinner”, Purushottam Lal’s “life” among some other prose and poetry pieces.



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Department of Geography

Learning Outcomes of CBSC Syllabus for UG commences in Geography

Geography is a good choice for those students who are inclined to science, but not to pure science, as this discipline is a mixture of physical elements and human elements. It is concerned with the Earth's physical aspects like atmosphere, topography, in a broad sense and how humans affect those things and in turn are affected by them. The word Geography originates from the Greek words "Geo or Gaea" both meaning "Earth", and "graphein" meaning "to describe" or "to map". Hence, it can be inferred that Geography is the science of the earth i.e., the study of the surface of the earth, the location and distribution of its physical and cultural features, the aerial outlines of places, and also the interrelation of these features as they influence human population.

With a degree in Geography, students are trained in data collection, analysis, presentation, problem identification and evaluation, report production and presentation, etc. Due to the vast scope of geography, the subject delves into several different aspects like environment management, geographic information systems, meteorology, urban planning, teaching, and research.

The Under Graduate Syllabus of Calcutta University has been arranged in such a fascinating way that it has become a perfect blend among classroom, laboratory-based learning and field-based learning.

Semester		Topic	Learning Outcome
1	CC - 1 & 2		
	01-Theory	Geotectonics and Geomorphology	The role of geomorphology in the physical geography studies and its application research activities. Geomorphology deal with land form as subject of study and stressed on relief, processes, materials (lithology and its structure), and chronology has important role in the physical geography. In the research activities geomorphology can be used as the basic framework to determine sample areas, and also can be used as the framework to land resources evaluation with landform units as land mapping units or evaluation units. Cartography - Geographers who specialize in this sub-category of geography make maps, charts, globes, and models
	01-Practical	Geotectonics and Geomorphology	
	02-Theory	Cartographic Techniques	
	02-Practical	Cartographic Techniques	
2	CC - 3 & 4		
	03-Theory	Human Geography	Geographers are the professionals called upon to study the multifaceted relationships between human activity and natural systems. In particular, geographers study either human geography or physical geography. Human geography is a discipline that links together the social sciences and the natural sciences, with geographers often studying how people interact with the environment. A Thematic Mapping is a type of map specifically designed to show a particular theme connected ... Section of a Street/City map from a Geographers' A-Z Map
	03-Practical	Human Geography	
	04-Theory	Thematic Mapping and Surveying	
	04-Practical	Thematic Mapping and Surveying	

			Survey - Geographers can specialize in surveying, either by joining the Survey of India or state survey Departments or private organizations. Surveyors map the surface of the earth through mathematical observations and field work. This is one of many geography jobs in India.
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3	CC - 5,6 & 7		
	05-Theory	Climatology	Climate Change Analysis - As a professional in this field, geographers are required to analyse scientific data and conduct research concerning climate and climate change and make predictions regarding the future of Earth's climate and weather. Hydrographer. Researcher. Statistical Analyst.
	05-Practical	Climatology	
	06-Theory	Hydrology and Oceanography	
	06-Practical	Hydrology and Oceanography	
	07-Theory	Statistical Methods in Geography	
	07-Practical	Statistical Methods in Geography	
	SEC - A - 3		
	01-Theory	Coastal Management	Coastal flooding and other aspects of coasts analysis.
02-Theory	Tourism Management	Strong knowledge on World Geography and culture. Prior experience in the Tourism Industry preferred or else genuine interest in it as a career.	

4	CC - 8,9 & 10		
	08-Theory	Economic Geography	Economic Geography you will learn to understand these region-specific socio-economic development paths. We focus on the actions of people and firms and how they govern regional economic development.
	08-Practical	Economic Geography	
	09-Theory	Regional Planning and Development	Regional Planning - The specialization is concerned with planning, housing, and development projects with respect to their location and utilization of available land-space. There are degree courses available in this stream.
	09-Practical	Regional Planning and Development	
	10-Theory	Soil and Bio-Geography	
	10-Practical	Soil and Bio-Geography	Biogeographers study the nature and use of areas of the Earth's surface, relating and interpreting interactions of physical and cultural ...
	SEC - B - 4		
	03-Theory	Rural Management	Rural management is the study of planning, organising, directing, and controlling of rural area, co-operatives, agribusiness and allied fields. It merges the knowledge of management studies and applying it in the rural context.
04-Theory	Sustainable Management	Geographers have had an established role in emergency management, as they work to prevent and manage disasters by ensuring sustainable regional development. This interdisciplinary field may include work in disaster response, environmental management, city and county planning, and community development.	

5	CC - 11 & 12		
	11-Theory	Research Methodology and Field Work	Geographical research is increasingly based on secondary data, but most Applications of field work to geographical problems. The value, quality and validity of the research, however, are a function of the research design and provide huge scope for researchers.
	11-Practical	Research Methodology and Field Work	
	12-Theory	Remote Sensing GIS and GNSS	
	12-Practical	Remote Sensing GIS and GNSS	Geographical information systems officer Geographical information systems officer If, as well as the environment, you're interested in working with data, analytics and computer systems, then this role might suit you. Geographic information systems (GIS) are computerized systems used for the collection, storage, analysis, management and presentation of complicated geographical information, for example radar. Geographical information systems officers carry out the gathering and examination of geographical data generated by GIS. The data can be applied in a variety of areas, such as defense, meteorology, oil, gas, telecommunications and transportation, to make decisions which benefit the environment. Remote sensing is the art and science of making measurements of the earth using sensors on airplanes or satellites. These sensors collect data in the form of images and provide specialized capabilities for manipulating, analyzing, and visualizing those images. Remote Sensing - Studies of quickly changing phenomena such as floods, draught and forest fires, etc. Remote sensing satellites provide a variety of information about the earth's surface For entry into this role, you may find it useful to have previously studied GIS and Remote Sensing as a module during your degree, and many employers also highly value a relevant postgraduate degree and/or work experience.
	GEO - A - DSE - A - 5		
	01-Theory	Fluvial Geomorphology	Design, analysis and modeling of hydraulic and hydrologic systems, environmental studies, sediment and to analyse fluvial geomorphology processes are the works of Fluvial Geomorphologist Climate Change Analysis - As a professional in this field, geographers are required to analyse scientific data and conduct research concerning climate and climate change and make prediction regarding the future of Earth's climate and weather.
	01-Practical	Fluvial Geomorphology	
	02-Theory	Climate Change, Vulnerability and Adaptabilities	
	02-Practical	Climate Change, Vulnerability and Adaptabilities	
	GEO - A - DSE - B - 5		
	05-Theory	Cultural and Settlement Geography	Learn how culture and identity play a role in the liveability of cities and wellbeing. Learn to support social cohesion, resilience and adaptive power of communities and people with International perspective Traditionally, it belongs to cultural geography and is divided into the geography of urban settlements (cities and towns) and
	05-Practical	Cultural and Settlement Geography	
	06-Theory	Social Geography	
	06-Practical	Social Geography	

