**BACHELOR OF ARTS**

**COURSE OUTCOMES**

**HISTORY**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B.A I-Sem | **History of India, From Earliest times to 750 CE**  **HIS5101T** | CO 1 | Students should be able to Explain the cultural and societal transformations. |
| CO2 | They should able to get Recall and identify the key sources of ancient Indian history. |
| CO3 | They should able to get Analyze the role of iron ploughs and the emergence of new classes. |
| CO4 | Apply the knowledge of artistic and architectural developments. |
| 02 | B.A I-Sem | **Indian Society: A Historical Perspective** HIS5102T | CO 1 | students will be proficient in: Developing a critical understanding of the historical context of institutions. |
| CO2 | Students will explore the inherent politics and contradictions within the medieval religious milieu. |
| CO3 | This involves examining the intricate interactions between diverse social groups. |
| 03 | B.A II-Sem | **Understanding Indian Heritage**  **HIS5202T** | CO 1 | Students should be able to understanding of the complex nature of heritage, emphasizing. |
| CO2 | They will describe the role of cultural diversity in enriching and creating heritage, recognizing. |
| CO3 | The course will also address critical issues related to the ownership. |
| 04 | B.A II-Sem | **History of India, From 750 CE TO 1707 CE**  **HIS5201T** | CO 1 | Students should be able to Explain the cultural and societal transformations from the Palaeolithic to the Neolithic periods. |
| CO2 | They should able to get Recall and identify the key sources of ancient Indian history. |
| CO3 | They should able to get Analyze the role of iron ploughs and the emergence of new classes in the rise of Jainism and Buddhism. |
| CO4 | Apply the knowledge of artistic and architectural developments |
| 05 | B.A III-Sem | **History of India, c. 1200-1700**  **HIS5003T** | CO 1 | Students will be able to identify key rulers, administrative systems like the Iqta and Mansabdari. |
| CO2 | Students will be able to nalyze the role of figures like Kabir, Mira Bai, and Nizamuddin Auliya. |
| CO3 | Students will examine the impact of Vijayanagara’s art and architecture (Hampi) and Gujarat’s trade networks. |
| CO4 | Students will compare and contrast architectural marvels like Fatehpur Sikri and the Qutb Complex. |
| 06 | B.A III-Sem | **Religious Traditions in the Indian Subcontinent** HIS5302T | CO 1 | An understanding to describe the fundamental chronological, spatial, and substantive aspects of various religious traditions. |
| CO2 | They will be able to analyze and articulate the long-term changes each tradition experiences as it interacts dynamically. |
| CO3 | They will also appreciate and critically engage with debates on how the modern Indian state. |

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| B.A IV-Sem | **Women in Indian History**  **HIS5402T** | | CO 1 | | Students should be able Outline the concept of gender and understand patriarchy system of power. | |
| CO2 | | They will explore and analyze women's experiences within specific historical as a historically constituted context. | |
| CO3 | | students will discuss the material basis of women 'S experiences, focusing on specific issues such as property ownership. | |
| 08 | B.A IV-Sem | **History of India, c. 1700-1950**  **HIS5004T** | | CO 1 | | Students should be able to know to get freedom movement in India. | |
| CO2 | | They should able to get knowledge of Indian economic, social, policies situation in British period. | |
| CO3 | | They should able to get knowledge of development education policy, science technology | |

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| 09 | B.A V-Sem | **Issues in World History- I (The 20th Century**)  (**BA-DSE-512**) | CO 1 | Students will be able to recall fundamental definitions. |
| CO2 | Students will be able to analyze the global impact of WWI. |
| CO3 | Students will apply historical perspectives to evaluate the transformation of Russia. |
| CO4 | Students will compare and contrast fascist ideologies and examine their role. |
| 10 | B.A V-Sem | **Women in Indian History**  **BA-GE-512** | CO 1 | Students will explain the concepts of gender and patriarchy and analyze. |
| CO2 | Students will apply the knowledge of Brahmanical patriarchy, women's property rights. |
| CO3 | Students will apply the historical understanding of 19th-century social reforms, Gandhi’s role, and women’s participation. |
| CO4 | Students will examine the influence of political processes on women’s lives during medieval India. |
| 11 | B.A V-Sem | **Crafts and Artisans: Living Traditions BA-SEC-512** | CO 1 | Recall and identify the traditional art forms, such as stone carvings in Mahabalipuram and Rajasthan. |
| CO2 | explain the significance of traditional crafts, including stone carving, metalwork. |
| CO3 | describe the regional variations in jewelry making, ivory carving, and textile design with an emphasis |
| CO4 | Analyze and compare the aesthetic and functional aspects of traditional crafts. |

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| 12 | B.A VI-Sem | **Issues in World History- II (the 20th Century)**  (**BA-DSE-612**) | CO 1 | Students will be able to understand the causes and consequences of colonialism. |
| CO2 | Students will be able to analyze the political, economic, and social transformations. |
| CO3 | Students will gain an understanding of the social and political transformations World War II. |
| CO4 | Students will analyze the long-term effects of globalization on cultural, economic and social systems around the world. |
| 13 | B.A VI-Sem | **Delhi through the Ages BA-GE-612** | CO 1 | Student Identify key historical landmarks in Delhi, including Ashokan edicts. |
| CO2 | Student Identify the key events in Delhi before 1857. |
| CO3 | Student Explain the cultural and political impact of settlements like Lal Kot and Delhi Kuhna. |
| CO4 | Student Describe the architectural significance of Humayun's Tomb, Nizamuddin, and Shahjahanabad. |
| 14 | B.A VI-Sem | **Indian Epigraphy and Numismatics**  (**BA-SEC-612**) | CO 1 | Student will be able to Explain the methods of exploration, excavation and dating antiquities and analyze. |
| CO2 | Student will be able to Classify different types of inscriptions and coins. |
| CO3 | Student will be able to Examine epigraphic and numismatic evidence to reconstruct historical events. |
| CO4 | Student will be able to Discuss the strategic importance, types and administration. |

**Geography (B.A.)**

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| **S No** | **Class & Semester/ Year** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B.A. 1st Sem. | **Physical Geography - I (Geomorphology)**  **(GEO5101T)** | CO 1 | Able to Identify the basic concept of geomorphology |
| CO2 | Able to Describe the theories of the origin of continents and ocean basins |
| CO3 | Able to Apply the concepts of isostasy and Earth movements to explain the formation of geological features |
| CO4 | Able to Analyse the controlling factors and types of weathering and mass movement, and compare the erosional and depositional works of rivers, wind, glaciers, and other forces in shaping the landscape |
| 02 | B.A. 1st Sem. | **Practical Paper-I (GEO5101P)** | CO 1 | Able to **Recall and define the various types of scales** (statement, representative fraction, and graphical) and their definitions in the context of map-making |
| CO2 | Able to **Explain the importance of scales** in map interpretation, understanding their role in representing geographical features accurately and how they affect surveying accuracy |
| CO3 | Able to **Apply the conversion methods between different types of scales** (statement, representative fraction, and graphical) in practical map reading and surveying tasks |
| CO4 | Able to **Interpret topographic maps**, recognizing conventional signs and understanding their nomenclature, as well as applying this knowledge to accurately read and analyze maps in surveying work |
| 03 | B.A. 1st Sem. (Minor) | An introduction to planet earth  (**GEO5102T)** | CO 1 | Able to define weather and identify the primary weather observing variables |
| CO2 | Able to Explain how instruments are used to measure different weather variables |
| CO3 | Able to Apply their knowledge to measure and record and relative humidity using appropriate weather instruments in a practical setting |
| CO4 | Able to Analyse weather data and use the tools and resources of the Indian Meteorological Department (IMD) to interpret weather maps and make simple weather forecasts |
| 04 | B.A. 2nd Sem. | **Physical Geography - II (Climatology and Oceanography)**  **(GEO5101T)** | CO 1 | Able to Identify key components of the atmosphere and oceanography |
| CO2 | Able to Describe climatic systems and environmental issues. |
| CO3 | Able to Apply knowledge of oceanography to environmental processes |
| CO4 | Able to Analyze the relationship between atmospheric and oceanic phenomena |
| 05 | B.A. 2nd Sem. | **Practical Paper-II (GEO5201P)** | CO 1 | Able to Recall and identify different methods of relief representation and weather instruments. |
| CO2 | Able to Explain the principles and techniques of relief representation and weather interpretation. |
| CO3 | Able to Apply knowledge of relief representation techniques and weather instruments in practical scenarios. |
| CO4 | Able to Analyze the features of landscapes and weather conditions using practical tools and methods. |
| 06 | B.A. 2nd Sem. (Minor) | **Weather phenomena and their measurement**  **(GEO5202T)** | CO 1 | Able to Able to define weather and identify the primary weather observing variables. |
| CO2 | Able to Explain how instruments are used to measure different weather variables. |
| CO3 | Able to Apply their knowledge to measure and record and relative humidity using appropriate weather instruments in a practical setting. |
| CO4 | Able to Analyze weather data and use the tools and resources of IMD to interpret weather maps and make simple weather forecasts. |

