

PROGRAMME & COURSE OUTCOMES

BSC	
Department of Botany	
Programme Outcomes:	On successful completion of the course, Students will have gained knowledge and understanding about plant diversity, form and function; Practical skills in the laboratory and field experiments; Hands-on experience in the practice of experimental plant science; Presentation skills (oral & writing) in the plant sciences. They will be able to appear in competitive examinations for gaining admission to premier postgraduate programmes in Botany and also be able to compete in State and National recruitment examinations like Indian Civil Services and Indian Forest service etc. The programme provides a strong foundation for the students to discover their aptitude for careers in teaching, research and for success in programme-specific job recruitment examinations.
Course Code	Course Outcomes
BOT-C -1	Students will Understand the systematics, morphology, structure and reproduction and economic importance of algae and microbes.
BOT-C -2	Students will comprehend the nature of biomolecules and cell biology.
BOT-C -3	Students will gain knowledge of the form and function of fungi and understand the principles of plant pathology.
BOT-C -4	Students will have comprehensive knowledge of the archegoniate.
BOT-C -5	Students will understand the anatomical organization of angiosperms.
BOT-C -6	Students will understand the role of plants in human welfare, know about the utility of plant resources.
BOT-C -7	Students will comprehend the principles of genetics
BOT-C -8	Students will understand the scope and principles and molecular biology.
BOT-C -9	Students will have understanding of the

	principles of Plant ecology and phytogeography.
BOT-C -10	Students will acquire the basic knowledge and skills in Plant taxonomy and systematic botany.
BOT-C -11	Students will understand the Reproductive biology of angiosperms.
BOT-C -12	Students will understand the metabolism, growth and developmental processes in plants.
BOT-C -13	Students will become conversant with the various aspects of Plant metabolism.
BOT-C -14	Students will become conversant with the principles of Plant biotechnology.
BOT-DSE-1	The students will acquire knowledge of the basic principles of biostatistics and their applications in botany.
BOT-DSE-2	Students will become aware of the basic principles P.T.O practice of Plant breeding.
BOT-DSE-3	Students will gain fundamental knowledge of Industrial and environmental microbiology.
BOT-DSE-4	In carrying out a project work of their choice, students will learn guided research, time management, analysis and presentation of data and gain the ability to arrive at logical scientific conclusions.
BOT-GE-1	Students will gain knowledge of the biodiversity of Microbes, Algae, Fungi &Archegoniate.
BOT-GE-2	Students will understand the physiological processes of plants.
Department of Chemistry	
Programme Outcomes:	This programme helps in learning the scientific skills and temper for higher research in the fields of pure chemistry and allied fields like material science, nano science and technology, environmental science etc. This course also prepares the students for jobs as analysts, chemists and technical assistants in various industries like pharmaceutical, chemical, paints, fertilizer and polymer, to name a few. As a whole this programme of B.Sc.

	(Chemistry honors) holds a lot of promises and prospects for the students, both in academic pursuits as well as employability.
Course Code	Course Outcomes
CHEM-C -1	Elements and their compounds, their structures through various types of bonding, their behavior and applications constitute this vast branch which provides very basic and fundamental knowledge for further studies of higher and complex chemistry.
CHEM-C -2	Teaching and learning of physical chemistry constitute an important part of this course where students tend to acquire knowledge on critical aspects of the physical phenomena and laws governing them.
CHEM-C -3	This enables the students to understand the huge branch consisting of millions of compounds, their synthesis, properties and applications along with the mechanism of reactions. Organic chemistry helps them to prepare for placement in various industries also.
CHEM-C -4	Teaching and learning of physical chemistry constitute an important part of this course where students tend to acquire knowledge on critical aspects of the physical phenomena and laws governing them.
CHEM-C -5	Elements and their compounds, their structures through various types of bonding, their behaviour and applications constitute this vast branch which provides very basic and fundamental knowledge for further studies of higher and complex chemistry.
CHEM-C -6	This enables the students to understand the huge branch consisting of millions of compounds, their synthesis, properties and applications along with the mechanism of reactions. Organic chemistry helps them to prepare for placement in various industries also.
CHEM-C -7	Teaching and learning of physical chemistry constitute an important part of