			rural settlements (e.g. villages and hamlets). Thereby, settlements are mostly seen as elements of the cultural landscape that developed over ti
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6	CC - 13 & 14			
	13-Theory	Evolution of Geographical Thought	<p>Geographical thought" as commonly understood in the discipline of geography encompasses the development of geographic knowledge in particular places, times, and contexts. Accordingly, it has traditionally been and continues to be primarily approached from a historical perspective.</p> <p>Management Geographers in emergency management focus on hazard as a field of study. Geographers in emergency management often study natural hazards and a full range of geological and atmospheric agents, including:</p> <p>Global warming Earthquakes Coastal flooding Drought Hurricanes Geographers in emergency management also often study technological hazards, as well, such as nuclear accidents and the location of hazardous waste facilities.</p>	
	13-Practical	Evolution of Geographical Thought		
	14-Theory	Hazard Management		
	14-Practical	Hazard Management		
	GEO - A - DSE - A - 6			
	03-Theory	Environmental Issues in Geography	<p>Environmental consultant Environmental consultant Environmental consultants work to ensure that their commercial or government clients comply with regulations, and address a variety of environmental issues. This is a varied role, typically focusing on identifying whether an area of land, air or water is polluted, and what the impact would be, by means of desk-based research and field work. Environmental consultancy offers the opportunity for a structured career path with the potential to specialize in an area of interest. Work experience would be very beneficial for entry in this role, with potential employers including water-related organizations and the government.</p> <p>Resource geography may thus be defined as the study of the distribution and characteristics of resources, which distinguish one region from another, with interest focused on utilization, evaluation, conservation and management of resources in relation to environment.</p>	
	03-Practical	Environmental Issues in Geography		
	04-Theory	Resource Geography		
	04-Practical	Resource Geography		
	GEO - A - DSE - B - 6			
	07-Theory	Urban Geography	<p>Urban and Town Planning - Town planners are employed by public and private organizations engaged in urban planning and design and by NGOs involved in rural development projects. Many universities offer diploma courses in the specialized field of town planning.</p>	
	07-Practical	Urban Geography		
	08-Theory	Geography of India		
	08-Practical	Geography of India		

Apart from the above mentioned learning outcomes and career facilities A Geographer have other scopes which are as followed:

Teacher/lecturer/ Professor

You may also like to pass on your geography skills and knowledge to the next generation as a geography teacher in a secondary school, college or further education institution. Like other teaching roles, this will usually require completion of a specialized teaching qualification and/or specialized study at master's or PhD level. You'll need excellent communication skills, creativity and commitment to your subject. You'll also need to keep up to date with new developments in geography and perhaps arrange field trips as a practical learning method.

Conservation officer Conservation officer

If you are passionate about the environment and want to encourage others to appreciate and safeguard the natural world, you might like to become a conservation officer. In this career you will work to protect a natural environment and raise awareness of the ways in which the local community can enjoy its settings without having a negative impact. Similarly, a sustainable development officer would promote their particular employer's sustainability practices in the local area. To increase your chances of pursuing this career, it is essential to gain some relevant work experience, through paid or voluntary work, and a master's degree in sustainable development may be useful.

Recycling officer

Continuing with the theme of sustainability in careers in geography, recycling officers aim to reduce waste by promoting recycling in their local area. They plan and develop environmental and waste reduction policies and schemes. Your employer could be a local authority/government, recycling contractor or environmental charity. In this career you will need strong communication and planning skills, as well as an understanding of current recycling practices, emerging technologies and future trends.

Landscape architect

If you have a creative side which you're keen to explore whilst still protecting the environment, then this role could be for you. Landscape architects create, design and manage the open spaces around us to ensure that they are not only aesthetically pleasing, but also safe and sustainable. To become a landscape architect, you will need to complete an accredited postgraduate degree in the subject.

Geographers are the professionals called upon to study the multifaceted relationships between human activity and natural systems. In particular, geographers study either human geography or physical geography. Human geography is a discipline that links together the social sciences and the natural sciences, with geographers often studying how people interact with the environment.

If none of the above geography careers are appealing to you, there are still plenty of options available. The skills you've gained during your degree would also be useful for careers in a wide range of other industries, from commerce and the public sector, to transport and tourism. During times of crisis, geographers obtain and analyze information from any number of sources and technologies as to be able to make the most effective decisions.



Maheshtala College

**Budge Budge Trunk Road, Maheshtala, Kolkata-700141
West Bengal, India**

Department of History

- ❖ School Teacher
- ❖ Professor in College and University
- ❖ Researcher
- ❖ Government service
- ❖ Heritage manager.
- ❖ Historic buildings inspector or officer.
- ❖ Tourist guide.
- ❖ Museum or gallery exhibitions officer.

PRESENT STUDENT STRENGTH: HONOURS: 16, GENERAL: 310

PREVIOUS RESULTS: 1ST SEMESTER:

Total Students	Appeared	Above 50%	Above 60%	Above 70%
16	15	5	3	1

DEPARTMENTAL ACTIVITIES:

- Parent-Teachers' meeting was organized on 10/10/2018
- Student's counseling was held on CBCS system of education.
- Film show on the historical topic 'Mahenjodaro' on 04/10/2018 at room no 17
- Students' seminar was held on 'the woman empowerment in ancient India' was held on 31/08/2018
- Departmental wall magazine was published on 20/09/2018

CBCS SYLLABUS:

DEPARTMENTAL BOOKS LIST:

FACILITIES:

- Classes through power point presentation online portal for guidance and questions- answers, for career guidance (even for the ex-students).
- library hours
- Departmental library
- Remedial Classes
- Seminars/ Conferences/ Workshops organized
- Inter-disciplinary classes.
- The department monitors overall
- performance of students through regular assessment such as periodic class tests, annual examination, special lectures and tutorials and remedial classes are assigned for feedback to the weaker students.

MODULE WISE SYLLABUS:

LESSON PLAN FOR
SEMESTER-1
PAPER-CC-1, HONOURS 2019

Name of the Teacher	Paper	Unit	Module	No. of Class
A.R.	CC-I	I	Reconstructing Ancient Indian History: a) Early Indian notions of History b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions)	20
AS	CC-I	II	Hunter-gatherers and the advent of food products a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments. b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art. c) Neolithic and Chalcolithic cultures : distribution and subsistence pattern	20
PP	CC-I	III	The Harappan civilization: Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.	30
A.R	CC-I	IV	Cultures in transition	20

			Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem. a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE) c) Tamilakam (circa 300 BCE to circa CE 300)	
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LESSON PLAN FOR
SEMESTER-1
PAPER-CC-II, HONOURS 2019

Name of the Teacher	Paper	Unit	Module	No. of Class
K.R.S.	CC-II	I	Evolution of human kind: Palaeolithic and Mesolithic cultures – Role of kinship social Institutions in the development of early societies.	15
AR	CC-II	II	Food production: beginnings of agriculture and animal husbandry.	10
AS	CC-II	III	Bronze Age civilizations, with reference to any one of the following : i) Egypt (Old Kingdom); ii) China (Shang), economy, social stratification, state structure, religion.	20
A.R	CC-II	IV	Nomadic groups in Central and West Asia ; Debate on the advent of iron and its Implications.	15
	CC-II	V	Slave society in ancient Greece: agrarian economy, urbanization, trade.	15
	CC-II	VI	Polis in ancient Greece: Athens and Sparta; Greek culture.	15

LESSON PLAN FOR
SEMESTER-1
PAPER-CC & GE-1, GENERAL 2019

Name of the Teacher	Paper	Unit	Module	No. of Class
P.P.	CC& GE-I	I	Sources & Interpretation	5
P.P.	CC& GE-I	II	A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.	10
P.P.	CC& GE-I	III	Harappan Civilization: Origin, Extent, dominant features & decline, Chalcolithic age.	10
A.S.	CC& GE-I	IV	The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW	10

