

## **Course Outcomes**

### **COMPULSORY ENGLISH (B.A. I, II, III)**

The main purpose of this course is to equip the students with the nuances of the English language which includes proficiency in grammar and its effective usage in speaking and writing. It further helps them to prepare for various competitive exams and to keep up with the increasing demand for English in Indian society and at the global level. It also develops their overall confidence and personality.

### **ELECTIVE ENGLISH (B.A. I, II, III)**

This subject expands the knowledge of the students about the major writers and their works in English Literature. It equips them to compose sophisticated written works in various areas of literature along with the usage of literary devices. It also prepares them for postgraduate programs such as M.A. English.

### **FUNCTIONAL ENGLISH (B.A. I, II, III)**

This course sets out to equip the students with skills that will help them in establishing such private enterprise as tutorial centers, consultancy services, human resource centers for service industry, video filming centers, small radio program production centers and print and graphic art centers; in seeking employment such as in the capacity of interviewer with T.V./radio/newspaper, news reader/script writer with T.V./radio/newspaper, commentator or announcer with T.V./radio, documentary narrator/script writer with T.V./radio, feature writer with newspaper/magazine, receptionist (with the Government such as Public Relations Department or with the private sector such as the tourism industry), secretary, desk officer/office assistant, sales representatives, etc.

### **ENGLISH HONOURS (B.A. II, III)**

The course aims to widen the knowledge of the students about the history of the various Periods and Movements in English Literature (British and Indian literature in particular). It improves their prospects of acquiring admission in M.A. English in prestigious institutes. It also helps them to cope more effectively with the syllabus of postgraduate courses.

### **B.COM. (I), B.C.A. (I), B.Sc. (II)**

The course prepares the students to meet the challenges of the modern competitive society. It makes them more confident to face interviews, group discussions and increases their capability of acquiring jobs in different fields. The practical work improves their communication and writing skills, and at the same time equips them with the use of the modern forms of communication.

## **M.A. ENGLISH : (Semester I)**

### **Paper I: Literary Movements –I**

The paper identifies some of the major literary movements that form the essential frame of reference for a critical engagement with the vast corpus of literature. Movements such as classicism, romanticism or realism constitute the primer of critical vocabulary and therefore a basic understanding of these movements is necessary for a nuanced understanding of varieties of literary articulation. Each movement has its own specific set of aesthetic, cultural and ethical values and preferences. The writers and writings that fall within a movement, despite their heterogeneity and particularities, do converge in terms of fostering an identifiable literary taste and trend. Though these movements do occur in literatures of the world, and across languages, yet the focus of this course is primarily on European literature, with special accent on the British. The emphasis of the paper is on the historical and conceptual understanding of various literary movements.

### **Paper II : Approaches to Literature – I**

The objective of the course is to familiarize students with various approaches to literature, and the particular worldviews these are based on. The students should be able to relate literary texts to their lives in terms of their own times and location. The number of approaches suggests that there is no one privileged way to understand a text, and that a text can yield multiple meanings if it is accessed through different worldviews. Each approach has a claim to total meaning till it is countered by another equally compelling approach. Each approach has its own well-argued theoretical base, a set of tested tools and a sustained methodology to help the student to navigate through the text with a degree of precision. These approaches put together give rise to what is often called as critical pluralism.

### **Paper-III : British Literature – I**

The objective of the paper is to provide an overview of the literature of the English Renaissance, Reformation and Restoration times. The course will concentrate on English Renaissance 1500-1660 during which the students will be introduced to the spirit of optimism, unlimited potential, stoic English character and underlying complexities of an age that produced some of the greatest works of literature the world has known. The goal will be to trace the key political, cultural and artistic transformations while paying close attention to continuities with medieval tradition. At the end of the course the students will not only be well versed with the iconic writers and representative texts of the time but will also be critically aware of the important intellectual shift that occurred in the human thought during the Renaissance. The paper also focuses on the political, social and cultural impact of the Reformation in England and the literature of the time in addition to covering the English Restoration Period (1660-1700).

The objective again is to familiarize the students with the major trends, ideas, genres, poetic forms and prose of these periods. The students at the end of the course would have explored a very turbulent chapter in English history.