	<p>this course where students tend to acquire knowledge on critical aspects of the physical phenomena and laws governing them.</p>
CHEM-C -8	<p>Elements and their compounds, their structures through various types of bonding, their behavior and applications constitute this vast branch which provides very basic and fundamental knowledge for further studies of higher and complex chemistry.</p>
CHEM-C -9	<p>This enables the students to understand the huge branch consisting of millions of compounds, their synthesis, properties and applications along with the mechanism of reactions. Organic chemistry helps them to prepare for placement in various industries also.</p>
CHEM-C -10	<p>Teaching and learning of physical chemistry constitute an important part of this course where students tend to acquire knowledge on critical aspects of the physical phenomena and laws governing them.</p>
CHEM-C -11	<p>This enables the students to understand the huge branch consisting of millions of compounds, their synthesis, properties and applications along with the mechanism of reactions. Organic chemistry helps them to prepare for placement in various industries also.</p>
CHEM-C -12	<p>Teaching and learning of physical chemistry constitute an important part of this course where students tend to acquire knowledge on critical aspects of the physical phenomena and laws governing them.</p>
CHEM-C -13	<p>Elements and their compounds, their structures through various types of bonding, their behavior and applications constitute this vast branch which provides very basic and fundamental knowledge for further studies of higher and complex chemistry.</p>
CHEM-C -14	<p>This enables the students to understand the huge branch consisting of millions of compounds, their synthesis, properties</p>

	and applications along with the mechanism of reactions. Organic chemistry helps them to prepare for placement in various industries also.
CHEM-DSE-1	This is purely an applied branch which caters to the need of students for research as well as for seeking jobs. It has wide scope as the polymers constitute the mainstay of materials for human use and students are trained on structures, properties and applications of the giant molecules.
CHEM-DSE-2	This branch is a very new and promising one, which teaches the students about innovative ideas, and practices by which chemistry can be made clean, non-hazardous and energy conserving, thus adding much quality to do away with environmental ills. This course enables the student's experiment and explore new possibilities in devising chemical reactions in green way.
CHEM-DSE-3	By reading this course, students acquire knowledge on different aspect of industries involving chemical processes including techniques and analysis. This study is of high use for the students to do internship and jobs in different industries.
CHEM-DSE-4	Students able to express their creativity and develop higher-order thinking skills.
CHEM-GE-1	Understand the atomic theory, structure of the atom, Schrodinger's wave equation and its significance. Describe the theories of bonding and predict the structure of molecules.
CHEM-GE-2	Preparation and important reactions of some aromatic hydrocarbons, and alkyl/aryl halides. Preparation and important reactions of some alcohols, phenols, ethers, aldehydes and ketones.
CHEM-GE-3	Understand the atomic theory, structure of the atom, Schrodinger's wave equation and its significance. Describe the theories of bonding and predict the structure of molecules.
CHEM-GE-4	Preparation and important reactions of

	some aromatic hydrocarbons, and alkyl/aryl halides. Preparation and important reactions of some alcohols, phenols, ethers, aldehydes and ketones.
Department of Mathematics	
Programme Outcomes:	This programme provides a foundation for pursuing research in Pure Mathematics as well as in Applied Mathematics. This also provides essential quantitative skills to those interested in related fields. With the maturing of the Indian industry, there is a large demand for people with strong analytical skills and broad-based background in the mathematical sciences.
Course Code	Course Outcomes
MATH-C -1	This course equips the student with necessary analytic and technical skills to handle problems of mathematical nature as well as practical problems.
MATH-C -2	The knowledge will help students in simple mathematical modelling. They can study advance courses in mathematical modelling, computer science, statistics, physics etc.
MATH-C -3	On successful completion of this course students will be able to handle fundamental properties of real numbers that lead to the formal development of Real Analysis and understand limits and their use in sequences, series, differentiation and Integration.
MATH-C -4	A student completing this course is able to solve differential equations and is able to solve model problems in nature using ordinary differential equations.
MATH-C -5	On the completion of the course students will have working knowledge on the concepts and theorems of elementary calculus of functions of one real variable.
MATH-C -6	A student can apply this knowledge to problems in Physics, Computer Science, Economics and Engineering.
MATH-C -7	After completion a student will be able to take more courses on wave equation, heat equation, gas dynamics etc. which are