			&Megaliths.	
A.R.	CC& GE-I	V	Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success	10
A.S.	CC& GE-I	VI	Iranian and Macedonian Invasions, Alexander's Invasion and impact	5
A.R.	CC& GE-I	VII	Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions	5
A.S.	CC& GE-I	VIII	The Satavahanas Phase: Aspects of Political History, Material Culture, Administration, Religion	5
A.S.	CC& GE-I	IX	Emergence and Growth of Mauryan Empire; State Administration, Economy, Ashoka's Dhamma, Art &Architecture	10
AS	CC& GE-I	X	The Satvahana Phase: Aspects of Political History, Administration, Material Culture, & Religion	5
K.R.S	CC& GE-I	XI	The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil Language	5
K.R.S	CC& GE-I	XII	The age of the Indo-Greeks, Shakas: Parthians & Kushanas: Aspects of Polity, Society, Religion, Arts &Crafts, Coins, Commerce and Towns.	10

LESSON PLAN FOR
SEMESTER-II
PAPER-CC-III, HONOURS 2018-2019

Name of the Teacher	Paper	Unit	Module	No. of Class
A.R.	CC-3	I	I. Economy and Society (circa 300 BCE to circa CE 300) a)Expansion of agrarian economy : production relations b)Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage c)Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.	15
AS	CC-3	II	II. Changing political formations (circa 300 BCE to circa CE 300) : a)The Mauryan Empire b)Post-Mauryan Poliities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas	20
PP	CC-3	III	III. Towards early medieval India (circa CE fourth century to CE 750): a) Agrarian expansion: land grants, changing production	30

			relations; graded land rights and peasantry. b)The problem of urban decline: patterns of trade, currency, and urban settlements. c)Varna, proliferation of Jatis: changing norms of marriage and property d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, and Vardhanas.	
A.R	CC-3	IV	IV. Religion, philosophy and society (circa 300 BCE – CE 750) a)Consolidation of the Brahmanical tradition : dharma, Varnashram, Purushastras, Samskaras. b)Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. c) The beginnings of Tantricism.	15
A.S.	CC-3	V	V. Cultural developments (circa 300 BCE to circa CE 750): a)A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises. b)Art and architecture and forms and patronage; Mauryan , Post-Mauryan, Gupta , Post-Gupta 3.4 Crafts and guilds 3.4 Indian and oceanic trade: a broad overview of trade linkages and commodities	10

DEPARTMENT OF HISTORY,
MAHESHTALA COLLEGE
LESSON PLAN FOR SEMESTER-II
PAPER-CC-IV, HONOURS 2018-2019

Name of the Teacher	Paper	Unit	Module	No. of Class
K.R.S.	CC-4	I	III. Crisis of the Roman Empire and its principal causes : Historiography	15
AS	CC-4	II	IV. Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance 12 th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanisation, Rise of University, Medieval art and architecture,	45
PP	CC-4	III	V. The feudal crisis and its origins: Historiography	15
A.R	CC-4	IV	VI. Judaism and Christianity under Islam	15

LESSON PLAN FOR
SEMESTER-II
PAPER-CC & GE-II, GENERAL, 2018-2019

Name of the Teacher	Paper	Unit	Module	No. of Class
P.P.	GE-2	I	I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.	15
A.S.	GE-2	II	II. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda	10
A.S.	GE-2	III	III. South India: Polity, Society, Economy & Culture	10
A.R.	GE-2	IV	IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas.	15
A.S.	GE-2	V	V. Evolution of Political structures of Rashtakutas, Pala & Pratiharas.	10
A.R.	GE-2	VI	VI. Emergence of Rajput States in Northern India: Polity, Economy & Society.	10
P.P.	GE-2	VII	VII. Arabs in Sindh: Polity, Religion & Society.	10
A.S.	GE-2	VIII	VIII. Struggle for power in Northern India & establishment of Sultanate.	10

SAMPLE MODEL QUESTION:

FUTURE PLAN:

Creating of more whole time teaching posts.

To organize more workshops & seminars.

More research publication & research activity

Educational tour to enhance and develop knowledge



Maheshtala College

**Budge Budge Trunk Road, Maheshtala, Kolkata-700141
West Bengal, India**

Department of Journalism

Department of Journalism and Mass Communication
Maheshtala College, Kolkata

B.A. General, Journalism

Program Outcome

The B.A. General Course in Journalism and Mass Communication, under CBC System of Education at Maheshtala College, under University of Calcutta, is designed to provide overall knowledge about Journalism and Mass Communication to the students. While the emphasis of the course is on the subject related papers, still the course intends to introduce students to various practical experiences of mass media. Students learn how contents are generated and used in different platforms and digitized environments of media industries. They also trained about the new media techniques in order to understand the processes of production, distribution, marketing and consumption.

The syllabus and curriculum provides students with the means to investigate and learn a range of working involving activities from creative production and creation to promotion, marketing and networking. The primary and foremost goal of the course is to train the students in such a way so that they can acquire knowledge, skills and leadership quality to contribute in different trades and crafts of all forms of media. The course provides a comprehensive knowledge and skillset, so that student could get employed in the field of Print, Electronic and Digital media as well as into academics sectors.

Program Specific Outcomes

1. Reporting on stories in an accurate, detailed, balanced, professional and timely manner.
2. Apply production skills in preparation, creation and distribution of content for the designated news media/channels/platforms.
3. Apply computer and technical skills to handle production and research functions in journalism with capacity to change with volatile market.
4. Strategies for personal and professional development.
5. Create research-driven communication campaigns that accomplish organizational goals.

Course Outcome

Semester I - JORG GE1: Basics of Journalism

Course Outcome: After the completion of the course the students will able to learn –

1. Can draw a line of difference between hard news and soft news.
2. Will be able to write news, reports, news analysis etc.
3. can make a story newsworthy
4. will play their roles as copy editors and reporters
5. will prepare newspaper pages on Adobe InDesign
6. Will understand the roles and duties of Media Personnel

Semester II – JORG GE2: Media Management

Course Outcome: Upon completion of the course the students will able to learn –

1. Understand micro and macroeconomics media Industry
2. Explain operation of media business and its managerial aspects
3. Fore see the future challenges in emerging media platforms and importance of technological developments
4. Understand significance of marketing, its concept, scope and new trends.

Semester III – JORG GE3: Advertising and Public Relations

Course Outcome: Upon completion of the course the students will able to learn –

1. Define advertising and brand and functions of advertising
2. Describe various elements of an advertisement
3. Utilize knowledge gained to plan and design advertisement campaign
4. Describe role and importance of PR agency
5. Describe the functions of PR agency
6. Utilize knowledge gained in planning and designing a public relations campaign

Semester IV– JORG GE4: Press Laws and Indian Constitution

Course Outcome: Upon completion of the course the students will able to learn –

1. Understand and explain freedom of press as per article 19(1) of the Indian constitution and reasonable restrictions in freedom of press
2. Understand the need and importance of various media laws in India
3. Utilize knowledge gained in coverage of judicial proceedings, parliament and state legislature

Semester V– JORG GE5: Film Studies

Course Outcome: Upon completion of the course the students will able to learn –

1. Develop a passion for films through understand the language of cinema, film narrative and the history of cinema
2. Became film professionals with an aesthetic understanding of film production
3. Equipped to approach and appreciate cinema in an academic way

Semester VI– JORG GE6: Broadcasting Media

Course Outcome: Upon completion of the course the students will able to learn –

1. The basics of Radio as a device and as a medium and differentiate between a public and a private broadcaster
2. The technicalities and esthetics of radio program and news presentation and production
3. The latest technologies and recent trends in Radio Programming and Presentation
4. To practice and learn the art of TV News reporting, the basic skills and requirement for a TV Journalist
5. How to cope up with the pressure within the organization and the outside the world and to maintain a balance with the market forces