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 7 | BAII year  BA III sem | GEO5003T  Regional Planning and Development in India  GEO5004T | CO 1 | This course give a holistic view of the water environments i.e., hydrology seen as a water carrier in nature with human influence. |
| CO2 | To know diverse methods of collecting the hydrological, biological information, which is essential to understand surface and groundwater hydrology? |
| CO3 | To develop an understanding of how this knowledge may be applied in practice in an economic and environmentally sustainable manner.  . |
| 8 | BAII year  BA IV sem | GEO5004T  **Resources Geography** | CO 1 | This course give a holistic view of the water environments i.e., hydrology seen as a water carrier in nature with human influence. |
| CO2 | To know diverse methods of collecting the hydrological, biological information, which is essential to understand surface and groundwater hydrology? |
| CO3 | To develop an understanding of how this knowledge may be applied in practice in an economic and environmentally sustainable manner.  . |
| 9 | BAIII year  V SEM | Geography of India  DSE-BA-DSE-513 | CO 1 | This course shall introduce the physical geography of India. |
| CO2 | This paper shall elucidate about population trends and composition, and settlement system in India |
| CO3 | This course shall provide detailed understanding related to resource base and economic  systems in India. |
| 10 | BAIII year  V SEM | BA-SEC-513  **-**  GIS based Project Report (Practical) | CO 1 | This course is designed to provide students with a comprehensive understanding of Geographic Information Systems (GIS), their components, data structures, and applications. |
| CO2 | The course aims to develop practical skills in handling GIS data for various purposes, such as land use/land cover mapping, monitoring urban sprawl, and forest conservation. |
| CO3 | This course shall provide detailed understanding related to project-based learning, students will acquire the skills necessary to analyze and interpret spatial and non-spatial data using GIS software. |
| CO4 | This course is designed to provide students with a comprehensive understanding of Geographic Information Systems (GIS), their components, data structures, and applications. |
| CO5 |  |
| 12 | BAIII year  VI SEM | BA-GE-513  **DisasterRisk Reduction** | CO 1 | This course shall introduce the basic concepts related to Sustainability for Development. |
| CO2 | This paper shall elucidate about Ecosystems.. |
| CO3 | This course shall provide detailed understanding related to Global Cooperation for Climate Change |
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| BAIII year  VI SEM | (BA-DSE-613  Disaster Management | CO 1 | This course shall introduce the Disaster Risk Reduction**.** |
| CO 2 | This paper shall elucidate about its significance, and its role in sustainable development. |
| CO 3 | This course shall Provide students with tools to assess disaster risks and implement strategies for disaster risk reduction in various settings. |
| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 14 | BAIII year  VI SEM | **(BA-SEC-613**  Skill Enhancement Course **-**  GIS based Project Report (Practical) | CO 1 | This course is designed to provide students with a comprehensive understanding of Geographic Information Systems (GIS), their components, data structures, and applications. |
| CO2 | The course aims to develop practical skills in handling GIS data for various purposes, such as land use/land cover mapping, monitoring urban sprawl, and forest conservation. |
| CO3 | This course shall provide detailed understanding related to project-based learning, students will acquire the skills necessary to analyze and interpret spatial and non-spatial data using GIS software. |
| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 15 | BAIII year  V ISEM | BA-GE-613  Sustainability and Development | CO 1 | This course shall introduce the basic concepts related to Sustainability for Development. |
| CO2 | This paper shall elucidate about Ecosystems.. |
| CO3 | This course shall provide detailed understanding related to Global Cooperation for Climate Change |
| CO4 | This course shall introduce the basic concepts related to Sustainability for Development. |
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Economics: B. A.

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B.A I-Sem | Micro Economics  ECO5101T | CO 1 | Define and explain the meaning, nature, and scope of economics. |
| CO2 | Identify and classify basic economic problems and different economic methodologies. |
| CO3 | Illustrate and analyze demand and supply theories, elasticity concepts, and consumer surplus. |
| CO4 | Examine production functions, law of returns, cost curves, and revenue theories. |
| CO5 | Evaluate factor pricing theories, including rent, wages, interest, and profit. |
| 02 | B.A I-Sem | Basic Concept of Micro Economics  ECO5102T | CO 1 | Define key microeconomic concepts, including opportunity cost, demand, and supply. |
| CO2 | Explain the consumer equilibrium concept using utility theory and indifference curves. |
| CO4 | Illustrate and apply cost and revenue concepts in business decision-making. |
| CO3 | Analyze market structures and their impact on price and output determination. |
| CO5 | Evaluate the theories of rent, profit, and interest in microeconomic decision-making. |
| 03 | B.A II-Sem | Indian Economy  ECO5201T | CO 1 | Describe the basic features and present position of the Indian economy. |
| CO2 | Explain the role of natural resources, demographic trends, and human resource development. |
| CO3 | Illustrate national income trends, its composition, and economic indicators. |
| CO3 | Analyze the significance of agriculture, land reforms, modern inputs, and crop insurance. |
| CO3 | Evaluate the role of the service sector, including IT, health, and education, in India’s economy. |
| 04 | B.A II-Sem | Principles of  Macroeconomics ECO5202T | CO 1 | Define macroeconomics, its subject matter, and its importance. |
| CO2 | Explain the differences between microeconomics and macroeconomics, along with macroeconomic variables. |
| CO3 | Illustrate and apply concepts of national income, GDP, GNP, NNP, and their measurement methods. |
| CO4 | Analyze the consumption and investment functions, including concepts of MPS, APS, MPC, and APC. |
| CO5 | Evaluate fiscal policy by assessing the impact of changes in government expenditure and taxation. |
| 05 | B.A III-Sem | Macro Economics ECO5003T | CO 1 | Define and explain macroeconomics, its meaning, scope, and importance. |
| CO2 | Describe basic macroeconomic concepts, circular flow of income, and national income measurement. |
| CO3 | Apply the concepts of money supply, demand, and quantity theories of money in economic analysis.. |
| CO4 | Analyze different theories of inflation and their impact on the economy. |
| CO5 | Evaluate trade cycles, multipliers, and their effects on economic stability. |
| 06 | B.A III-Sem | Basic Concept of Micro Economics ECO50M3T | CO 1 | Define key microeconomic concepts, including opportunity cost, demand, and supply. |
| CO2 | Explain the consumer equilibrium concept using utility theory and indifference curves. |
| CO3 | Illustrate and apply cost and revenue concepts in business decision-making. |
| CO4 | Analyze market structures and their impact on price and output determination. |
| CO5 | Evaluate the theories of rent, profit, and interest in microeconomic decision-making. |
| 07 | B.A IV-Sem | History of Economic Thought  ECO5004T | CO 1 | Define and explain the key ideas of Mercantilism and Physiocracy. |
| CO2 | Describe Adam Smith’s theories on labor, value, capital accumulation, and trade. |
| CO3 | Illustrate Malthus' population theory and Ricardo’s theory of rent and distribution. |
| CO4 | Analyze critiques of classical economics, including the contributions of Sismondi, Robert Owen, and Friedrich List. |
| CO5 | Evaluate the transition to neoclassical economics with Marshall’s price determination and elasticity concepts. |
| 08 | B.A IV-Sem | Principles of Macroeconomies ECO50M4T | CO 1 | Define macroeconomics, its subject matter, and its importance. |
| CO2 | Explain the differences between microeconomics and macroeconomics, along with macroeconomic variables. |
| CO3 | Illustrate and apply concepts of national income, GDP, GNP, NNP, and their measurement methods. |
| CO4 | Analyze the consumption and investment functions, including concepts of MPS, APS, MPC, and APC. |
| CO5 | Evaluate fiscal policy by assessing the impact of changes in government expenditure and taxation. |
| 09 | B.A IV-Sem | Introduction to International Trade, Development and Public Economics ECO50M1T | CO 1 | Define the concepts of gains from trade, free trade, and protectionism. |
| CO2 | Explain key factors affecting economic development. |
| CO3 | Distinguish between public and private goods with examples. |
| CO4 | Analyze the implications of public debt on economic stability. |
| CO 5 | Evaluate the principles of an effective tax system. |
| 10 | B.A V-Sem | Environmental Economics BA-DSE-514 | CO 1 | Define key environmental issues and economic principles related to market failures. |
| CO2 | Explain Pareto optimality, externalities, and property rights in environmental economics. |
| CO3 | Illustrate and apply environmental policy tools such as Pigouvian taxes, tradable permits, and effluent fees. |
| CO4 | Analyze national and international environmental policies, including climate change economics. |
| CO5 | Evaluate environmental valuation methods, including cost-benefit analysis for policy decisions. |
| 11. | B.A V-Sem | Issues in Economic Development BA-GE-514 | CO 1 | Define the concepts of development and underdevelopment, and explain their implications. |
| CO2 | Explain development goals, key indicators, and the relationship between poverty and inequality. |
| CO3 | Illustrate the capabilities approach and its application in human development. |
| CO4 | Analyze the role of capabilities in achieving sustainable development. |
| CO5 | CO5 Assess the impact of globalization on development, considering both positive and negative effects. |
| 12. | B.A V-Sem | Research Methodology BA-SEC-514 | CO 1 | Define different types of data (qualitative and quantitative) and identify secondary data sources. |
| CO2 | Explain the importance of measurement scales and the principles behind questionnaire design. |
| CO3 | Illustrate the process of designing a questionnaire, including ordering of questions and coding responses. |
| CO4 | Analyze different sampling techniques (simple random sampling, stratification, sequential sampling) and assess their size and cost trade-offs. |
| CO5 | Evaluate methods for processing and analyzing survey data, including data cleaning and generating sample statistics. |
| 13 | B.A VI-Sem | Money and Banking BA-DSE-614 | CO 1 | Define financial institutions, markets, and their functions. |
| CO2 | Explain the problems of asymmetric information, adverse selection, and moral hazard in financial markets. |
| CO3 | Illustrate the structure and reforms in Indian money and capital markets. |
| CO4 | Analyze financial derivatives and other innovations in financial markets. |
| CO4 | Evaluate the Indian banking system, its balance sheet management, and sectorial reforms. |
| 14 | B.A VI-Sem | The Indian Economy BA-GE-614 | CO 1 | Define key concepts related to the historical and structural evolution of the Indian economy. |
| CO2 | Explain the patterns of growth and structural change in the Indian economy. |
| CO3 | Illustrate India’s economic progress in comparison to other economies. |
| CO4 | Analyze critical issues such as poverty, inequality, education, health, and gender disparities. |
| CO5 | Examine the contribution and challenges of agriculture, industry, and services sectors. |
| 15 | B.A VI-Sem | Data Analysis BA-SEC-614 | CO 1 | Define the role of statistical software in data analysis. |
| CO2 | Explain techniques for data cleaning, including handling missing values and checking for inconsistencies. |
| CO3 | Illustrate and apply different visualization techniques such as scatter plots, line graphs, and box plots. |
| CO4 | Analyze summary statistics and fit lines of best fit for given datasets. |
| CO4 | Examine statistical inference methods, including confidence interval calculations and hypothesis testing. |