	important in engineering and industrial applications.
MATH-C -8	Students can handle physical problems to find and approximate solution.
MATH-C -9	On successful completion of the course students will learn to work with abstract topological spaces. This is a foundation course for all analysis courses in future.
MATH-C -10	This will help students to continue more courses in advanced Ring theory modules, Galois groups.
MATH-C -11	A student will be able to calculate partial derivatives, directional derivatives, extremum values and can calculate double, triple and line integrals.
MATH-C -12	It has applications in Computer Science, Finance Mathematics, Industrial Mathematics, Bio Mathematics etc.
MATH-C -13	Students will be able to handle certain integrals not evaluated earlier and will know a technique for counting the zeros of polynomials. This course is prerequisite to many other advance analysis courses.
MATH-C -14	Students learn on direct products, group actions, class equations and their applications with proof of all results.
MATH-DSE-1	More knowledge on this topic in higher studies will help students to deal industrial models. This is also prerequisite for studying advanced courses in Nonlinear Programming Problems, Inventory Control Problem and Queuing Theory etc.
MATH-DSE-2	The students shall learn probability and statistics for various random variables, multivariate distributions, correlations and relations. He shall learn law of large numbers and shall be able to do basic numerical calculations.
MATH-DSE-3	After completing this course, a student will learn on serret-Frenet formulae, relation between tangent, normal and binormals, first and second fundamental forms and ideas on various curvatures. He has scope to take more advanced courses in surface theory and geometry.

MATH-DSE-4	Prepare and motivate students for research studies in mathematics and related fields.
MATH-GE-1	After completing the course, students are expected to be able to apply knowledge of calculus and differential equations in the areas of their own interest.
MATH-GE-2	The acquired knowledge will help students to study further courses in mathematics like, group theory, ring theory and field theory and linear algebra. It has applications not only in higher mathematics but also in other science subjects like computer science, statistics, physics, chemistry etc.
Department of Physics	
Programme Outcomes:	Students will demonstrate an understanding core knowledge in Physics, including the major premises of classical mechanics and modern physics. Students will design and conduct an experiment demonstrating their understanding of the scientific method and processes. Students will utilize a wide range of printed and electronic resources and information technologies to support their research on physical systems and present those results in the context of the current understanding of physical phenomena.
Course Code	Course Outcomes
PHY-C -1	To provide students the ability to hone the mathematical skills necessary to approach problems in advanced physics courses. Student should be able to understand basic theory of Vector algebra, curvilinear coordinate system, series functions, and calculus.
PHY-C -2	To make students learn about various fields of mechanics in depth in order to prepare them for advanced methods for solving numerical and conceptual problems associated with mechanics.
PHY-C -3	To make students understand electrostatics and magneto statics in depth and explore the branch of electromagnetic with Maxwell's