Semester III/V– JORG SEC A: Journalistic Writing, Newspaper Designing, Film Appreciation, Print Advertising (Any One)

Course Outcome: Upon completion of the course the students will able to learn –

1. Journalistic Writing
 - a. Can write Hard News and Soft News
 - b. Can Write Features and understand the difference
 - c. Can write Editorials
2. Newspaper Designing
 - a. Will understand the importance of first page and other pages
 - b. Will be able to design tabloids
 - c. Will be able to understand importance and functions of Designing Softwares
3. Film Appreciation:
 - a. Be exposed to World Cinema
 - b. Know the history of Indian Cinema
 - c. Develop an understanding of Socio-politico-cultural contexts of film content
 - d. Develop an understanding of metaphors, symbols and under lying themes

- e. Be able to write critical reviews of movies
4. Print Advertising:
- a. Will be able to create a solus using Adobe Photoshop and related applications
 - b. Will be able to create Display Ads
 - c. Will understand the difference between Display and Classified Ads

Semester III/V– JORG SEC B: Documentary Script Writing, Radio TV Script Writing, Anchoring, Media Presentation (Any One)

Course Outcome: Upon completion of the course the students will able to learn –

1. Create Documentary Script
2. Create Radio Program Script/ Media Sheet
3. Create a video of Anchoring a program
4. Make a Power Point Presentation on any given topic



Maheshtala College

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West Bengal, India**

Department of Sanskrit

University of Calcutta
CBCS Syllabus
B.A. (Honours) Sanskrit
Programme Outcome

Semester-1

CC-1: Students will be aware of the Classical Sanskrit Literature based on poetry (selected portion) and they also can achieve general ideas of the origin and development of Sanskrit Mahakavyas and Gitikavyas.

CC-2: Students will be able to get knowledge about Vedic literature through the brief introduction of Saṃhita, Brahmaṇa, Aranyaka, Upaniṣad and Vedaṅga. They will also be familiar with different aspects of two famous Indian epics i.e. Ramayaṇa, Mahabharata and also Puraṇas. They will acquire general introduction of Vyakaraṇa, Darśana and Sahityaśāstra.

Semester-2

CC-3: Students will be familiar with the Classical Sanskrit Literature based on prose (selected portion). They would also be introduced to the Origin and Development of prose, important prose romances and fables.

CC-4: Students will be able to acquire knowledge of the different theories of Bhagavadgita.
Semester-3

CC-5: Students will be aware of the Classical Sanskrit Literature based on Drama (selected portion).

CC-6: Students will be introduced to Sanskrit poetics, forms of Kavya-Literature, Sabda-śakti and Rasa-sutra, Figures of speech and Meter.

CC-7: Students would be introduced to different aspects of Ancient Indian society i.e. Nature and Concepts of Indian Social institutions, Structure of Society and Values of Life, Origin and Development of Indian polity, Cardinal Theories and Thinkers of Indian Polity.

SEC-A: Students would be able to develop their writing skill in Sanskrit through translation, comprehension and writing of paragraph, letter, essay.

Semester-4

CC-8: Students will gather knowledge of Indian Epigraphy, Palaeography and Chronology.

CC-9: Modern Sanskrit Literature would be introduced to students through Mahakavya, Charitakavya, Gadya and Rupaka (Selected portions).

CC-10: Sanskrit World Literature would be introduced to students through following topics i.e. Sanskrit Studies in West, Sanskrit Studies in East, Sanskrit fables in World literature, Ramayana and Mahabharata in South Eastern Asia, Kalidasa in the West, Sanskrit studies across the world.

SEC-B

Semester-5

CC-11: Students will be introduced to Vedic literature through selected portions from R̥gveda, Yajurveda, Atharvaveda, Vedic Grammar, Brahmana and upaniṣad.

CC-12: Students will be introduced to Sanskrit Grammar through some selected topics i.e. Technical terms, Karaka, Samasa and Philology.

DSE- 1: Darsana (Selected topics).

DSE-2: Kavya (Selected topics).

Semester-6

CC-13: Students will be introduced to Essentials of Indian Philosophy, Ontology (Based on Tarkasaṃgrahaḥ), Epistemology (Based on Tarkasaṃgrahaḥ),

CC-14: Students could be able to develop their Sanskrit Composition & Communication skill.

DSE-3: vyākaraṇa (Selected topics).

DSE-4: Veda (Selected topics).

University of Calcutta CBCS Syllabus B.A. (General) Sanskrit Programme Outcome

Semester-1

CC-A-1: Students will be aware of the Classical Sanskrit Literature based on poetry (selected portion) and they also can achieve general ideas of the origin and development of Sanskrit Mahakavyas and Gitikavyas.

Semester-2

CC-A-2: Students will be familiar with the Classical Sanskrit Literature based on prose (selected portion). They would also be introduced to the Origin and Development of prose, important prose romances and fables.

Semester-3

CC-A-3: Students will be aware of the Classical Sanskrit Literature based on Drama (selected portion).

SEC-A-1: Students would be able to develop their writing skill in Sanskrit through translation, comprehension and writing of paragraph, letter, essay.

Semester-4

CC-A-4: Students will be introduced to Sanskrit Grammar through some selected topics i.e. Technical terms and vibhaktyartha prakarana.

SEC-B-1: Students would be able to develop their spoken skill of Sanskrit language and basic knowledge on computer .

Semester-5

DSE- 1 : This paper will help to increase their knowledge about philosophy, religion and culture in Sanskrit tradition.

DSE- 2 : : Students will gather knowledge of Veda, Upanisad and Gita.

Semester-6

DSE-3 : Students will be introduced to Sanskrit poetics..

DSE- 4 : Topic of this paper is Nation and nationalism.

SEC-B-2: Yogasutra of Patanjali will be discussed in this paper.



Maheshtala College

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West Bengal, India**

Department of Computer Science

Learning outcomes of CBCS Syllabus for UG in Computer Science (Hons.)

Today, the world is shrinking as it is becoming more and more digital, the scope of computer science is rising. Students want to learn computer science need to learn design, implementation and management of both software and hardware processes. The new CBCS syllabus of Computer Science of University of Calcutta is very rich that emphasis on the basic key elements of computer programming using C, Java, as well as networking, multimedia and also hardware part – electronics, architecture, microprocessor, digital circuits.

Semester – I

	Topic	Learning Outcome
CC – 1 Theory	Digital Logic	Gives the basic concepts on Computer fundamentals, number systems, Boolean algebra. The learners are also familiar with combinational and sequential circuits which are the building blocks of digital system.
CC – 1 Practical	Digital Circuits	
CC – 2 Theory	Programming Fundamentals using C	C is one of the basic programming language used in computer science. This section gives a basic and clear idea on C language.
CC – 2 Practical	Programming with C	Learners can achieve problem solving capability using C Language.

Semester – II

	Topic	Learning Outcome
CC – 3 Theory	Data Structure	Concepts will grow on data types, array, pointers, linked lists, sorting and searching techniques, tree etc. Learners will solve problems using C Language, which will enrich their knowledge on programming.
CC – 3 Practical	Data Structure using C	
CC – 4 Theory	Basic Electronic Devices and Circuits	Learners will achieve basic concepts on electronic devices, such as semiconductor devices, diode, triode, transistors, SCR, DIAC, TRIAC, FET, JFET, MOSFET, OP-AMP, Timer etc.
CC – 4 Practical	Basic Electronics Devices and Circuits Lab.	