**Political Science**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B.A. & I-Sem. | Indian National Movement and Constitution of India & POL5101T  (MAJOR) | CO 1 | Able to Identify key events of the Indian National Movement and features of the Indian Constitution, such as the Preamble, Fundamental Rights, and Directive Principles. |
| CO2 | Able to Describe the constitutional development process, roles of the Union and State Executives, and the composition of the judiciary. |
| CO3 | Able to Explain the functions of the President, Prime Minister, Parliament, Governor, and judiciary, relating them to practical governance scenarios. |
| CO4 | Able to Critically evaluate the significance of judicial activism, constitutional amendments, and the basic structure doctrine in shaping Indian democracy. |
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| 02 | B.A. & I-Sem. | State And Basic Concept &  POL5102T  (MINOR) | CO 1 | Able to Define state, democracy, liberty, and government organs. Identify elements, authority, and justice concepts. |
| CO2 | Able to Explain state nature, democracy vs. dictatorship, and justice principles. Discuss government organs' functions. |
| CO3 | Able to Illustrate governance examples, analyze political power, and demonstrate liberty principles through case studies. |
| CO4 | Able to Compare government systems, evaluate checks and balances, and assess power-legitimacy relationships in political structures. |
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| 03 | B.A. & III-Sem. | Comparative Government and Politics & POL5003T  (DSE) | CO 1 | Able to Identify key concepts in comparative politics, including regime types, political systems, and electoral systems. |
| CO2 | Able to Explain distinctions between parliamentary and presidential systems, federal and unitary states, and different party systems. |
| CO3 | Able to Compare the political systems of the UK, USA, Canada, and China, analyzing their governance structures and electoral frameworks. |
| CO4 | Able to Evaluate contemporary debates on the security state and the changing nature of nation-states under globalization. |
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| 04 | B. A.& III-Sem. | Judicial System And State government & POL50M3T  (MINOR) | CO 1 | Able to Identify the structure and functions of the Supreme Court, High Court, and Local Courts, along with roles of state executives and legislatures. |
| CO2 | Able to Explain judicial review, judicial activism, and the significance of Public Interest Litigation (PIL) in governance. |
| CO3 | Able to Illustrate the roles of the Governor, Chief Minister, and state legislatures in the functioning of state governance. |
| CO4 | Able to Evaluate the effectiveness of judicial activism, PIL, and legislative processes in strengthening democratic governance at the state level. |
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| 05 | B.A. & V-Sem. | Themes in Comparative Political Theory & BA-DSE-511  (DSE) | CO 1 | Able to Identify key political thinkers and their contributions, such as Aristotle on citizenship, Marx on the state, and Gandhi on Swaraj. |
| CO2 | Able to Explain core themes in Indian and Western political thought, including liberty, social justice, and democracy. |
| CO3 | Able to Compare ideas of thinkers like Rousseau and Ambedkar on inequality and social justice, and their relevance to modern political issues. |
| CO4 | Able to Critically evaluate the contributions of thinkers like Pandita Ramabai on patriarchy and Nehru on democracy, assessing their impact on political discourse. |
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| 6 | B.A. & V-Sem. | Your Laws, Your Rights &  BA-SEC-511  (SEC) | CO1 | Able to Identify key laws related to criminal justice, gender protection, caste discrimination, and social security schemes in India. |
| CO2 | Able to Explain procedures for filing complaints, FIRs, and obtaining bail, along with rights concerning consumer protection, rural employment, and forest dwellers' rights. |
| CO3 | Able to Demonstrate how to access identification documents and participate in welfare schemes like the Rashtriya Swasthya Bima Yojana and Old Age Pension Scheme. |
| CO4 | Able to Evaluate the effectiveness of legal frameworks addressing equality, social justice, and empowerment, particularly concerning women’s rights and livelihood guarantees. |
| 7 | B.A. & V-Sem. | Understanding Gandhi &  BA-GE-511 | CO1 | Able to Identify key Gandhian concepts such as Swaraj, Satyagraha, Trusteeship, and Swadeshi. |
| CO2 | Able to Explain Gandhi's perspectives on nationalism, communal unity, modern civilization, and the relationship between religion and politics. |
| CO3 | Able to Analyze how Gandhian ideas address social issues like untouchability, women's rights, and economic self-reliance. |
| CO4 | Able to Evaluate the relevance of Gandhian principles in contemporary debates on social justice, communal harmony, and sustainable development. |