#### **Paper- IV : British Literature – II**

The objective of the paper is to introduce students to these tenets of Romanticism in general and to English Romanticism in particular. During the course they will be introduced to major English poets and prose writers of the period. Through the reading, the students will be familiarized with the English Romantic imagination, its stress on Nature, poetic inspiration, freedom, individualism and spontaneity; and the role language plays in it. Gothic fiction is also explored in the paper. At the end of the course the students will be familiar with major themes, ideas and concepts of Romanticism and English Literature. They will be cognizant of the historical, cultural, political and aesthetic milieu of the time. Students will study Romanticism as a reaction against the philosophical rationalism and neoclassicism of the Enlightenment. At the end of the course, they would have in-depth knowledge of a movement that not only captured the imagination of people with their ideas of liberty and freedom but also fuelled the avant-garde movements well into the twentieth century.

#### **Semester-II**

##### **Paper-I : Literary Movements –II**

The paper identifies some of the major literary movements that form the essential frame of reference for a critical engagement with the vast corpus of literature. Movements such as classicism, romanticism or realism constitute the primer of critical vocabulary and therefore a basic understanding of these movements is necessary for a nuanced understanding of varieties of literary articulation. Each movement has its own specific set of aesthetic, cultural and ethical values and preferences. The writers and writings that fall within a movement, despite their heterogeneity and particularities, do converge in terms of fostering an identifiable literary taste and trend. Though these movements do occur in literatures of the world, and across languages, yet the focus of this course is primarily on European literature, with special accent on the British. The course is divided into five units. Each unit consists of general introductory essays on the specific movement and some primary texts that belong to the movement. The emphasis of the paper is on the historical and conceptual understanding of various literary movements.

##### **Paper-II : Approaches to Literature – II**

The objective of the course is to familiarize students with various approaches to literature, and the particular worldviews these are based on. The students should be able to relate literary texts to their lives in terms of their own times and location. The number of approaches suggest that there is no one privileged way to understand a text, and that a text can yield multiple meanings if it is accessed through different worldviews. Each approach has a claim to total meaning till it is countered by another equally compelling approach. Each approach has its own well-argued theoretical base, a set of tested tools and a sustained methodology to help the student to navigate through the text with a degree of precision. These approaches put together give rise to what is often called as critical pluralism.

### **Paper– III**

#### **British Literature**

The Victorian Period (1832-1901) covers the long and successful reign of Queen Victoria. It was a period of colonial expansion, strengthening of the British Empire, industrial revolution, and scientific and technological progress. The objective of the paper is to explore the major writers and texts of the time and focus on the ideological, political, social and cultural impact on Victorian culture as a consequence of industrialization, urbanization, class conflict, Darwin and religious crisis, issue of gender, empire and imperial expansion and much more. The paper will also analyze the Victorian Gothic novel and its impact and continued popularity. Students will explore the creation of ‘other’ in Gothic writing and the monstrosity associated with it. The paper will furthermore familiarize the students with the genre of science fiction. At the end of the course the students will be conversant with the major writers, representative works and will be able to engage critically on the issues regarding empire, race, class, gender, impact of science, ‘the woman question’ and other significant events of the period.

### **Paper-IV : British Literature – IV**

An era of conflict and uncertainty, the twentieth century marked a break from the preceding Victorian period. It was an age of literary experimentation, which broke away from established rules, traditions and conventions. Modernist avant-gardes challenged and often shocked the people with their ideas, styles and techniques. The objective of the paper is to study and understand the ways in which political, historical, economic, scientific, intellectual, environmental, social and cultural events have shaped the art and literature of the time. The students will be introduced to the innovative literary techniques, intellectual trends and change in themes of this turbulent period. At the end of the course they will be familiar with the representative texts, literary terminology, and the socio-political and cultural events that shaped twentieth century literature.