Semester – III

	Topic	Learning Outcome
CC – 5 Theory	Computer Organization & Architecture	Overall idea on internal structure of Computer System. Sound knowledge on Micro-operation, CPU organization, Control Unit, CPU Registers, CISC & RISC Processors, Memory, Peripherals.
CC – 5 Practical	Computer Organization Lab.	
CC – 6 Theory	Computational Mathematics	Computational Mathematics play important role in Computer Science. This section gives knowledge on Set, Functions, Probability, Recurrences, Numerical methods, Graph Theory. Lab work to be done using C language.
CC – 6 Practical	Computational Mathematics Lab	
CC – 7 Theory	Operating Systems	Learners will achieve knowledge on basic operating system functions, types of operating systems, how jobs are processed, deadlock managed, memory, file are managed, security is maintained etc.
CC – 7 Practical	Operating Systems Lab	
Skill Enhancement Course (SEC – A)		
Candidate has to opt any one from the under mentioned courses		
SEC-A-1 Theory	Computer Graphics	Theoretical concepts on Graphics Devices, Geometrical shapes formation algorithms, Transformations, Clipping, Projection, Animations.
SEC-A-2 Theory	IoT (Internet of Things)	Knowledge on basic design, Characteristics, Models, Design, Functional Blocks, IoT network, IoT physical Server, IoT Analytics, Applications, Development.

Semester – IV

	Topic	Learning Outcome
CC – 8 Theory	Data Communication, Networking and Internet Technology.	Concept will grow on networking model, structure, hardware, layers, transmission, bandwidth, switching and other networking devices. Learn to handle networking cables, connectors, hubs, switches; LAN installation & configuration; Web page designing by HTML.
CC – 8 Practical	Computer Networking and Web Design Lab.	
CC – 9 Theory	Introduction to Algorithm & its Application.	Concepts on Algorithm, analysis, design, representation, classification of problems.
CC – 9 Practical	Algorithms Lab.	In lab, learners will solve different algorithms using C.
CC – 10 Theory	Microprocessor and its Applications.	Basic concepts on 8085, 8086 microprocessor architecture, interfacing memory and peripheral devices, delays, different applications, analog to digital conversions.
CC – 10 Practical	Programming with microprocessor 8085.	In lab, assembly language programs are solved using 8085 microprocessor kit.
Skill Enhancement Course (SEC-B) Candidate has to opt any one from the under mentioned courses		
SEC–B–1 Theory	Information Security.	Basic concepts, security architecture, cryptography, finite field and number theory, Hash functions and digital signatures, Firewalls.
SEC–B–2 Theory	E-Commerce.	Technical components, functions, scope, applications, internet security, internet marketing, data exchange.

Semester – V

	Topic	Learning Outcome
CC – 11 Theory	Database Management System (DBMS).	Knowledge on ER model, relational model, constraints, database design, record storage, file organization.
CC – 11 Practical	RDBMS lab using My SQL & PHP.	Practical knowledge of database handling using My SQL & PHP.
CC – 12 Theory	Object Oriented Programming (OOPs).	Concepts, overview, principles, inheritance, interfaces, packages, enumerations, metadata, exception handling, threading, networking and database connectivity.
CC – 12 Practical	OOPs lab using JAVA.	Hands on working with JAVA applets in Lab.
Discipline Specific Elective Course – DSE-A (1&2) and DSE-B (1&2), Candidate has to opt one course from DSE-A and one course from DSE-B		
DSE-A-1 Theory	Digital Image Processing.	Introduction, Spatial Domain, Thresholding, Image Segmentation,
DSE-A-1 Practical	Image Processing Lab.	Assignments on Different Image Processing Functions based on Open CV & Python/Scilab.
DSE-A-2 Theory	Data Mining & its Application.	Introduction, classification & prediction, Data Warehousing.
DSE-A-2 Practical	Data Mining Lab.	Data mining using PYTHON/C.
DSE-B-1 Theory	Operation Research (O.R.)	Introduction, LPP, Simplex, Duality, Transportation, Assignment, Game theory, network scheduling.
DSE-B-1 Practical	Operation Research Lab.	Lab sessions related to Simplex Method, Transportation and assignment problem using C.
DSE-B-2 Theory	Programming using Python.	Intro, strings, lists, tuples, conditionals, iterators & generators, functions, file handling, exception handling, unordered data types.
DSE-B-2 Practical	Programming in Python Lab.	

Semester – VI

	Topic	Learning Outcome
CC – 13 Theory	Software Engineering.	Introduction, software life cycle, requirement, analysis, testing, quality assurances.
CC – 14 Theory	Theory of Computation.	Finite Automata, Formal Languages & Grammar, Regular expression, Turing machine.
CC – 14 Practical	Project Work.	Project done on any relevant topic, so that, learners can gather knowledge on how live projects are done.
Discipline Specific Elective Course – DSE-A (3&4) and DSE-B (3&4) Candidate has to opt one course from DSE-A & one course from DSE-B		
DSE-A-3 Theory	Embedded Systems.	Introduction to 8051, assembly language programming, embedded system programming, programmable logic devices, hardware description language.
DSE-A-3 Practical	Embedded Systems Lab.	
DSE-A-4 Theory	Multimedia and its Application.	Introduction, uses, making, images, sound, video, animations, multi-modal communications.
DSE-A-4 Practical	Multimedia and its Application Lab.	Simple practical problems.
DSE-B-3 Theory	Introduction to Computational Intelligence.	Introduction, neural network, rough sets, fuzzy logic and applications.
DSE-B-3 Practical	Computational Intelligence Lab.	Lab using Prolog/LISP.
DSE-B-4 Theory	Advance Java.	Servlet, session management, JSP, design pattern, Javascript, JQuery.
DSE-B-4 Practical	Advance Java Lab.	Writing programs in Java using Servlets, programs with session tracking, creating dynamic web pages, programs using JDBC, writing Web Service.

Career opportunities of a Computer Science student

Academic / Research.
Programmer / Software Developers.
Web Developers.
Database developers.
Mobile Application Developers.
Database Manager.
Database Analysts.
System Analysts.
Security Analysts.
Quality Analysts.
Information Technology Auditor.
Multimedia designer.
Hardware Specialists.
Robotics.
IoT.

And many new paths are opening



Maheshtala College

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West Bengal, India**

Department of Chemistry

PSO, PO, Co of Chemistry (Gen)

PROGRAMME SPECIFIC OUTCOME

Chemistry has a unique place in our pattern of understanding of the universe. It is the science of molecules.

Three year undergraduate course in chemistry(G) enriches theoretical as well as practical knowledge in laboratory. The Programme Specific Outcome(PSO) can be summed up in the following manner :

- The syllabus under CBCS curriculum in UG level for SEM- 1 to SEM -4 in chemistry (G) deals with the study of basic concept of Organic, Inorganic, and Physical chemistry.
- Organic chemistry began as a tentative attempt to understand the chemistry of life, then it becomes the chemistry of carbon compounds. It gives information about life making new molecules, not available from the molecules actually present in living beings. This creation of new molecules has given us numerous materials such as different types of plastic, new dyes, new drugs to cure diseases.
- Inorganic chemistry can be described broadly as the chemistry of “ everything else”. It includes all the remaining elements in the periodic table. It also includes carbon which plays a major role in many inorganic compounds. Organometallic chemistry is a very large and rapidly growing field, containing direct metal-carbon bonds and includes catalysis of many organic reactions. Bioinorganic chemistry bridges both inorganic and organic compounds. Environmental chemistry includes the carbon, nitrogen, and phosphorous cycle and the study of both inorganic and organic compounds.
- Physical chemistry is concerned with the study of the physical properties, structure of matter and the laws governing the chemical interaction. The key concept discussed are chemical thermodynamics, chemical kinetics. Kinetic theory of gases, phase equilibria, spectroscopy etc.