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| 8 | B.A. & II-Sem. | Political Theory & Concept  &  POL5201T  (MAJOR) | CO1 | Able to Define key political concepts such as state, democracy, liberty, and justice. |
| CO2 | Able to Explain the relationships between political theories and social sciences, along with approaches like behaviouralism and post-behaviouralism. |
| CO3 | Able to Compare different models of democracy, systems of government, and theories of representation in practical contexts. |
| CO4 | Able to Critically examine state theories, democratic models, and political ideologies, evaluating their relevance to contemporary political systems. |
| 9 | B.A. & II-Sem. | Constitution of India And union Government  &  POL5202T  (MINOR) | CO1 | Able to Recall the fundamental features of the Indian Constitution, such as the Preamble, Fundamental Rights, and Directive Principles of State Policy. |
| CO2 | Able to Explain the significance of the Indian Constitution as the framework for governance and its relevance in protecting citizens' rights. |
| CO3 | Able to Apply constitutional provisions to analyze real-life cases involving Fundamental Rights, separation of powers, or judicial review. |
| CO4 | Able to Analyze the interrelationship between the Legislature, Executive, and Judiciary to understand the system of checks and balances in the Union Government. |
| 10 | B.A. & IV-Sem. | Introduction to International Relations  &  POL5004T  (DSE) | CO1 | Able to Identify key theories in international relations, including Idealism, Realism, Liberalism, and feminist perspectives, along with major Cold War events. |
| CO2 | Able to Explain structural approaches like the World Systems Theory, Dependency School, and post-war dynamics in international relations. |
| CO3 | Able to Analyze the roles of emerging powers such as the EU, China, and India, and their strategic positions in global politics. |
| CO4 | Able to Critically evaluate India’s foreign policy, including its policy of non-alignment and determinants shaping its role as an emerging global power. |
| 11 | B.A. & IV-Sem. | Federal System  &  POL50M4T  (MINOR-I) | CO1 | Able to Recall the federal and unitary features of the Indian Constitution and their relevance in the Indian polity. |
| CO2 | Able to Explain the Centre-State relations in terms of administrative, legislative, and financial frameworks, highlighting their practical implications. |
| CO3 | Able to Apply the understanding of emergency provisions (National Emergency, President’s Rule, and Financial Emergency) to analyze real-life scenarios in Indian governance. |
| CO4 | Able to Analyze the process of constitutional amendments in India and evaluate the role of the basic structure doctrine in safeguarding constitutional principles. |
| 12 | B.A. & IV-Sem. | State and Basic Concept  &  POL50M1T  (MINOR-II) | CO 1 | Able to Define state, democracy, liberty, and government organs. Identify elements, authority, and justice concepts. |
| CO2 | Able to Explain state nature, democracy vs. dictatorship, and justice principles. Discuss government organs' functions. |
| CO3 | Able to Illustrate governance examples, analyze political power, and demonstrate liberty principles through case studies. |
| CO4 | Able to Compare government systems, evaluate checks and balances, and assess power-legitimacy relationships in political structures. |
| 13 | B.A. & VI-Sem. | Democracy and Governance  &  BA-DSE-611  (DSE) | CO1 | Able to Identify key elements of governance in India, including federalism, party politics, grassroots democracy, and regulatory institutions. |
| CO2 | Able to Explain the roles of public policy institutions, the Supreme Court, political communication, and lobbying institutions in governance processes. |
| CO3 | Able to Analyze trends in liberalization, models of development, and the influence of media, NGOs, and social movements on governance. |
| CO4 | Able to Critically evaluate policy debates, the role of e-governance, and the significance of civil society in shaping India's political economy and development. |
| 14 | B.A. & VI-Sem. | Conflict and Peace Building  &  BA-SEC-611  (SEC) | CO1 | Able to Identify key concepts such as conflict, conflict management, peacebuilding, and different levels and types of conflict. |
| CO2 | Able to Explain the dimensions of conflict, including ideology, economic/resource sharing, and socio-cultural conflicts, and how they vary across different levels. |
| CO3 | Able to Apply conflict resolution skills such as negotiation, mediation, and trust-building in practical scenarios. |
| CO4 | Able to Critically analyze conflict responses and diplomacy methods, including Gandhian approaches, and evaluate their effectiveness in resolving conflicts at local, sub-national, and international levels. |
| 15 | B.A. & VI-Sem. | Human Rights, Gender and Environment  &  BA-GE-611 | CO1 | Able to Identify key concepts of social inequality, human rights, gender, and environmental issues, along with related laws, institutions, and movements. |
| CO2 | Able to Explain the interconnection of caste, gender, ethnicity, and class, and their impact on marginalized groups in the context of globalization and development. |
| CO3 | Able to Analyze human rights laws, consumer rights, and gender issues in India, and evaluate the effectiveness of legal frameworks and movements. |
| CO4 | Able to Critically assess the environmental challenges like pollution and global warming, and evaluate India’s environmental policies and sustainable development efforts. |

**Sociology**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B.A &1ST  Sem | Introduction to Sociology  [SOC5101T] | CO 1 | Able to define sociology and demonstrate nature and subject matter of Sociology. |
| CO2 | * Able to demonstrate how sociology differs from and similar to other social sciences subject and their areas of interdependence. |
| CO3 | * Understand the basic sociological concepts. |
| CO4 | Apply the sociological perspective to analyze social phenomena and understand individual actions in the context of social structures. |
| CO5 | Examine the relationship between sociology and other social sciences such as history, political science, economics, and social work (MSW). |
| 02 | B.A & 2ND  Sem | Society in India  [SOC5102T] | CO 1 | Able to explain evolution of and approaches to India society. |
| CO2 | * Able to demonstrate the understanding of few basic institutions of Indian society and process of changes. |
| CO3 | * Able to be sensitized to the problems of weaker sections. |
| CO4 | * Define and analyze the concept of social structure and its characteristics. |
| CO5 | Identify and evaluate the factors and patterns of social change, and understand how societies adapt and evolve over time. |

**Home Science**

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| **S. No.** | **Semester** | **Subject Name** | **Course outcome** |
| 1. | **I Sem** | **Family Resources Management (HSC5101T)** | **CO1** **Define the housing needs and planning principles.** |
| **CO2** **Describe the room planning and furniture arrangement.** |
| **CO3 Explain the concept and importance of home management.** |
| **CO4 Development motivational factors and their impact.** |
| **CO5 Explain energy and work management principles.** |
| 2. | **Human Nutrition (HSC5102T)** | **CO1** Define the Concept and Scope of Human Development. |
| **CO2** Identify Developmental Tasks Across Life Stages. |
| **CO3** Explain Developmental Milestones During Infancy. |
| **CO4** Apply Developmental Knowledge to Real-World Contexts. |

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| **S. No.** | **Semester** | **Subject Name** | **Course outcome** |
| 1. | **II Sem** | **Food and Nutrition (HSC5201T)** | **CO1** Define the food and nutrition. |
| **CO2** Describe the food preservation techniques. |
| **CO3** Explain the principles of meal planning. |
| **CO4** Develop the digestive system and functions. |
| **CO5** Evaluate the nutritional requirements  Across life stages. |
| 2. | **Nutrition: A Lifespan Approach (HSC5202T)** | **CO1** Describe the meal planning principles. |
| **CO2** Define the nutrition during pregnancy. |
| **CO3** Explain the principles of nutrition across various stages of childhood. |
| **CO4** Classify Growth and Nutrition for Infants |

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| **Semester** | **Subject Name** | | **Course outcome** | |
| **III Sem** | **Textile (HSC5003T)** | | **CO1** Define the Importance and Scope of Clothing and Textiles. | |
| **CO2** Describe the Process of Laundering Natural Fabrics. | |
| **CO3** Explain the dyed and printed textiles of India. | |
| **CO4** Evaluate the women entrepreneurship in the textile industry. | |
| **CO5** Evaluate the diversity of Indian textile arts. | |
| **Public Health Nutrition (HSC50M3T)** | | **CO1** Explain the Basics of Nutrition and Public Health. | |
| **CO2** Discuss the Interconnections Between Food, Health, and Education.  **CO3** Understand National Nutrition Policies and Frameworks. | |
| **CO4** Define the nutrition into Broader Development Goals. | |
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| **Semester** | | **Subject Name** | | **Course outcome** | |
| **IV Sem** | | **Human Development (HSC5004T)** | | **CO1** Define the Concept and Scope of Human Development. | |
| **CO2** Identify Developmental Tasks Across Life Stages. | |
| **CO3** Explain Developmental Milestones During Infancy. | |
| **CO4** Understand Adolescent Development. | |
| **Mother and Child Nutrition (HSC50M4T)** | | **CO1** Define the Management strategies for Pregnancy Disorders. | |
| **CO2** Explain the Process of Weaning and Complementary Feeding. | |
| **CO3** Identify the Nutritional Concerns for Infants and Young Children. | |
| **CO4** Describe the Fitness, Health, and Related Terms and Related Term | |

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| **S. No.** | **Semester** | **Subject Name** | **Course outcome** |
| 1. | **V Sem** | **Fundamentals of Resources Management (BA-DSE-516T)** | **CO1** Define the housing needs and planning principles. |
| **CO2** Describe the room planning and furniture. |
| **CO3** Understand the concept and importance of home management. |
| **CO4** Explain the motivational factors and their impact. |
| 2. | **Life Skill Education (BA-SEC-516T)** | **CO1** **Define the Concept of Life Skills.** |
| **CO2** Describe the Communication Skills. |

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| **S. No.** | **Semester** | **Subject Name** | **Course outcome** |
| 1. | **VI Sem** | **Behaviour Change Communication & Advocacy/ Advertising (BA-SEC-616T)** | **CO1** **Define the BCC Strategies for Social Impact.** |
| **CO2** **Understand the Meaning and Purpose of Advocacy.** |
| 2. | **Extension and Communication (BA-DSE-616T)** | **CO1** Define the fundamentals of communication. |
| **CO2** Describe the role of communication in addressing developmental challenges. |