	equations. The course also emphasize on concepts of electrical circuits and network theorems for student's understanding.
PHY-C -4	To make student create a picture of phenomena in optics with deeper understanding of reasons behind them, for preparing young minds before exploring advanced topics.
PHY-C -5	To make student create a picture of phenomena in optics with deeper understanding of reasons behind them, for preparing young minds before exploring advanced topics.
PHY-C -6	Students have a deep understanding of heat transfer mechanisms, the ability to apply the laws of thermodynamics to analyze thermal systems, calculate thermodynamic properties of substances, and interpret the behavior of systems at the microscopic level using statistical mechanics.
PHY-C -7	Students get accurate signal reproduction, high fidelity in audio/video transmission, and real-time signal processing, with applications in areas like radio communication, audio equipment, instrumentation, and control systems.
PHY-C -8	To provide students the ability to hone the mathematical skills necessary to approach problems in advanced physics courses. Student should be able to understand basic theory of Vector algebra, curvilinear coordinate system, series functions, and calculus.
PHY-C -9	Students will explain phenomena at the atomic and subatomic level, analyze related experiments, and apply these principles to various scientific fields like materials science, cosmology, and medical imaging.
PHY-C -10	It aims to equip students with the ability to understand the fundamental building blocks of digital circuits, analyze their behavior, design basic digital systems, and apply this

	knowledge to various real-world applications.
PHY-C -11	Students will understand the structure of atoms, explaining the behavior of light, and enabling the development of technologies like lasers, transistors, and medical imaging devices like MRI machines.
PHY-C -12	It allows student to understand and explain their various physical properties like electrical conductivity, magnetic behavior, thermal properties, and optical characteristics.
PHY-C -13	Student will understand how electric and magnetic fields interact, explaining the nature of electromagnetic waves, predicting the behavior of charged particles in electric and magnetic fields, and providing a foundation for technologies like motors, generators, antennas, and communication systems.
PHY-C -14	It provides a framework to derive and explain macroscopic thermodynamic properties of a system by analyzing the behavior of its constituent particles at the microscopic level.
Department of Zoology	
Programme Outcomes:	The Zoology coursework aims to nurture knowledgeable persons in concerned subjects and create qualified and employable graduates who would be able to excel in teaching and research. Inculcation of individuals with aptitude and skill for research and also encourage individuals having innovative ideas and necessary training to initiate unique start-ups. The program will help to build young leaders who offer their service to the betterment of the community and the nation.

Course Code	Course Outcomes
ZOOL-C -1	Introduction to Protista kingdom. Study of major phyla within Protista: Protozoa and Algae. Comparative analysis of cellular structure, locomotion, and reproduction among different protist groups. Practical: Microscopic examination of representative Protista species, identification of key morphological features, and observation of locomotion and reproduction mechanisms.
ZOOL-C -2	Students will develop a comprehensive understanding of fundamental ecological principles, including population dynamics, community interactions, and ecosystem functions through theoretical learning and practical application.
ZOOL-C -3	Students will develop a comprehensive understanding of the taxonomy and phylogenetic relationships among coelomate organisms, including Annelids, Arthropods, Mollusks, and Echinoderms.
ZOOL-C -4	By the end of the program, students will be able to demonstrate a comprehensive understanding of cellular structure and its functions at molecular, organelle, and cellular levels. This includes the ability to identify and describe the functions of key cellular components such as membranes, organelles, and cytoskeletal elements, both in theory and through practical laboratory investigations.
ZOOL-C -5	Students will demonstrate an understanding of the taxonomic classification and phylogenetic relationships of chordates, including the major groups such as vertebrates and invertebrate chordates. They will be able to describe the characteristics that define chordates and their evolutionary significance.
ZOOL-C -6	Students will comprehend the fundamental principles of neural control mechanisms governing sensory perception, motor coordination, and autonomic functions. Practical sessions