**M.A. II (Semester III) : Compulsory Paper**

#### **Paper I: Critical Theory – I**

With the changing contours of power dynamics and a sustained emphasis on representational politics, a reassessment of the methodology of the Literature classroom has been effected. Not only is the canon spilling outside the erstwhile ambit of “Wulf to Woolf”, the tools of analysis have, likewise, witnessed a shift. From literary benchmarks to extra literary- to progressively borrowing from diverse fields, viz., economics to psychology, history to sociology, theory represents a wide spectrum. Today this eclectic field is thoroughly aligned to the purposes of the study of literature and collected under the rubric of “theory.” The effect of literary theory on study of literature has clearly transcended the original impulse of text analysis and is witnessing a more integral role, with theory asserting a tangible influence on the production of literature itself. The course is designed with the intent of introducing an MA classroom to core texts representing a range of literary theory. The selected texts represent a historical progression of literature analysis as well as the ideological impulses that have modified the practice of literary studies.

### **Paper II : Shakespeare – I**

Shakespeare, the Bard of Avon, looms large as a dominant, if not hegemonic, presence in the domain of English Studies. His plays have withstood the test of time in terms of their reception across cultures. Critics have subjected his plays to multiple interpretations, but what has really lent a resounding after-life to Shakespeare is the growing corpus of multiple re-writings of his plays. The emerging matrices of race, gender and nationalism have often lead creative writers, theatre artists and film directors to re-fashion, re-contextualize and re-write his plays in alternative ways. These alternative ways at times take radical subversive turn as lead characters stand reduced into marginal ones and the absent characters emerge from nowhere to displace the iconic ones. The paper intends to introduce students to some of the re-written plays of the great playwright along with the originals ones to underscore the discourse of Shakespeare in contemporary times.

### **Paper III : Postcolonial Literatures – I**

This introductory course will examine some key concepts and debates in postcolonial writing, theory and criticism. It begins with the British Raj and its accompanying literature, leading to an understanding of some conceptual categories of postcolonial studies—its assumptions, contexts, pitfalls. In Units I and II, the course will explore the origins and meaning of the history of colonialism and postcolonialism to understand the effect of imperialism on the colonized world. In Units III, IV and V, focus will shift to self-representation and resistance, to postcolonial activism and to theories of language and nationalism in the formerly colonized societies. The emphasis in this semester will be on texts rather than simply on theories. Literary texts will be primary to the discussions so that all theoretical insights will be seen as emerging from these significant texts. We shall try and place theory and texts in a dialogue so that theory will act as an accompanying method for understanding the writing of the texts.

#### **Paper-IV : Writings from Punjab –I**

Given its geopolitical location, Punjab has always been vulnerable to invasions and diverse influences. As a response to burgeoning ills in the social fabric, Punjab witnessed the flowering of Sikh faith and *Sufi- Bhakti* movements from fifteenth century onwards. These movements led to the creation of a vast literary resource, consolidated in the flowing corpus of Sufi writings and the *Granth Sahib*, which was egalitarian to the extent that it included writings from across faiths. The performative aspect of these texts is alive in Punjab even today, both in the religious and secular spheres. The course examines evolution in the narrative through writings from Punjab, between 15<sup>th</sup> and 19<sup>th</sup> centuries and attempts to include the distinctly "Punjabi" works in different genres spread across a period of about 500 years. From the corpus of Gurbani, to Sufiana *kaav*, to *bhakti* literature, the paper encompasses a vast sweep. Apart from acquainting the students with representational texts, an attempt would be made to situate the paper in the larger socio-economic matrix of medieval Punjab. A powerful syncretic strain that touches a high point with *Qissa Kaav* has been the characteristic touchstone of Punjabi ethos. The languages represented are medieval Punjabi and Persian, the genres range from poetry to hymns from *Granth Sahib* to epistle on the battle field with *Zafarnama* to *Qissa Kaav*. The course focuses on touching a little of all significant writings of Punjab. An attempt has been made to include multiple perspectives that emerged during the aforesaid historical period and which will enable students to comprehend how literary ground was being set up through these writings.

#### **Paper-V : Research Methods**

Research involves systemic exploration of subject-matter for creating new knowledge or extending the frontiers of existing knowledge. This paper has been designed keeping in view the increasing importance of research for Master's students in the emerging contexts. The paper is of introductory nature. It aims to impart the basic understanding of research tools and techniques, research ethics, research theory, online and print sources and documentation to the students.