Outcome of the Course [CO]

Three- year degree course in CHEMISTRY GENERAL

- The basic concept of Organic, Inorganic and Physical chemistry are understood by the students
- Chemical formula, equation, working theory, preparation of organic compound identification of inorganic radicals as well as analytical concept, practical knowledge helps in further studies or in industrial jobs.
- Another part of CBCS curriculum involves the Skill Enhancement Elective Course and Discipline Specific Elective course. These courses teaches the knowledge of different human drugs and pharmaceuticals, pesticide chemistry etc.
- There are ample opportunities for higher studies after completion of this course and the job prospect is also excellent in industry and also in health care.
- The students are able to employ critical thinking and efficient problem solving skills in four basic areas of chemistry (Analytical, Inorganic, Organic, and Physical)

- They get an idea of the chemical properties of amino acids, cofactors, sugars and the basic principles of protein and polysaccharide structure.
- The curricula also provide a platform to a student to receive an exposure to Clinical Biochemistry, Pharmaceutical Chemistry, Pesticide Chemistry, Analytical Chemistry etc. that obviously prepare students for the future job market .



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Department of Economics

Learning Objectives and Learning Outcomes

Semester-I

Economics Core Course –I Introductory Microeconomics

Unit-I: Exploring the subject matter of Economics

Learning Objective:

- Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
- Develop the ability to explain core economic terms, concepts and theories
- It also aims to explain that human wants are unlimited but resources are scarce and how these scarce resources are allocated efficiently to meet the ends.

Learning outcomes:

On completion of this unit, students will be able to know-

- About wants, scarcity, competing end and choice
- The basic economic questions
- Difference between microeconomics and macroeconomics
- Principles of individual decision making and of economic interaction
- Concepts of trade-off, property rights, market failure and externalities
- Interdependence and gains from trade

Unit-II: Demand and Supply: How Markets Work

Learning Objective:

- This unit targets to explain the students about how markets work.
- Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

Learning Outcomes:

On completion of this unit, students will be able to know-

- Determinants of household demand and market demand, movement along and shift of the demand curve
- factors influencing supply, the supply curve, movement along and shift of the supply curve
- Determination of equilibrium price in a competitive market.
- Market Adjustment without Government (with illustrations)

Unit-III: Market and Adjustments

Learning Objective:

- This unit aims at introducing to students the concept of market and adjustment
- Analyse how markets can function automatically without any government intervention
- Learn how markets can be classified in different forms

Learning Outcomes:

On completion of this unit, students will be able to know-

- The Evolution of Market Economies, Price System and the Invisible Hand
- Different Concepts of Markets, difference among markets- competitiveness, goods and factor markets, free and controlled markets, public and private sectors, economies - free market, command and mixed.
- Public goods, Private goods, Common resources and Natural Monopolies

Unit-IV: Market Sensitivity and Elasticity

Learning Objective:

- This unit aims at introducing to students the different aspects of market sensibility and elasticity.
- Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue

Learning Outcomes:

On completion of this unit, students will be able to know-

- Importance of Elasticity in Choice-Decisions
- Method of Calculation- Arc Elasticity, Point Elasticity-definition
- Demand and supply Elasticities-types of elasticity and factors affecting elasticity
- Income and Cross Price Elasticity

Unit-V: Government Intervention

Learning Objective:

- This unit aims at introducing to students the Economic Role of Government with respect to Market
- Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods

Learning Outcomes:

On completion of this unit, students will be able to know-

- The concepts of Price Ceiling, Price Floor and Market Adjustment
- Black Market, Tax and market adjustment , Elasticity and Tax incidence
- Comparison of markets with and without government

Unit-VI: Utilitarian Approach

Learning Objective:

- This unit focuses on imparting an intuitive explanation of the Utilitarian approach to the students.
- Summarize the law of diminishing marginal utility; describe the process of utility maximization

Learning Outcomes:

On completion of this unit, students will be able to know-

- The History of Utility Theory – From Cardinal to Ordinal Approach
- The different attributes of Cardinal approach
- The different attributes of Ordinal approach; Indifference curve and its properties
- Price consumption curve, Income consumption curve and Engel curve. Price effect - Income and Substitution effect (Hicks and Slutsky), inferior goods and Giffen goods, Marshallian and compensated demand curves

Learning Objectives and Learning Outcomes

Semester- III

Economics Core Course-VII Statistical methods for Economics

Module-I: Introduction and Overview

Learning Objectives:

- This module aims at introducing the students to the basic concepts and terminologies which are required to be known for further understanding in statistics, data, population and sample.
- It also aims to introduce the understanding of how data can be represented through different graphs and tables.
- It also introduces to students the concept of frequency distribution

Learning Outcomes:

On completion of this unit, students will be able to know-

- The knowledge of key terms in statistics
- The meaning of data, its source/types (primary and secondary data)
- The knowledge of how data can be presented through line diagram, bar diagram, pie chart and through tables
- The meaning of frequency distribution and how it is constructed

Module-II: Descriptive Statistics

Learning Objectives:

- This module aims at introducing to students the preliminary analytical skills of finding a single figure which describes the entire series of observations of varying sizes and also computing the variability or inequality among data.
- This module also aims at explaining measures which determines the co-relationship between two variables.

Learning Outcomes:

On completion of this unit, students will be able to know-

- The computational knowledge of finding
- The concepts and computational knowledge of range, quartile deviation, mean deviation, standard deviation, coefficient of variation, coefficient of mean deviation, coefficient of quartile deviation, Lorenz curve and Gini coefficient.
- The definition and computation of Moments, Skewness and Kurtosis
- The meaning of correlation and regression, its properties and its computation

Module-III: Elementary Probability Theory

Learning Objectives:

- This module aims at introducing to students the concept of probability using set theory.
- To familiarize students with the four approaches to probability theory and particularly the axiomatic approach

Learning Outcomes:

On completion of this unit, students will be able to know-

- The meaning of probability and probabilistic experiment
- Use and manipulate the four axioms of probability comfortably to derive the results of other set operations.
- The meaning of conditional probability, theorem of compound probability, Bayes' theorem and its application

Module-IV: Probability Distributions

Learning Objectives:

- Providing students with a formal treatment of probability theory.
- Equipping students with essential tools for statistical analyses at the graduate level.
- Fostering understanding through real-world statistical applications.

Learning Outcomes:

On completion of this unit, students will be able to know-

- The concepts of a random variable and a probability distribution
- Difference between discrete and continuous random variables
- To compute and interpret the expected value, variance, and standard deviation for a discrete random variable
- To compute probabilities using a binomial probability distribution.
- To compute probabilities using a Poisson probability distribution.
- The difference between how probabilities are computed for discrete and continuous random variables.
- To compute probability values for a continuous uniform probability distribution and be able to compute the expected value and variance for such a distribution.
- To compute probabilities using a normal probability distribution. Understand the role of the standard normal distribution in this process
- To compute probabilities using an exponential probability distribution.

Module-V: Sampling

Learning Objectives:

- To make students understand the importance of sampling and how results from samples can be used to provide estimates of population characteristics such as the population mean, the population standard deviation and / or the population proportion.
- To introduce to students the methods of sampling and concepts of Stratified sampling and Multi-staged sampling.
- Understand what a *sampling distribution* is.
- To make students familiar with the concepts of: Standard normal, chi-square, Student's t and F distributions.