**HINDI**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01. | B.A.HINDI & I-Sem | प्राचीन और मध्यकालीन काव्य & HIN5101T | CO 1 | छात्र हिंदी साहित्य के इतिहास लेखन परंपरा को समझेंगे और उसका मूल्यांकन करेंगे। |
| CO2 | भक्ति आंदोलन के उदय के कारणों और भक्ति काव्य की पृष्ठभूमि का विश्लेषण करेंगे। |
| CO3 | - जायसी की ग्रंथावली के नागमती वियोग खंड का अध्ययन और उसका मूल्यांकन करेंगे। |
| CO4 | प्रमुख भक्त कवियों के काव्य में व्यंजित विचारधाराओं का विश्लेषण करेंगे। |
| CO5 | - साहित्यकारों के काव्य में व्यंजित विचारधाराओं का मूल्यांकन करेंगे। |
| 02. | B.A.HINDI & II-Sem | कथा साहित्य : हिंदी कहानी और उपन्यास & HIN5201T | CO 1 | छात्र हिंदी कहानी और उपन्यास के इतिहास और विकास को समझने में सक्षम होंगे। |
| CO2 | - छात्र कहानियों में प्रयुक्त भाषा, शैली और कथा तकनीक को समझने में सक्षम होंगे। |
| CO3 | - छात्र कहानियों में प्रयुक्त भाषा, शैली और कथा तकनीक को समझने में सक्षम होंगे। |
| CO4 | छात्र उपन्यास को समझने और विश्लेषित करने में सक्षम होंगे। |
| CO5 | हिंदी कहानी का उद्धव एवं विकास, विभिन्न कहानी आंदोलन एवं कहानीकार हिंदी उपन्यास की अवधारणा, उद्धव एवं विकास, महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |
| 03. | B.A.HINDI & III-Sem | हिंदी कथा साहित्य &  HIN5003T | CO 1 | छात्र उपन्यास की परिभाषा और उसके स्वरूप को समझेंगे। |
| CO2 | प्रेमचंद के साहित्य में सामाजिक और आर्थिक मुद्दों की प्रस्तुति का मूल्यांकन करेंगे। |
| CO3 | कहानी लेखन की विभिन्न शैलियों और प्रवृत्तियों का अध्ययन करेंगे। |
| CO4 | छात्र यशपाल के जीवन और साहित्यिक योगदान को समझेंगे |
| CO5 | उपन्यास, कहानी के प्रमुख मुद्दों और उनकी प्रासंगिकता का विश्लेषण करेंगेI |
| 04. | B.A.HINDI & IV-Sem | हिंदी गद्य साहित्य &  HIN5004T | CO 1 | छात्र हिंदी उपन्यास और कहानी को समझने में सक्षम होंगे। |
| CO2 | छात्र उपन्यास और कहानियों के महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |
| CO3 | छात्र विभिन्न निबंधों और आलोचनाओं को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO4 | छात्र निबंधों और आलोचनाओं के महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |
| CO5 | - छात्र हिंदी साहित्य और समाज के बीच संबंधों को समझने में सक्षम होंगे। |
| 05. | B.A.HINDI & V-Sem | लोक साहित्य &  BA-DSE-520 | CO 1 | छात्र लोक साहित्य की परिभाषा और स्वरूप को समझेंगे। |
| CO2 | संस्कार गीत, व्रतगीत, श्रम परिहार मीत, और ऋतुगीत की विशेषताओं का मूल्यांकन करेंगे। |
| CO3 | लोककथा के विभिन्न प्रकारों (व्रतकथा, परीकथा, आदि) का विश्लेषण करेंगे। |
| CO4 | लोकगाथा की प्रस्तुति की प्रक्रिया और तकनीकों का अध्ययन करेंगे। |
| CO5 | - लोकगाथाओं के सामाजिक और सांस्कृतिक महत्व को समझेंगे। |
| 06. | B.A.HINDI & V-Sem | अनुवाद कला &  BA-SEC-520 | CO 1 | अनुवाद के शिल्पगत भेद जैसे अविकल अनुवाद, भावानुवाद, आशु अनुवाद, डबिंग और कम्प्यूटर अनुवाद का मूल्यांकन करेंगे। |
| CO2 | अनुवाद में पर्यवेक्षण की भूमिका का मूल्यांकन करेंगे।  विभिन्न साहित्यिक विधाओं के अनुवाद में आने वाली चुनौतियों को समझेंगे। |
| CO3 | -मुहावरों, लोकोक्तियों, संक्षिप्ताक्षरों, कूटपदों, आंचलिक शब्दावली, और व्यंजनापरक लाक्षणिक पद प्रयोगों का अनुवाद करेंगे। |
| CO4 | अनुवादक की आवश्यक योग्यताओं और उनके महत्व को पहचानेंगे। |
| CO5 | हिन्दी अनुवाद के भविष्य के बारे में विचार करेंगे और उसकी संभावनाओं का मूल्यांकन करेंगे। |
| 07. | B.A.HINDI & V-Sem | पाश्चात्य दार्शनिक चिंतन और हिंदी साहित्य &  BA-GE-520 | CO 1 | अभिव्यंजनावाद और स्वच्छंदतावाद के साहित्यिक योगदान का मूल्यांकन करेंगे। |
| CO2 | मनोविश्लेषणवाद के सिद्धांतों और उनके साहित्यिक प्रभाव का विश्लेषण करेंगे। |
| CO3 | छात्र अस्तित्त्ववाद की परिभाषा और उसके प्रमुख सिद्धांतों को समझेंगे। |
| CO4 | संरचनावाद और कल्पना के प्रमुख साहित्यकारों और उनके कार्यों का मूल्यांकन करेंगे। |
| CO5 | फैंटेसी, मिथक और प्रतीक के बीच संबंध और भिन्नताओं का अध्ययन करेंगे |
| 08. | B.A.HINDI & VI-Sem | हिंदी निबंध &  BA-DSE-620 | CO 1 | छात्र विभिन्न उपन्यास और निबंध को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO2 | छात्र विभिन्न निबंध और नाटकों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO3 | छात्र निबंधों और आलोचनाओं के महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |
| CO4 | छात्र हिंदी निबंध और साहित्यिक विश्लेषण को समझने में सक्षम होंगे। |
| CO5 | छात्र साहित्यिक पाठों के महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |
| .  09. | B.A.HINDI &VI-Sem | संपादन प्रक्रिया और साज सज्जा &  BA-SEC-620 | CO 1 | छात्र संपादन की परिभाषा, उद्देश्य और आधारभूत तत्त्वों को समझेंगे। |
| CO2 | प्रिंट मीडिया की प्रयोजनपरक शब्दावली को समझेंगे और लागू करेंगे। |
| CO3 | संपादकीय लेखन के समाजिक प्रभाव का विश्लेषण करेंगे और मूल्यांकन करेंगे। |
| CO4 | साहित्य और कला सामग्री के संपादन की विशेषताओं का विश्लेषण करेंगे। |
| CO5 | मुद्रण के तरीके और दैनिक समाचार पत्र का पृष्ठ-निर्माण करेंगे। |
| 10. | B.A.HINDI & VI-Sem | रेखाचित्र और संस्मरण -& BA-GE-620 | CO 1 | महाकवि जयशंकर प्रसाद: जयशंकर प्रसाद के रेखाचित्रों का विश्लेषण और उनकी साहित्यिक विशेषताओं का अध्ययन। |
| CO2 | हजारी प्रसाद द्विवेदी "एक कुत्ता और एक मैना" निबंध का साहित्यिक मूल्यांकन और उसका विश्लेषण। |
| CO3 | .विष्णुकांत शास्त्री "ये हैं प्रोफेसर शशांक" निबंध का विश्लेषण और उसके प्रमुख बिंदुओं का अध्ययन। |
| CO4 | अज्ञेय स्मरण का स्मृतिकार" (राय कृष्णदास) संस्मरण का विश्लेषण और उसका साहित्यिक मूल्यांकन। |
| CO5 | माखनलाल चतुर्वेदी: "तुम्हारी स्मृति" संस्मरण का विश्लेषण और उसका साहित्यिक मूल्यांकन। |
| 11. | GROUP-II & I-Sem | अनुवाद कला & SEC5104T | CO 1 | अनुवाद की परिभाषा, प्रकृति और महत्व, अनुवाद उपकरण अनुवाद अनुवाद के रूप, का अर्थ, इसका स्वरूप और अनुवाद का महत्व समझने में सक्षम होंगे। |
| CO2 | विभिन्न क्षेत्रों के लिए अनुवाद के मुद्दे चिकित्सा, प्रौद्योगिकी और विज्ञान जैसे क्षेत्रों में अनुवाद की समस्याएँ, मशीनी अनुवाद की समस्याएँ और उनके समाधान क्षेत्रों में अनुवाद में आने वाली चुनौतियों को हल करने में सक्षम होंगे। |
| CO3 | कविता का अनुवाद, कहानी, अन्य गद्य कृतियों, कविताओं का अनुवाद अनुवाद के सिद्धांतों और प्रक्रियाओं को समझने में सक्षम होंगे। |
| CO4 | समाचार का अनुवाद, विज्ञापनों का अनुवाद, नोटिस का अनुवाद समाचार लेखों का अनुवाद। |
| CO5 | अनुवाद के सिद्धांतों और प्रक्रियाओं को समझने और विभिन्न क्षेत्रों में अनुवाद में आने वाली चुनौतियों को हल करने में सक्षम होंगे। |
| 12. | GROUP-I  & I-Sem | PUBLIC SPEAKING IN HINDI LANGUAGE AND LEADERSHIP -& SEC5202T | CO 1 | छात्र विभिन्न भाषण तकनीकों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO2 | छात्र विभिन्न भाषण तकनीकों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO3 | छात्र विभिन्न सार्वजनिक अभिव्यक्ति और नेतृत्व तकनीकों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO4 | छात्र सार्वजनिक अभिव्यक्ति और नेतृत्व के महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |
| CO5 | छात्र विभिन्न भाषण तकनीकों को पहचानने और विश्लेषित करने में सक्षम होंगे l |
| 13. | GROUP-I/II | सामान्य हिंदी -& AEC5GH1T | CO 1 | छात्र विभिन्न गद्य रूपों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO2 | - छात्र विभिन्न पद्य रूपों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO3 | छात्र हिंदी भाषा और शब्दावली को समझने में सक्षम होंगे। |
| CO4 | छात्र विभिन्न कार्यालयी पत्रों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO5 | इन इकाईयों के माध्यम से छात्रों को हिंदी गद्य ,पद्य, भाषा और शब्दावली की गहरी समझ प्राप्त होगी,  जो छात्रों को ज्ञान को समझने, विश्लेषण करने और मूल्यांकन करने की क्षमता प्रदान करता है। |
| 14. | GROUP-I/II | सामान्य हिंदी -&  AEC5GH2T | CO 1 | छात्र हिंदी साहित्य की विविधता को समझने में सक्षम होंगे। |
| CO2 | छात्र विभिन्न साहित्यिक रूपों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO3 | छात्र विभिन्न शब्दों और वाक्यों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO4 | -छात्र विभिन्न प्रारूपों को पहचानने और विश्लेषित करने में सक्षम होंगे। |
| CO5 | छात्र हिंदी भाषा के महत्व और प्रभाव को मूल्यांकन करने में सक्षम होंगे। |