	will include dissection and examination of neural tissues, electrophysiological recordings, and simulations of neural circuits to reinforce theoretical concepts.
ZOOL-C -7	Apply biochemical concepts to analyze and interpret experimental data, including enzyme kinetics, metabolic pathways, and molecular interactions.
ZOOL-C -8	Students will gain a comprehensive understanding of the anatomical structures of vertebrates, including their similarities and differences across different species.
ZOOL-C -9	Understanding of the physiological mechanisms underlying life-sustaining systems such as cardiovascular, respiratory, and nervous systems. This includes the ability to explain how these systems maintain homeostasis in various environmental conditions.
ZOOL-C -10	Students will gain a comprehensive understanding of the fundamental metabolic pathways, including glycolysis, Krebs cycle, and oxidative phosphorylation. They will be able to explain the biochemical reactions involved in each pathway and understand their interconnectedness.
ZOOL-C -11	By the end of this program, students will demonstrate a thorough comprehension of fundamental concepts in molecular biology, including DNA replication, transcription, translation, gene regulation, and genetic engineering.
ZOOL-C -12	Students will demonstrate a thorough comprehension of the principles of Mendelian genetics, including the laws of segregation and independent assortment. Through practical exercises, they will apply these principles to predict the outcomes of genetic crosses and analyze inheritance patterns.
ZOOL-C -13	Students will comprehend the fundamental principles and mechanisms underlying embryonic development, including cellular differentiation, morphogenesis, and tissue patterning.

ZOOL-C -14	Students will demonstrate a comprehensive understanding of the foundational principles of evolution, including natural selection, genetic drift, and gene flow, through theoretical knowledge and practical application.
ZOOL-DSE-1	Students will grasp the fundamental concepts underlying animal behavior, including ethology, behavioral ecology, and evolutionary psychology. They will learn to analyze behavioral patterns across various taxa and environments, gaining insights into the adaptive significance of behaviors.
ZOOL-DSE-2	Understanding the innate and adaptive immune systems. Knowledge of immune cells, tissues, and organs. Concepts of antigen recognition and immune response initiation.
ZOOL-DSE-3	Students will gain a comprehensive understanding of the biology, behavior, and ecological roles of various fish species. They will learn about the diversity of fish habitats, their adaptations, and their interactions within ecosystems.
ZOOL-DSE-4	Gain a comprehensive understanding of the fundamental principles and concepts in zoology.
ZOOL-GE-1	Students will be able to classify animals into appropriate taxonomic groups and understand their evolutionary relationships through the application of phylogenetic principles. Practical components will involve hands-on activities such as specimen identification and cladistic analysis.
ZOOL-GE-2	Students learn how the body works, including the structure and function of major organs.
BA	
Department of Economics	
Programme Outcomes:	This program will enable the students to compare the national and international issues in Economics. It will enhance the quantitative aptitude, analytical thinking,

	logical reasoning, knowledge of environmental issues and communication skills of the students.
Course Code	Course Outcomes
ECO-C -1	On successful completion of this course, the student is able to comprehend the various micro economics theories. He/she will be able to apply microeconomic concepts to real life situations. The student can formally analyze the behavior of economic agents. Reasoning coupled with the use of mathematical tools would help the students to the conceptual clarity.
ECO-C -2	On successful completion of this course, the student would be able to transmit the basic mathematics into the study of various theories and econometrics. He/she can apply the mathematical techniques for optimization problems. The student will also be able to understand the Input Output Models used in Macroeconomics.
ECO-C -3	This course intends to enable the students to understand various alternative theories of output and employment determination in an economy in short run as well as long run. The students will be aware of the long run dynamics issues like growth and technical progress.
ECO-C -4	On successful completion of this course, the student would be able to transmit the basic mathematics into the study of various theories and econometrics. He/she can apply the mathematical techniques for optimization problems. The student will also be able to understand the Input Output Models used in Macroeconomics.
ECO-C -5	On successful completion of this course, the student is able to comprehend the various micro economics theories. He/she will be able to apply microeconomic concepts to real life situations. The student can formally analyze the behavior of economic agents. Reasoning coupled with the use of mathematical tools would