Learning Outcomes:

On completion of this unit, students will be able to know-

- The concepts of population, sample, parameter, statistic, Stratified sampling and multi-stage sampling
- Difference between SRSWR and SRSWOR
- The definitions and properties of Standard normal, chi-square, Student's t and F distributions

Module-VI: Statistical Inference

Learning Objectives:

- The course aims at providing an introduction to statistical inference and its application to predictive statistical models.
- Subsequently, the course will deal with the theory of statistical inference (point estimation, interval estimation, hypothesis testing).

Learning Outcomes:

On completion of this unit, students will be able to know-

- The concept of estimation of parameters
- Compute the problems related to point estimation
- The concepts of Testing of Hypothesis, (Large Sample Tests and small sample test)
- Solve the problems related to testing of hypothesis, (Large Sample Tests and small sample test)
- Hypothesize various advanced statistical techniques for modeling and exploring practical situations

Economics Core Course II: ECO-A-CC-1-2-TH-TU Mathematical Methods in Economics-I

[For Semester-I]

Upon successful completion of the course a student will be able to

1. Understand the connections between diagrammatic models and their mathematical structures using calculus and algebra.
2. Understand how to use game theories to solve problems.
3. Develop numerical examples to explain variety of theoretical result.
4. How to use maxima and minima concept to solve problems like cost minimization, output maximization, and profit maximization for a firm.

Economics Core Course V: ECO-A-CC-3-5-TH-TU Intermediate Microeconomics –I

[For Semester- III]

Upon successful completion of the course a student will be able to

1. How to make decisions by using marginal analysis and opportunity cost.
2. How to use supply and demand for determining changes in market equilibrium.
3. Understand the meaning of perfect competition in the market, and help us to understand how equilibrium price and output is attained in this type of market.

4. How to reach equilibrium prices and output in imperfect competition (e.g. monopoly, monopolistic competition, and oligopoly).
5. It will help us to understand the concept of market failure, how to use supply and demand concept to eliminate this types of market failure.
6. How to use comparative static analysis, producer and consumer welfare, govt. intervention by using price ceiling and price floor.
7. Understand the importance and consequences of general equilibrium and welfare economics (Pareto Optimality).

Core Course 1 (CC 1) BA/BSc (General) / Generic Elective Course I (GE -1) for BA/BSc Honours students [other than students having Economics (Honours)]/BA (General) Generic Elective Course I (GE-I) for students not having Economics as Core Course

Learning Objectives and Learning Outcomes

Semester-I Introductory Microeconomics

Module-I: Exploring the subject matter of Economics

Learning Objective:

- To make students understand; why we need to study economics?
- What are the central economic problems?
- To introduce to students the basic concepts of; property rights, rationing; opportunity sets and economic systems.

Learning outcomes:

On completion of this unit, students will be able to know-

- The need for studying economics
- The central economic problems; scarcity and choice; the question of what to produce, how to produce and how to distribute output
- The meaning of property rights, rationing; opportunity sets and economic systems.

Module-II: Supply and Demand: How Markets Work, Markets and Welfare

Learning Objective:

- To introduce to the students the basic concepts of market and competition
- This module aims to introduce to students the meaning of demand and supply in economics; how different factors effect demand and supply; laws of demand and supply.
- What causes shifts in demand/supply curves?
- To introduce to students the concept and types of elasticity of demand
- It also aims to explain the concepts of consumer surplus; producer surplus and the efficiency of the markets.

Learning outcomes:

On completion of this unit, students will be able to know-

- The meaning of market and how competition affects markets.

- The economic definition of demand and supply and the different factors affecting the demand/supply of a commodity
- The laws of demand and supply
- The reasons behind the shift in demand and supply curves
- The meaning of elasticity of demand and its different types; price elasticity, income elasticity and cross-price elasticity
- The concepts of consumer surplus; producer surplus and the efficiency of the markets.

Module-III: The Households

Learning Objective:

- This module aims at introducing to students the concept of utility
- The explanation of the two approaches to measure utility
- To help students understand the meaning of diminishing marginal utility
- To help students understand the concept of indifference curve and its properties
- To help understand the concepts of price consumption curve and the income consumption curve, income and substitution effects
- To help students know how demand curve can be derived from price consumption curve

Learning outcomes:

On completion of this unit, students will be able to know-

- The meaning of utility
- The two approaches to measure utility; Cardinal approach and Ordinal approach
- Cardinal utility is the utility wherein the satisfaction derived by the consumers from the consumption of good or service can be measured numerically
- The concepts of Total utility and Marginal utility and the law of diminishing marginal utility
- The relation between law of demand and law of diminishing marginal utility
- The Ordinal Utility approach is based on the fact that the utility of a commodity cannot be measured in absolute quantity, but however, it will be possible for a consumer to tell subjectively whether the commodity derives more or less or equal satisfaction when compared to another.
- How preferences can be represented with the help of indifference curves and what are its properties
- The concepts of price consumption curve and the income consumption curve, income and substitution effects

Module-IV: The Firm and Perfect Market Structure

Learning Objective:

- To familiarise students with the production and cost structure under different stages of production.
- To understand the pricing and output decisions under various market structure.
- To understand the short-run and long-run equilibrium under perfect competition
- To help students understand and apply the various decision tools to understand the market structure.

Learning outcomes:

On completion of this unit, students will be able to know-

- To understand the concepts of cost, nature of production and its relationship to firm operations.
- The concepts of production function, total product, average product and marginal product; isoquant ; returns to scale.
- The different features of perfectly competitive market
- how equilibrium can be achieved in the short-run and long-run under perfectly competitive market

Module-V: Imperfect Market Structure

Learning Objective:

- To familiarize students with different forms of market under imperfect market structure
- Learn why some markets have only one seller
- Analyse how a monopoly determines the quantity to produce and the price to charge
- See why monopolies try to charge different prices to different customers

Learning outcomes:

On completion of this unit, students will be able to know-

- List three reasons why a monopoly can remain the sole seller of a product in a market
- Use a monopolist's cost curves and the demand curve it faces to show the profit earned by a monopolist
- Show why forcing a natural monopoly to set its selling price equal to its marginal cost of production creates losses for the monopolist
- The concept of price discrimination in the monopoly market

Module-VI: Input Markets

Learning Objective:

- To familiarize students with the concept of factor markets in microeconomics
- This module aims at introducing to students the concepts of labour and land markets
- Learn different concepts related to labour market such as derived demand, productivity of an input; marginal productivity of labour, marginal revenue product
- Learn different concepts related to land market such as rent and quasi rent.

Learning outcomes:

On completion of this unit, students will be able to know-

- About the functioning of the factor markets
- If labour markets are competitive, the wages in those markets are determined by the interaction of demand and supply
- The meaning of derived demand, productivity of an input, marginal productivity of labour and marginal revenue product
- The supply of land is perfectly inelastic
- As the supply of land is fixed, its price is determined exclusively by what households and firms are willing to pay for it.
- A firm will pay for and use land as long as the revenue earned from selling the output produced on that land is sufficient to cover the price of the land



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Department of Commerce

Department of Commerce

Course Outcomes

B.COM. 1st SEMESTER

SUBJECT	PAPER	OBJECTIVES
BUSINESS LAWS	CC 1.1 CHG	<ul style="list-style-type: none">➤ To impart students with the basic concepts, terms and provisions of Mercantile and Business Laws.➤ To inform the students regarding these laws affecting business, trade and commerce.
PRINCIPLES OF MANAGEMENT	CC 1.2 CHG	<ul style="list-style-type: none">➤ To teach about the internal, traditional & modern concept of business management.➤ To ensure about the knowledge of the various functions of management towards organizational goals.
FINANCIAL ACCOUNTING 1	CC 1.1 CH & CC1.1 CG	<ul style="list-style-type: none">➤ To learn the knowledge of various accounting concepts➤ To inherit the knowledge about accounting procedures, methods and techniques which will prosper the students to go for the builds the professional courses like C.A., C.M.A., C.S., C.F.A., etc.