### **SEMESTER-IV**

#### **Paper-I : Critical Theory – II**

Post-1980, the gap between literary theory and cultural theory has narrowed down. Literary theory is no longer contained to our thinking about the production or reception of literary works alone; rather it has brought about changes in the ways in which we conceptualize larger discourses of history, colonialism, gender and ideology. The ambit of theory has further widened due to a strident inner questioning. This paper, to be seen in conjunction with Literary Theory – I, maps the subsequent development and new interrogations in the field. The collation of texts is with the intent of exposing students to later

developments in the field of literary theory. The paper focuses on essays that deal with theoretical understanding of history, ideology, gender and colonialism.

## **Paper-II**

### **Shakespeare – II**

Shakespeare, the Bard of Avon, looms large as a dominant, if not hegemonic, presence in the domain of English Studies. His plays have withstood the test of time in terms of their reception across cultures. Critics have subjected his plays to multiple interpretations, but what has really lent a resounding after-life to Shakespeare is the growing corpus of multiple re-writings of his plays. The emerging matrices of race, gender and nationalism have often lead creative writers, theatre artists and film directors to re-fashion, re-contextualize and re-write his plays in alternative ways. These alternative ways at times take radical subversive turn as lead characters stand reduced into marginal ones and the absent characters emerge from nowhere to displace the iconic ones. The paper, an extension of Shakespeare- I, semester III, intends to introduce students to some more re-written plays of the great playwright along with the originals ones to underscore the ever-expanding discourse of Shakespeare in contemporary times.

### **Paper -III : Postcolonial Literatures – II**

In this semester, students will move on to examining more contemporary essays and texts, ranging from issues of history-writing to hybridity, from decolonization to rapidly globalizing third-world economies, and finally to blackness, terror and migration. It will consider how postcolonialism has changed its agendas, having migrated to the United States by transcending national boundaries. This course attempts to move beyond an introductory study of colonialism/postcolonialism to focus on the enormous minefield Postcolonial Studies has become. It will probe whether the discipline maintains links with the literature of dissent and resistance examined in Semester I. This course will endeavour to both analyse the meanings and implications of postcolonialism today as well as critique the discipline and interrogate its wide-ranging scope. Each unit has a list of reference books students are advised to study.

### **Paper- IV : Writings from Punjab – II**

Twentieth century Punjab contributed its fair share of struggle in the Indian Independence movement, which for its people, culminated in the cataclysmic event of Partition. With 14 million displaced and a million dead, scarcely any household remained untouched by the human tragedy. Apart from this, civil strife in the 1980s ripped apart the social fabric of a society that had syncretic roots. With these events, the idea of community was decidedly disrupted. The period has additionally been marked with struggles for a more strident Dalit identity and women's liberation. Importantly, the experience of the community has also found echoes in the burgeoning diasporic space. Thus as a region, having undergone multiple divisions, there are many Punjabs -- one inside the nation, and the other beyond the border, and yet

another it in its ever-expanding diaspora. All this has found way into the literary writings of this era. A representational list of texts is drawn up to acquaint students with these trends as well as genres. There is an attempt to showcase the continuing syncretic ethos of Punjab by including languages such as Urdu and Hindustani in addition to Punjabi and the multiple identities that have gone on to shape *Punjabiyyat*. Additionally, the course seeks to explore the shifting contours of literary trends of Punjab in the modern period.

### **Paper-V : Creative Writing and Soft Skills**

The objective of the paper is to impart a keener understanding of the finer aspects of creative writing, translation and other soft skills. Though in each unit of the paper, there are theoretical essays, yet the emphasis is on the practical application of the ideas related to the use of language in different situations. The students would be examined in terms of their skills of writing creatively on given situations and also translating paragraphs from one language to another. The essays are of introductory nature and have been prescribed to provide the students general guidelines in dealing with questions of applied nature.

### **Hindi (BA)**

- The study of significant writers like Kabir, Rahim and Tulsidas, strengthens the moral and human values of the students.
- The study of Hindi literature augments their creative writing skills which opens doors to opportunities. Through Literary works like *Kurukshetra*, *Ram CharitManas*, *EK Satya*, *Harishchandra* the course enlightens them of the grave realities of life and strengthen their coping mechanism.
- Hindi Literature helps their mental growth and increase thinking ability
- The course helps them understand society and makes them aware of their rights and duties.
- The poetry keeps students away from superstition and they learn to think and act in a logical manner. Especially poems of a few writers like Kabir, Rahim and Tulsidas, Malik Muhammad Jaisey teach them to live in harmony with all religions and respect of all castes and faiths.
- The course enhances their critical thinking.