**Drawing & Painting**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | B A I-Sem | Fundamentals of Visual Art-D&P5101T | CO 1 | **Recall the key art movements** in the history of painting, such as Renaissance, Baroque, Impressionism, and Modernism. |
| CO2 | **Identify the basic elements of painting**, including line, shape, color, texture, and composition. |
| CO3 | **Describe the significance of major artists and their contributions** to the development of painting styles across different historical periods. |
| CO4 | **Explain the process of creating a painting**, from initial concept to final artwork, including techniques, materials, and tools used by artists. |
| CO5 | **Demonstrate the ability to apply basic painting techniques** such as brushwork, color mixing, and texture creation in a personal artwork. |
| 02 | B A I-Sem | Practical –I (D&P5101P) | CO 1 | **Identify and recall the basic shapes and forms used in drawing familiar outdoor objects** (e.g., trees, rocks, buildings). |
| CO2 | Describe the process of sketching an unfamiliar object by identifying key features and structures. |
| CO3 | Explain the importance of observation in drawing outdoor objects accurately. |
| CO4 | Demonstrate the ability to draw an outdoor scene using simple shapes and lines based on a found object. |
| CO5 | Apply basic shading techniques to illustrate the depth and texture of an unfamiliar object in a drawing. |
| 03 | B A II-Sem | General Study of Painting-D&P5201T | CO 1 | Define painting and list the key elements of painting, including line, colours, form/shape, space, and texture. |
| CO2 | Describe the various media and techniques used in monochromatic drawing . |
| CO3 | Apply the principles of painting—such as unity and variety, balance, emphasis, contrast, rhythm, and scale & proportion—to analyze a selected painting or artwork. |
| CO4 | use of different media in contemporary art. |
| CO5 | Apply a small artwork using one of the techniques . |
| 04 | B A II-Sem | Practical –II (D&P5201P) | CO 1 | **Define the basic principles of drawing** |
| CO2 | Enumerate at least four different objects, both natural (like flowers and fruits) and man-made (objects of daily use, cubic forms), commonly used in still life drawings. |
| CO3 | Explain the role of texture and modelling in still life drawing |
| CO4 | Discuss how drapery affects the visual composition of a still life drawing, focusing on aspects such as folds, light, and shadow. |
| CO5 | Using a group of at least four objects, create a monochromatic drawing, applying principles of proportion, perspective, and texture. |
| 05 | B A III-Sem | Bhartiya Chitrakala or Murtikala ka Itihas (D&P5003T) | CO 1 | Developments in Indian painting (Bhartiya Chitrakala) and sculpture (Murtikala) |
| CO2 | Describe the major styles in Indian painting, such as the Ajanta and Ellora murals, Mughal miniatures, and Rajasthani and Pahari styles. |
| CO3 | Explain the role of sculpture in Indian art history, highlighting important sculptures from ancient India, such as those from the Gupta period, and their significance in religious and cultural contexts. |
| CO4 | Analyze the influence of religious and philosophical ideas, such as Hinduism, Buddhism, and Jainism, on the development of Indian painting and sculpture over time. |
| CO5 | Compare and contrast the styles of Indian sculptures from different periods, such as early Buddhist, Gupta, and Chola sculptures,. |
| 06 | B A III-Sem | Practical Part-A,Vyakti Chitran Chiran (Portrait)  (D&P5003P) | CO 1 | Identify the basic components of a portrai |
| CO2 | Define key terms in portraiture |
| CO3 | Explain the principles of facial proportions |
| CO4 | Interpret the significance of light and shadow in a portrait. |
| CO5 | Apply shading techniques to a portrait. |
| 07 | B A III-Sem | Practical Part-B,Anurankan (Rendering Human)  (D&P5003P) | CO 1 | Define basic human anatomical terms |
| CO2 | Identify key tools and materials for human figure rendering |
| CO3 | Explain the importance of human proportions in rendering |
| CO4 | Interpret how light affects the rendering of the human form |
| CO5 | Render a human figure using basic anatomical guidelines |
| 08 | B A IV-Sem | Bhartiya Chitrakala or Murtikala ka Itihas (D&P5004T) | CO 1 | Developments in Indian painting (Bhartiya Chitrakala) and sculpture (Murtikala), |
| CO2 | Describe the Indian painting |
| CO3 | Explain the role of sculpture in Indian art history, highlighting important sculptures from ancient India. |
| CO4 | Analyze the influence of religious and philosophical ideas on the development of Indian painting and sculpture over time. |
| CO5 | Development of Indian art forms and Western artistic influences. |
| 09 | B A IV-Sem | Practical Part-A,Vyakti Chitran Chiran (Portrait)  (D&P5003P | CO 1 | Identify the basic components of a portrai |
| CO2 | Define key terms in portraiture |
| CO3 | Explain the principles of facial proportions |
| CO4 | Interpret the significance of light and shadow in a portrait. |
| CO5 | Apply shading techniques to a portrait. |
| 10 | B A IV-Sem | Practical Part-B,Anurankan (Rendering Human)  (D&P5003P) | CO 1 | Define basic human anatomical terms |
| CO2 | Identify key tools and materials for human figure rendering |
| CO3 | Explain the importance of human proportions in rendering |
| CO4 | Interpret how light affects the rendering of the human form |
| CO5 | Render a human figure using basic anatomical guidelines |
| 11 | B A V-Sem | Post Independendence Artists of India  BA-SEC-517 | CO 1 | Identify major post-independence Indian artists and their contributions to the Indian art scene, including figures such as M.F. Husain, F.N. Souza, S.H. Raza, and others. |
| CO2 | Describe the significant artistic movements |
| CO3 | Explain the Indian art after 1947. |
| CO4 | Analyze the distinctive styles and techniques used by prominent post-independence Indian artists. |
| CO5 | Compare the work of two prominent post-independence Indian artists |
| 12 | B A V-Sem | Life Study of(Human)  BA-DSE-517 | CO 1 | Define basic human anatomy for life study |
| CO2 | List the materials used for life study in human figure drawing |
| CO3 | Explain the importance of proportion in life study of the human figure. |
| CO4 | Interpret how gesture drawing aids in capturing human movement. |
| CO5 | life study, focusing on fluidity and action. |
| 13 | B A V-Sem | Chitra sanyojan BA-DSE-517P | CO 1 | Define the term "Chitra Sanyojan |
| CO2 | List the elements of composition in visual art |
| CO3 | Explain the importance of balance in Chitra Sanyojan |
| CO4 | Interpret how different types of composition impact viewer perception |
| CO5 | Using your understanding of compositional techniques |
| 14 | B A VI-Sem | Post Independendence Artists of India  BA-SEC-617 | CO 1 | Identify key works of Indian sculptors |
| CO2 | **Recall the contributions of Rajasthani sculptors and painters**: |
| CO3 | Explain the influence of regional styles on Indian sculpture |
| CO4 | Interpret the themes in the works of Mrinalini Mukherjee and Somnath Hore |
| CO5 | Compare and contrast the artistic styles, techniques. |
| 15 | B A VI-Sem | Life Study of(Human)  BA-DSE-617 | CO 1 | Define basic human anatomy for life study |
| CO2 | List the materials used for life study in human figure drawing |
| CO3 | Explain the importance of proportion in life study of the human figure. |
| CO4 | Interpret how gesture drawing aids in capturing human movement. |
| CO5 | life study, focusing on fluidity and action. |
| 16 | B A VI-Sem | Chitra sanyojan  BA-DSE-617P | CO 1 | Define the term "Chitra Sanyojan |
| CO2 | List the elements of composition in visual art |
| CO3 | Explain the importance of balance in Chitra Sanyojan |
| CO4 | Interpret how different types of composition impact viewer perception |
| CO5 | Using your understanding of compositional techniques |