B.COM. 2nd SEMESTER

SUBJECT	PAPER	OBJECTIVES
E-COMMERCE AND BUSINESS COMMUNICATION	GE 2.1 CHG	<ul style="list-style-type: none">➤ To make a student familiar with mechanism for conducting business through E-Commerce & various other online modes.➤ To create the effective business communication skills through drafting of business letters, notices, tenders, quotations, advertisements etc.
COMPANY LAW	CC 2.1 CHG	<ul style="list-style-type: none">➤ To make familiar the students with the knowledge of fundamentals of Company Law.➤ To make acquaintances & update with the amendments of provisions of the Companies Act of 2013.
MARKETING MANAGEMENT AND HUMAN RESOURCE MANAGEMENT	CC 2.2 CHG	<ul style="list-style-type: none">➤ To understand the importance of marketing keeping in mind the well-being of the consumer, the business and the society as a whole and why the consumer is the life-blood of marketing.➤ To make familiar about the strategies & drills of modern marketing concepts.➤ To realize & understand the most important factor i.e. the human resource functions in an organization viz., selection, appointment, training, job evaluation, job satisfaction etc.
COST AND MANAGEMENT ACCOUNTING 1	CC 2.1 CH & CC2.1 CG	<ul style="list-style-type: none">➤ To provide the knowledge of basic cost concepts and different elements of cost.➤ To impart the knowledge of various methods of costing and their applications.

B.COM. 3rd SEMESTER

SUBJECT	PAPER	OBJECTIVES
FINANCIAL ACCOUNTING II	CC 3.1 CH & CC 3.1 CG	<ul style="list-style-type: none">➤ To put an overall idea & preparation of the methods of advanced issues in accounting.➤ To provide the knowledge of specialised accounting areas such as Hire purchase, Partnerships, Business Acquisitions, Investments, Departmental accounting etc. for enhancing to the syllabus of professional courses like C.A., C.M.A., C.S., C.F.A., etc.

B.COM. 4th SEMESTER

SUBJECT	PAPER	OBJECTIVES
ENTREPRENEURSHIP DEVELOPMENT AND BUSINESS ETHICS	CC 4.1 CHG	<ul style="list-style-type: none">➤ To situate the students towards entrepreneurship as a career option as well as making them courageous to have the strength to start as an entrepreneur whether in small scale or medium scale.➤ To imbibe the moral spirit of doing business and taking risks.
TAXATION I	CC4.1 CH & CC4.1 CG	<ul style="list-style-type: none">➤ To imbibe basic knowledge about direct tax under provisions of Income Tax Act, 1961 along with amendments.
COST AND MANAGEMENT ACCOUNTING II	CC4.1 CH & CC4.1 CG	<ul style="list-style-type: none">➤ To enable the students about the higher application of cost accounting techniques and methods for analysis and taking managerial decisions.➤ To make the students familiar with the application of cost control techniques.

B.COM. 5th SEMESTER

SUBJECT	PAPER	OBJECTIVES
AUDITING AND ASSURANCE	CC 5.1 CH & CC 5.1 CG	<ul style="list-style-type: none">➤ To impart knowledge about the importance of auditing principles, procedures and techniques in compliance with the current legal requirements and professional standards (AAS).
TAXATION II	CC 5.2 CH & DSE 5.1A	<ul style="list-style-type: none">➤ To enable the students to understand the concept and computation of Total Income and to become a Tax Consultant.➤ To make the students acquainted with the provisions of GST and other indirect taxes.
CORPORATE ACCOUNTING	DSE 5.2A	<ul style="list-style-type: none">➤ To know about the various methods of valuation of Goodwill and Shares.➤ To familiarise the students with the accounting of Amalgamation, Absorption and Reconstruction procedures of Companies as well as preparation of Company Final Accounts with compliance to Companies Act, 2013.➤ To imbibe the knowledge regarding the accounting of Redemption and Buy Back of Preference Shares, Debentures and other Corporate Accounting issues that is beneficial in the C.A., C.M.A., C.S., C.F.A., courses.

B.COM. 6th SEMESTER

SUBJECT	PAPER	OBJECTIVES
COMPUTERISED ACCOUNTING AND E- FILING OF TAX RETURNS	SEC 6.1 CHG	<ul style="list-style-type: none">➤ To facilitate the students to develop skills for Computerized Accounting viz., TALLY, Payroll Accounting, TDS, GST, DBMS, etc.➤ To empower the students to prepare and submit the Income Tax Return (ITR) offline/online for individual taxpayer.
PROJECT WORK	CC 6.1 CH	<ul style="list-style-type: none">➤ To encourage the students to be familiar with the research methodology, research techniques, research gaps, sampling, regression, data interpretation, etc. used in business and academic research.
FINANCIAL REPORTING AND FINANCIAL STATEMENT ANALYSIS	DSE 6.1 A	<ul style="list-style-type: none">➤ To literate the students regarding the accounting procedures of Holding Companies and various financial statements such as CFS, FFS, Ratio Analysis, etc. This paper imparts the knowledge about the profitability, liquidity, solvency decisions of the various interested stakeholders of the business and helps to evaluate profit maximization and wealth maximization of the concern.
FINANCIAL MANAGEMENT	DSE 6.2A	<ul style="list-style-type: none">➤ To impart the knowledge about the Time Value of Money, Cost of Capital, EBIT-EPS analysis, Working Capital Management, Capital Expenditure Decisions, Dividend Decisions etc. This paper will enable the students to have the idea regarding the story of the financial managers and other stakeholders of the concern in the present competitive scenario.

PROGRAMME OUTCOMES

Students develop systematic subject skills in the arenas of Commerce, Business, Accounting, Taxation, Economics, Finance, Auditing and Marketing after completing the three years (i.e. six semesters of six months each) of Bachelor in Commerce (B.Com), Honours and General. Students will recognize the features and roles of businessmen, entrepreneurs, managers and consultants in the society. The challenge is to prove proficiency in competitive exams like ICWA, CA, CS, MBA, CFA and other courses by the advanced learners of this programme. Moreover, students imbibe the skills for effective communication, decision making, problem solving in day to day business affairs. They also obtain practical skills and expertise to work as Tax Consultant, Audit Assistant and other financial support services. This graduation course unfolds the field of higher education and advance research in commerce and finance.

DEPARTMENT OF COMMERCE



Scopes & Opportunities:

- Pursuing Higher Studies viz., M.Com., B.B.A. etc.
- Teaching jobs in Schools, Colleges, Universities & private institutions
- Enrichment by accomplishing Research work such as Ph.D, M.Phil. & many assignments within the country & abroad in the concerned field
- Government Jobs (Audit & Accounts, Bank, IT sector)
- Professional courses like C.A., C.M.A., C.S., C.F.A., M.B.A. & many other avenues
- Tax Consultant (Direct Tax , Indirect Tax mainly huge prospect in GST)
- Entrepreneurship skills & encouragements to go for small scale & medium scale businesses