### **Home Science (BA)**

The Home Science curriculum has four major areas with various educational and vocational prospects, namely human development, family & community resource management, food & nutrition and textile science.



- The curriculum empowers to take judicious decisions concerning the use of materials and resources.
- The student becomes efficient to nurture and take care of the young, to foster their healthy growth and development.
- It develops creative, design and analytical skills applicable to working environment.
- It helps one to start self employment opportunities in fashion designing, starting tailoring unit, catering units, nursery schools, family counselling centres, food processing centres and preservation units.

### **Sociology (BA)**

- Basic understanding of fundamentals of Sociology help students in formulating a sociological viewpoint
- It prepares students to understand the hierarchical structure of groups in various societies.
- In the Indian context students are apprised with the various dimensions of Social Stratification and Social Mobility.
- Study of various institutions which are foundations of human society, help students to look at society in an objective and analytical way.
- It helps students to comprehend social realities and also equip them to utilise their knowledge in various theoretical and practical exercises.

### **Music (Instrumental) (BA)**

#### **Outcomes**

- Students studying the subject of Music Instrumental will be able to create, analyse and appreciate musical compositions. They are able to recognize, classify and interpret Indian musical ragas and their divisions.

- The syllabus is divided in practical and theoretical component in all three years of graduate study. Theoretical component covers the history of Indian music, various techniques and life sketches of renowned musicians. The practical component includes learning of many musical instruments including Sitar, Santoor, Tabla and harmonium.
- Students are able to distinguish and analyse music according to historical, cultural and stylistic contexts, and to adhere culture and history from diverse perspectives.
- Apart from curriculum, the students are encouraged to participate in Inter-college, Zonal and Inter Zonal Youth Festivals. The students are coached for Indian Orchestra, Percussion, Non-Percussion, Folk Instrument categories, which gives them opportunity to not only learn the Instruments in curriculum but others too.

## **DEPARTMENT OF ECONOMICS**

### **Objectives:**

- To learn how markets and other governance structure organize core activities.
- To evaluate consequences of economic activities for individual and social welfare.
- To identify determinants of macroeconomics aggregates like national income, employment etc.
- To describe linkages between financial markets and real economy
- To describe macroeconomic theories of short term fluctuation and long term growth in the economy
- To trace the development of international financial system
- To trace the origin of economic thought
- To develop analytical and emperical skills necessary to succeed in securing professional employment

### **Outcomes:**

#### **M.A. Economics**

- Comprehensively equip the students with theoretical concepts, methodology and process of reasoning involved in analyzing economic behavior of individuals, firms and markets using, in general, a static and partial equilibrium framework.

- Provide them an insight into the past, present and future functioning of the Indian economy and strengthen their analytical capability.
- A deep understanding about the broad principles and theories, which tend to govern the free flow of trade in goods, services and capital –both short-term and long-term –at the global level.
- To familiarize the students with the historical evolution of economic ideas into the contemporary economics.
- To acquaint the students fully with the changing role of financial institutions in the process of growth and development.
- Use econometric and theoretical methods to analyse economic problems and to plan and carry out a research project.
- Provides an insight onto special fields like industrial economics, agricultural economics, globalisation etc.

#### **Economics in B.A.**

- Develops the ability to explain core economic terms, concepts and theories to analyze real-life situations.
- Transmitting the body of basic mathematics to study of economic theory in modern society.
- Applying economic theories and concepts to contemporary social issues as well as formulation and analysis of policy.
- Realizing the role of ethical values in economic decisions.

#### **Economics in B.com**

- Develops the ability to explain core economic terms, concepts and theories to analyze business situations.
- Apply basic mathematical and statistical skills necessary for analysis of a range of problems in economics, actuarial studies, accounting, marketing, management and finance
- Use of benefit/cost analysis.
- Demonstrates the ability to collect process and interpret data including statistical inference.

## **Public Administration**

Public Administration as the name states studies the public administrators and the procedure they employ in an integrated manner. The students are taught domestic and international, non-governmental and their working in the present day world. The Public Administration students can be employed in careers in public, private enterprises with the knowledge they acquire during the course of their study.