**English**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01 | **B.A.& I-Sem** | **Poetry and Drama&ENG5101T** | **CO 1** | Able to define the social and cultural background of English literature. |
| **CO2** | Able to summarize the various literary movements and writings of major authors till Restoration periods. |
| **CO3** | Able to demonstrate the various themes of British and Indian poetry. |
| **CO4** | Able to apply the various literary forms and terms such as prose, novel, sonnet, odes etc. |
| 02 | **B.A. & I-Sem** | **Marginalities in Indian Writings&ENG5102T** | **CO 1** | Able to outline the marginalized perspectives |
| **CO2** | Able to discuss the marginalized literature. |
| **CO3** | Able to give original examples of Dalit literature |
| **CO4** | Able to apply the different aesthetic approaches and expressions in their social life. |
| 03 | **B.A.& II- Sem.** | **Prose and Fiction&** | **CO 1** | Able to identify thematic development, characters and narrative techniques in essays from diverse literary periods. |
| **CO2** | Able to explain the various literary elements, techniques & thematic concerns in short stories of O Henry, Addison, Munro , Narayan etc. |
| **CO3** | Able to illustrate the leanings, thematic narrations from the fictions of Hemingway and George Orwell in society. |
| **CO4** | Able to apply their writing skills in personal and professional life. |
| 04 | **B.A. & II-Sem** | **Life and Literature &**(**ENG5202T**) | **CO 1** | Able to outline the various aspects of forms, taste & emotions of life & literature. |
| **CO2** | Able to describe the role of struggles, discipline & dedication in transforming the life especially through sports. |
| **CO3** | Able to illustrate of youth empowerment in nation building through leadership quality through literature. |
| **CO4** | Able to demonstrate the human values with life lessons & practical wisdom in society |
| 05 | **B.A.& II-Sem.** | **General English-I & AEC5GH2T** | **CO 1** | Able to define key concepts in communication (e.g., features, uses, barriers) and list the seven C’s of communication, while also understanding the cycle and feedback in communication. |
| **CO2** | Able to explain the principles of oral presentations, demonstrate the use of audio-visual aids, and engage in group discussions and public speaking by handling audience feedback and answering questions. |
| **CO3** | Able to apply reading strategies like close reading, skimming, and scanning to extract relevant information and effectively comprehend different types of texts. |
| **CO4** | Able to apply writing techniques in summarizing, paraphrasing, and creating essays , reports& letters. |
| 06 | **B.A.& III-Sem.** | **British Literature&ENG5 003T** | **CO1** | Able to list the major themes such as poverty, crime, and social reform and identify the main characters in Oliver Twist. |
| **CO2** | Able to explain the central themes of The Merchant of Venice, such as justice, mercy, and revenge. |
| **CO3** | Able to apply literary analysis techniques to interpret the themes of love and unattainable desire in Wyatt’s “Whoso List to Hunt” and Spenser’s “Amoretti LXXV”. |
| **CO4** | Able to apply Shakespearean sonnets to analyze how Sonnet LXV "Since Brass" & "My mistress’s eyes" reflect the transient nature of beauty and time. |
| **CO5** | Able to apply techniques of metaphysical poetry to analyze the metaphysical conceits in Donne’s “The Sunne Rising” and Milton’s “On His Blindness”. |
| 07 | **B.A.& IV-Sem.** | **Literary Cross Currents: Forms, Poetry, Fiction & Play&ENG5 004T** | **CO1** | Able to To recall key plot points, characters, and themes from the play *Silence! The Court is in Session*. |
| **CO2** | Able to To explain the novella’s plot, themes, and the socio-political context of *Such a Long Journey*. |
| **CO3** | Able to interpret Swift’s use of satire and irony in *A Beautiful Young Nymph Going to Bed*. |
| **CO4** | Able to apply knowledge of literary techniques and themes in the Romantic poems of Blake and Wordsworth. |
|  |  | **CO5** | Able to demonstrate Coleridge’s and Keats’ treatment of nature, time, and the human condition in their poems. |
| 8 | **B.A.& IV-Sem.** | **General English&AEC5004T** | **CO1** | Able to identify the correct sentence structures using various tenses in speaking and writing. |
| **CO2** | Able to identify and correct errors in sentence formation, word usage, and transformation between active and passive voice & direct and indirect speech. |
| **CO3** | Able to use vocabulary by using synonyms, antonyms, and idioms appropriately in both written and spoken contexts. |
| **CO4** | Able to demonstrate comprehension skills through accurate summaries, précis writing, and effective translation between English and Hindi. |
| 11 | **B.A. & v VSem.** | **Soft Skills&BA-DSE-521** | **CO1** | Able to recall the different aspects of teamwork such as communication, cooperation, and group decision-making |
| **CO2** | Able to interpret how emotional intelligence can affect work and personal relationships. |
| **CO3** | Able to apply strategies like improvisation and questioning the status quo to adjust to new challenges. |
| **CO4** | Able to use the steps of problem-solving in real-world scenarios to identify problems and propose solutions using critical thinking. |
| **CO5** | Use ideas clearly and respectfully while considering others’ viewpoints. |
| 12 | **B.A.& V-Sem** | **Technical Writing&BA-SEC-521** | **CO1** | Able to **identify** and **define** key grammatical concepts such as **tenses, voice, narration,** and **punctuation.** |
| **CO2** | Able to **explain** the purpose and structure of different types of technical documents, including **manuals, memorandums, agendas**, and **minutes of meetings**. |
| **CO3** | Able to **apply** research methodology to structure a **project report** with correct margins, pagination, headings, and font usage. |
| **CO4** | Able to **apply** qualitative and **quantitative data interpretation** techniques to analyze research data. |
| **CO5** | Able to present research findings in a formal, well-structured project report. |
| 13 | B.A.& V-Sem | **Contemporary India:Women Empowerment &BA-GE-521** | **CO1** | Able to recall definitions and identifying key concepts related to gender and patriarchy. |
| **CO2** | Able to explain and understand the historical and socio-political context of women’s movements in India. |
| **CO3** | Able to illustrate the legal framework surrounding women's rights in India and the challenges women face under personal laws. |
| **CO4** | Able to demonstrate gendered issues like violence and environmental impact, and proposing actionable solutions. |
| **CO5** | Able to apply feminist literature and critique the utopian visions presented by key female authors. |
| 14 | B.A.& VI-Sem | **Academic Writing & Composition&**  **BA-DSE-621** | **CO1** | Able to recall and identify different types of academic writing and their characteristics. |
| **CO2** | Able to explain the features, conventions, and grammar rules that underpin effective academic writing. |
| **CO3** | Able to apply the writing process (pre-drafting, drafting, revising, editing) to produce high-quality academic writing. |
| **CO4** | Able to apply critical thinking techniques to analyze, evaluate, and synthesize information in academic contexts. |
| **CO5** | Able to apply paragraph writing strategies to develop coherent and structured academic paragraphs. |
| 15 | B.A.& VI-Sem | **Business Communication&BA-SEC-621** | **CO1** | Able to recite the theory and practice of Business Communication. |
| **CO2** | Able to discuss corporate communication |
| **CO3** | Able to use writing skills and modern communication in life. |
| **CO4** | Able to use non-verbal communication for a specific purpose. |
|  | **CO5** | Able to demonstrate business etiquettes in their professional world. |
| 16 | B.A.&VI-Sem | **Cultural Diversity &**  **BA-GE-621** | **CO1** | Able to recite diverse linguistic traditions within the Sufi and Bhakti movements. |
| **CO2** | Able to discuss the impact of language politics on the development of Hindi and Urdu. |
| **CO3** | Able to give original examples of Tribal verses and heir relevance in contemporary literary discourse. |
| **CO4** | Able to determine the literary contribution of Dalit writers and Indian writers in addressing caste-based discrimination and presenting new perspectives on Indian identities. |
| **CO5** | Able to illustrate women's narratives challenging and redefining traditional roles in Kannada and Bengali literature. |