	help the students to the conceptual clarity.
ECO-C -6	This course intends to enable the students to understand various alternative theories of output and employment determination in an economy in short run as well as long run. The students will be aware of the long run dynamics issues like growth and technical progress.
ECO-C -7	Completion of this course will enable the students to apply various statistical tools for research purpose. This gives the training about how to handle raw data.
ECO-C -8	On successful completion of this course, the student is able to comprehend the various micro economics theories. He/she will be able to apply microeconomic concepts to real life situations. The student can formally analyze the behavior of economic agents. Reasoning coupled with the use of mathematical tools would help the students to the conceptual clarity.
ECO-C -9	This course intends to enable the students to understand various alternative theories of output and employment determination in an economy in short run as well as long run. The students will be aware of the long run dynamics issues like growth and technical progress.
ECO-C -10	This course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. It aims at introducing the students to the basic concepts used in research both scientific and social research methods such as sampling techniques, research designs and techniques of analysis.
ECO-C -11	This course will enable the students to examine the sector-specific policies and their impact in shaping trends in key economic indicators in India. It would help them to highlight major policy debates and to evaluate the Indian empirical evidence.
ECO-C -12	This would help the students to

	<p>understand the aggregate models of growth and cross-national comparisons of growth experiences helping to evaluate these models. The student would be able to link the political institutions to growth and inequality by discussing the role of the state in economic development. This will also help to understand the environment development linkages.</p>
ECO-C -13	<p>This course will enable the students to examine the sector-specific policies and their impact in shaping trends in key economic indicators in India. It would help them to highlight major policy debates and to evaluate the Indian empirical evidence.</p>
ECO-C -14	<p>This would help the students to understand the aggregate models of growth and cross-national comparisons of growth experiences helping to evaluate these models. The student would be able to link the political institutions to growth and inequality by discussing the role of the state in economic development. This will also help to understand the environment development linkages.</p>
ECO-DSE-1	<p>After completing this course, the student will be able to study the various government policies from the point of view of economic efficiency and equity. The student will have idea about the nature of government intervention and its implications on issues of allocation, distribution and stabilization. This will also help the students to analyse the formal government taxation and expenditure, public goods, market failure and externalities.</p>
ECO-DSE-2	<p>This course exposes students to the theories and functioning of the monetary and financial sectors of the economy. It will enable the students to acquire knowledge about interest rates, monetary management and instruments of monetary control with special reference to Indian economy.</p>
ECO-DSE-4	<p>Processing of data presentation and</p>

	economic analysis, preparation of dissertation using statistical and simple econometric tools.
ECO-GE-1	Introduces the student's essential features of Indian economy. Make the students aware of under development during colonial period and current economic challenges. Understanding the role of Agriculture in Indian economy.
ECO-GE-2	Introduces the students to Indian Public Finances and economic reforms. Understanding the external sector of India. Understanding the Financial markets of India.
Department of Education	
Programme Outcomes:	Developing appropriate attitude, professional abilities, skills in teaching, pedagogical knowledge and effective quality about good citizenship.
Course Code	Course Outcomes
EDU-C -1	The learners shall be able to State and analyze the meaning of education and form own concept on education. Explain philosophy as the foundation of education. Analyze aims of education. Describe the essence of different formal philosophies and draw educational implications. Compare and contrast Indian and western philosophies of education
EDU-C -2	Explain the concept of educational psychology and its relationship with psychology. Understand different methods of educational psychology. Describe the theoretical perspectives of educational psychology. Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
EDU-C -3	The students shall state the relationship between education and society. Understand the meaning of Educational Sociology and function of education as a social system. State different agencies of education and their functions. Justify the

	importance of education for social change.
EDU-C -4	On completion of this course, the students shall Explain the concept of pedagogy. Differentiate pedagogy from other allied concepts. Explain different teaching task with example. Establish relationship between teaching and learning. List out different approaches and methods of teaching. Prepare a lesson plan following different designs
EDU-C -5	The students will state the nature, purpose and types of educational assessment and evaluation. Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation. Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching. Describe the characteristic of a good test.
EDU-C -6	On completion of this course, the student will describe nature, scope and limitation of educational research. Understand different types and methods of educational research. Explain sources from where knowledge could be obtained. Describe the process of research in education. Analyze research design in education. Illustrate procedure of collecting and analyzing data. Prepare the research report.
EDU-C -7	On completion of this course, the students will describe the importance of statistics in education. Organize and represent educational data in tabular and graphical form. Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data. Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve. Understand the divergence of data from normality.
EDU-C -8	On completion of this course, the student