### **Objectives**

- Academic and practical knowledge of Public Administration practices in India
- The study of types of organisations and the principles employed to govern them
- Understand and contribute to public policy
- Understand Budget and its preparation in India
- Legislative control and its effectiveness over finances in India
- To communicate effectively both orally and in written form
- To appreciate the efforts of government of India in demarcating and then providing welfare measures to the people of India
- To generate awareness as to the local government and its function available for the development of the country as a whole
- To study the government policies related to employees and employers in both public and private set up

### **Outcomes**

- Students will be aware of the environment in which government organization operate.
- Students are taught the various facets of administration, which will help them become better administrators.
- Students are provided theoretical and practical knowledge ranging from environmental, personnel, financial, local and developmental that empowers them and helps them in future.
- Students understand current issues better in context of their theoretical awareness administrative settings
- Students are able to differentiate between the government and private sector and its working. Students are able to appreciate and contribute to public policy.
- The leadership skills of students are honed which help them in their future endeavours.

## **PSYCHOLOGY DEPARTMENT**

- The curriculum of psychology is a balance between pure and applied research.
- Course curriculum has both academic as well as societal relevance.
- The degree offers an opportunity to develop skills required for varied career fields.
- Basically Psychology at undergraduate level is a foundation course to students who want to pursue Psychology at Masters Level.
- In general Psychology students are appraised with scientific method, basic emotions, motives, understanding of personality, intelligence, development.
- In Experimental psychology, students develop an understanding of nervous system, various sensations and the cognitive aspects.
- The concept of Psychophysics is also introduced at the undergraduate level.
- Introductory knowledge about clinical psychology with emphasis on the dynamics of some of the behavioral disorders and therapies are given. Sis also imparted.
- Students are also introduced with elementary inferential statistics.
- Some knowledge regarding stress and coping strategies is also given.
- The alumni of the department are working in varied fields as Psychology covers everything under the sun.

## **PUNJABI**

The course is designed to enable students to:

- Access a rich and diverse cultural tradition developed over a long period of time. This tradition includes Poetry, Prose, traditional folk dance, philosophy, film, music and meditation.
- Understand and appreciate the cultural tradition includes Poetry, prose, traditional folk dance, Philosophy, film, music and meditation.
- Punjabi Course helps them understand society and make them aware of their rights and duties.
- The Course enhances their critical thinking.
- Apply Punjabi to work, further study, translator job and also so many opportunities.
- Knowledge of modern standard Punjabi provides foundation for understanding the innumerable regional variants and various style of spoken Punjabi, which are found both within and outside the subcontinent.
- Use Punjabi to communicate with others.

- Understand their own culture through the study of other culture.
- Express needs, desires, or emotions properly
- Understand and appreciate the cultural contexts in which Punjabi is used.

### **History (BA)**

- Students are able to demonstrate thinking skills by analyzing and evaluating historical information from multiple sources.
- Students produce well researched written work that engages them to think critically about the varieties of experience found in the historical record of the world history, exploring diversity as a critical component.
- The course demonstrates the significance of historical topics with reference to broader historical context, historio-graphic trends, or contemporary relevance
- Comprehend the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class.

### **Physical Education (BA)**

#### **Objectives:**

- To impart direct Physical experience related to field of Physical Education and sports with the help of audio-visual teaching aids.
- To spread facts of Kinesiology, Bio-mechanisms, Anatomy, sports psychology, exercise physiology, sports training etc for the career aspects in the future
- The process of teaching emphasize on comprehensive development of students through physical, social, emotional and mental enhancement to boost their personality.

#### **Learning Outcomes**

- The students get strengthened, develop leadership skill by getting academic as well as practical knowledge and also get motivated to pursue Physical Education subject in Masters Courses.
- Our students have brought laurels to the College and university at State level, National level and International level competitions.
- Since last few years, many students of the department have joined coaching Diploma courses in specific sport and game at Netaji Subhash National Institute of Sports (NSNIS) Patiala, and many students got admission in BPED course in Panjab University and other

Universities which helps students to get themselves recruited.