**Bachelor of Physical Education**

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| **S No** | **Class & Semester** | **Course & Course Code** | **COs** | **Course Outcomes** |
| 01. | B.A.PHY.  EDU. & I-Sem | PEHE5101T  Introduction to physical education in the contemporary context | CO 1 | Understanding the historical and philosophical foundations of physical education. |
| CO2 | Defining and explaining the concept of physical literacy. |
| CO3 | Identifying and describing the components of health-related fitness. |
| CO4 | Understanding the principles of exercise physiology and biomechanics. |
| CO5 | Developing skills in planning, implementing, and evaluating physical education programs. |
| 02. | B.A.PHY.  EDU. & I-Sem | PEHE5101P  Introduction to physical education in the contemporary context practical | CO 1 | Demonstrate fundamental movement skills: Students will be able to perform a variety of fundamental movement skills, such as running, jumping, throwing, catching, and balancing, with competence and confidence. |
| CO2 | Apply movement concepts: Students will be able to apply movement concepts, such as force, speed, and direction, to improve their performance in physical activities. |
| CO3 | Assess health-related fitness: Students will be able to assess their own health-related fitness levels using a variety of methods, such as cardiorespiratory endurance tests, muscular strength and endurance tests, and flexibility assessments. |
| CO4 | Participate in a variety of physical activities: Students will participate in a variety of physical activities, such as team sports, individual sports, dance, and outdoor recreation activities, to develop their skills and interests. |
| CO5 | Design and implement a physical activity plan: Students will be able to design and implement a personalized physical activity plan that meets their individual needs and goals. |
| 03. | B.A.PHY.  EDU. & II-Sem | PEHE5201T  Fitness,  Wellness & Nutrition | CO 1 | Describe the components of health-related fitness and their importance for overall well-being. |
| CO2 | Explain the principles of exercise physiology and how the body responds to physical activity. |
| CO3 | Discuss the role of nutrition in health, performance, and disease prevention. |
| CO4 | Identify the major food groups and their nutritional value. |
| CO5 | Understand the principles of energy balance and weight management. |
| 04. | B.A.PHY.  EDU. & II-Sem | PEHE5201P  Fitness,  Wellness & Nutrition  Practical | CO 1 | Perform a variety of exercises correctly and safely: Students will be able to demonstrate proper form and technique for a variety of exercises, including cardiovascular exercises, strength training exercises, and flexibility exercises. |
| CO2 | Design and implement a personalized exercise program: Students will be able to design and implement an exercise program that meets their individual needs and goals, taking into account their fitness level, health status, and preferences. |
| CO3 | Monitor and track their fitness progress: Students will be able to use a variety of methods to monitor and track their fitness progress, such as heart rate monitoring, fitness trackers, and fitness assessments. |
| CO4 | Practice stress management techniques: Students will be able to practice a variety of stress management techniques, such as deep breathing, meditation, and yoga. |
| CO5 | Develop healthy sleep habits: Students will be able to identify and implement strategies for improving their sleep quality and quantity. |
| 05. | B.A.PHY.  EDU. & III-Sem | PEH5003T  Health education, anatomy and physiology | CO 1 | Describe the basic principles of health and wellness. |
| CO2 | Explain the structure and function of the human body's major organ systems. |
| CO3 | Identify the major diseases and disorders that affect the human body. |
| CO4 | Understand the principles of disease prevention and health promotion. |
| CO5 | Develop a plan for improving your health and well-being. |
| 06. | B.A.PHY.  EDU. & III-Sem | PEH5003P  Health education, anatomy and physiology  Practical | CO 1 | Develop and deliver health education presentations: Students will be able to develop and deliver health education presentations on a variety of topics, using effective communication strategies and visual aids. |
| CO2 | Create health promotion materials: Students will be able to create health promotion materials, such as brochures, flyers, and websites, that are accurate, informative, and engaging. |
| CO3 | Conduct health screenings and assessments: Students will be able to conduct health screenings and assessments, such as blood pressure readings, body mass index (BMI) calculations, and health risk appraisals. |
| CO4 | Identify and label the major organs and structures of the human body: Students will be able to identify and label the major organs and structures of the human body using anatomical models, diagrams, and images. |
| CO5 | Explain the functions of the major organ systems: Students will be able to explain the functions of the major organ systems, including the circulatory system, respiratory system, digestive system, nervous system, and endocrine system. |
| 07. | B.A.PHY.  EDU. &IV-Sem | PEH5004T  Posture,  Athletic & First-Aid | CO 1 | Understand the principles of good posture: Students will be able to explain the principles of good posture, including proper alignment of the spine, head, and limbs. |
| CO2 | Identify common postural problems: Students will be able to identify common postural problems, such as forward head posture, rounded shoulders, and swayback. |
| CO3 | Develop strategies for improving posture: Students will be able to develop strategies for improving their posture, including exercises to strengthen weak muscles and stretch tight muscles. |
| CO4 | Understand the principles of sports medicine: Students will be able to explain the principles of sports medicine, including injury prevention, injury management, and rehabilitation. |
| CO5 | Identify common sports injuries: Students will be able to identify common sports injuries, such as sprains, strains, fractures, and dislocations. |
| 08. | B.A.PHY.  EDU. & IV-Sem | PEH5004P  Posture,  Athletic & First-Aid  Practical | CO 1 | Assess posture: Students will be able to assess their own posture and identify any postural problems. |
| CO2 | Perform posture-improving exercises: Students will be able to perform a variety of exercises to strengthen weak muscles and stretch tight muscles, which can help to improve posture. |
| CO3 | Apply ergonomic principles: Students will be able to apply ergonomic principles to their daily activities, such as sitting, standing, and lifting, to promote good posture. |
| CO4 | Perform taping and wrapping techniques: Students will be able to perform taping and wrapping techniques to support injured joints and prevent further injury. |
| CO5 | Apply ice, compression, and elevation (RICE): Students will be able to apply the RICE protocol to treat minor injuries, such as sprains and strains. |
| .  09. | B.A.PHY.  EDU. & V-Sem | DSE-I  (i) Sports for All | CO 1 | Understand the benefits of participating in sports and physical activity for people of all ages and abilities. |
| CO2 | Know the different types of sports and physical activities that are available, and how to choose activities that are appropriate for your needs and interests. |
| CO3 | Understand the basic principles of sports safety and injury prevention. |
| CO4 | Participate in a variety of sports and physical activities. |
| CO5 | Appreciate the importance of lifelong participation in sports and physical activity. |
| 10. | B.A.PHY.  EDU. & V-Sem | DSE-I  (ii) Sports Psychology | CO 1 | Describe the psychological factors that influence athletic performance, such as motivation, anxiety, confidence, and focus. |
| CO2 | Explain the theories and research that underpin sports psychology |
| CO3 | Understand the different psychological skills and techniques that can be used to enhance athletic performance. |
| CO4 | Know the ethical considerations involved in working with athletes. |
| CO5 | Assess the psychological strengths and weaknesses of athletes. |
| 11. | B.A.PHY.  EDU. & V-Sem | DSE-I  (iii) Sports Administration & Management | CO 1 | Describe the principles of management and administration as they apply to sports organizations. |
| CO2 | Explain the different types of sports organizations and their structures. |
| CO3 | Understand the legal and ethical issues involved in sports administration. |
| CO4 | Know the financial management principles that are relevant to sports organizations. |
| CO5 | Understand the principles of marketing and public relations in sports. |
| 12. | B.A.PHY.  EDU. & VI-Sem | DSE-II  (i) Media and Careers in Physical Education | CO 1 | Describe the various career opportunities available in the field of physical education, including teaching, coaching, administration, research, and media. |
| CO2 | Explain the different types of media that are used to promote physical activity and healthy lifestyles, such as print, broadcast, and online media. |
| CO3 | Understand the role of media in shaping public perceptions of physical education and sports. |
| CO4 | Know the ethical considerations involved in using media to promote physical activity. |
| CO5 | Use media to advocate for physical education and sports programs. |
| 13. | B.A.PHY.  EDU. & VI-Sem | DSE-II  (ii) Balanced Education | CO 1 | Critical thinking: Students will be able to analyze information objectively, identify biases, and form well-reasoned judgments. |
| CO2 | Problem-solving: Students will be able to approach complex problems with creativity and resourcefulness, developing effective solutions. |
| CO3 | Problem-solving: Students will be able to approach complex problems with creativity and resourcefulness, developing effective solutions. |
| CO4 | Creativity and innovation: Students will be able to think outside the box, generate new ideas, and approach challenges with an innovative mindset. |
| CO5 | Information literacy: Students will be able to evaluate information from various sources, discerning credible and reliable information from misinformation. |
| 14. | B.A.PHY.  EDU. & VI-Sem | DSE-II  (iii) Measurement & Evaluation | CO 1 | Fundamental concepts: Students will understand the basic principles of measurement and evaluation, including reliability, validity, and different types of assessment. |
| CO2 | Assessment methods: Students will be familiar with various assessment tools and techniques, such as tests, surveys, interviews, observations, and performance-based assessments. |
| CO3 | Data analysis: Students will understand basic statistical concepts and techniques for analyzing data, including descriptive statistics, correlation, and hypothesis testing. |
| CO4 | Ethical considerations: Students will be aware of the ethical considerations involved in measurement and evaluation, including fairness, bias, and confidentiality. |
| CO5 | Develop assessments: Students will be able to design and develop valid and reliable assessment instruments, aligning them with specific learning objectives or criteria. |