**B.Sc. (Non-Medical/ Computer Science):**

Bachelor of Science (B.Sc.) is one of the most popular academic degree courses among the science students after class 12th. The duration of B.Sc. degree course is 3 years. B.Sc (Non – Medical) comprises of three elective subjects Physics, Chemistry and Mathematics. The students who are interested in the computer and information technology field can opt for B.Sc. (ComputerScience) in which Computer Science is an elective subject in place of Chemistry.

**Learning outcomes:** The learning outcome of the students is assessed through continuous evaluation throughout the semester by taking class tests, giving problem solving assignments, Internal Exams, performing practical in Laboratories and finally the University Examination.

In general BSc graduates are be able to:

- Apply their broad knowledge of science across a range of fields, with in-depth knowledge in at least one area of study, while demonstrating an understanding of the local and global contexts in which science is practiced.

- apply appropriate methods of research, investigation and design, to solve problems in science, mathematics, technology including the planning and/or conduct of a significant project, problem or investigation
- evaluate the role of science, mathematics and technology in addressing current issues facing local and global communities, for example climate change, health and disease, food security, sustainable energy use
- work effectively in groups to meet a shared goal with people whose disciplinary and cultural backgrounds differ from their own
- Communicate clearly and convincingly about science and technology ideas, practice and future contributions to expert and non-expert audiences, matching the mode of communication to their audience.

### **Career opportunities after B.Sc (Non Medical/Comp. Sc)**

There are various opportunities available for the students after B.Sc. The students can go in a research field, in some colleges the students can be recruited directly by the big organizations at a very good salary package, some professional B.Sc. ( Computer Science) open the door of animation and IT industry for the graduates. A graduation degree in science allows the students to learn, work and get jobs not only in India but also in abroad.

Apart from the research jobs, students can also work or get jobs in Marketing, Business & Other technical fields. Science graduates also recruited in the bank sector to work as customer service executives. Students can also find employment in government sectors. Few of the options are available after pursuing post-graduation (M. Sc.). Students can also pursue Ph.D. from reputed institute after MSc and get fellowships/scholarships. Some of the recruiting agencies are BHEL, DRDO, HPL, CSIO etc

### **BCA/BA CSc/BSc/CSc (Elective)**

- The course aims to enlighten students on various programming languages and fundamentals of computer applications.
- The course aims to build up critical and logical thinking for quick problem solving techniques.
- Course enhances the ability of a student in various computing aspects such as database handling and computer hardware knowledge etc.



- This course provides effective guidance to the student to use their skills in effective hardware and software maintenance.

## **B.Com and M.Com**

B.Com program comprises of three years of regular study divided into 6 semesters. . M.Com is a two year program consisting of 4 semesters. This program emphasis on various areas related with finance, cost and management accounting, human resource management, marketing management, production management, financial management, psychology for managers, law, operations research and social and business ethics. These courses help the students to augment and provide them with wholesome knowledge and specialize in the above areas. These areas have been distributed in different semesters

**Finance:** In different semesters, topics like financial accounting, cost accounting, management accounting, financial management, cost management and financial management, financial markets are provided which helps the students to develop abilities and skills to tackle matters with finance and financial data analysis.

**Management:** The programme covers different aspects of management such as human resource management, marketing management, project management. It helps students enhance knowledge to deal with organizations, markets and different project set up techniques.

**Psychology for Managers:** This area helps to gain practical and effective understanding the psychology of the people being managed.

**Law:** To understand the legal aspects, the students are taught different subjects such as commercial law, business law, company law, Direct tax law and Goods and services tax.

**Operations Research:** The subject covers game theory ad decision making which helps the students to identify and develop operational research models from the verbal description of the real system

**Social and Business Ethics:** The subject helps to understand the importance ethical conduct for business and community and further critical evaluation of own values and appreciated in workplace

**Outcomes of B.Com and M. Com programs:**

- The course develop managerial skills among the students, this helps them in performing various managerial jobs.
- It instils the students with entrepreneurial capabilities that enable them to set up their own business ventures.
- The course grooms the students according to needs of the industry. It helps them to enter into the field of banking, insurance, accounting, taxation and auditing and many more.
- The study inculcates team spirit, values and leadership qualities among the students, so that they can face the challenges in industry and academics.
- It prepares the students to pursue higher education and research in the field of marketing, finance, accounting and human resource.