	will understand the development of education in India during ancient period, medieval period and pre-independence period. Describe the development of education in India during post-independence period. Describe major recommendations of different policies and committee reports on education in India.
EDU-C -9	On completion of this course, the students will differentiate curriculum from courses of study, text book. Analyse bases and sources of curriculum. Describe different types of curriculums. Critically examine National curriculum framework-2000 and 2005. Describe process of curriculum development and differentiate different models of curriculum development. Evaluate curriculum using different evaluation models.
EDU-C -10	On completion of this course, the students will state the concept, need, principles and bases of guidance. Use various tools and techniques of guidance in appropriate contexts. Explain the role of school in organizing different guidance programmes. State the concept, scope and type of counseling. Narrate the process, tools and techniques of counseling. Explain the qualities and role of a counselor.
EDU-C -11	On completion of the course the students will grasp the structure of educational system of Odisha State the function of institutions/units at the state and district levels Appreciate the contribution of Utkal ManiGopobandhu Das to the thoughts and practices of Indian education narrate the learning objectives and implementation process of the major education. Schemes of central as well as state government being implemented in the state of Odisha.
EDU-C -12	On completion of this course, the student will explain the concept, nature and scope of ICT in education. Explore ICT resources for Teaching and learning.

	Differentiate between Web1.0 and Web2.0. Describe the importance of free and open-source software in education. Demonstrate the use of various application software in education.
EDU-C -13	On completion of this course the students will understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education. State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education. Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
EDU-C -14	On completion of this course, the students will describe the concept, types and importance of educational management. Spell out the structure of educational management at different levels - from national to institution level. Describe different aspects and importance of educational management.
EDU-DSE-1	On completion of this course, the student will state the importance and place of Odia as mother tongue in school curriculum. Develop the strategies to address the problems of Odia language acquisition in multilingual context. Use various strategies for facilitating the acquisition of language skills in Odia. Decide appropriate pedagogic approaches to transact different types of lessons in Odia. Prepare appropriate tools for comprehensive assessment of learning in Odia. Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
EDU-DSE-2	On completion of this course, the student will state the meaning, scope and importance of social science. Specify the skills and competencies to formulate specific LEARNING OBJECTIVES for different History and Political Science lessons. Identify the different methods

	and skills of teaching History and Political Science for transacting the contents effectively. Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History
EDU-DSE-3	Analyse various policies on education for high school education in India. Evaluate progress of high school's education.
EDU-DSE-4	Develop ability and attitude of critical thinking and systematic nature of working among the students. Develop confidence among the students to take up problem come across on their ways independently and competently.
EDU-GE-1	The learners shall be able to State and analyze the meaning of education and form own concept on education. Explain philosophy as the foundation of education. Analyze aims of education. Describe the essence of different formal philosophies and draw educational implications. Compare and contrast Indian and western philosophies of education
EDU-GE-2	Explain the concept of educational psychology and its relationship with psychology. Understand different methods of educational psychology. Describe the theoretical perspectives of educational psychology. Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
EDU-GE-3	On completion of this course the students will understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education. State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education. Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.

EDU-GE-4	The students will state the nature, purpose and types of educational assessment and evaluation. Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation. Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching. Describe the characteristic of a good test.
Department of English	
Programme Outcomes	UG students are expected to enjoy/understand literature, develop artistic sensibilities & recognize the use of language for creativity. They will also discover opportunities for employability, entrepreneurship, and research.
Course Code	Course Outcomes
ENG-C-1	On completion of course the students will know and understand CO-1 Students will be introduced to British poetry and drama from the 14th to the 17th century. CO-2 It will help the students explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.
ENG-C-2	On completion of Course the students will be acquainted with the Jacobean and the 18th century British poetry and drama, which will familiarize them with the form of satire, the comedy of humors and the comedy of manners.
ENG-C-3	Students will be acquainted with the period marked with an emphasis on reason and a newly evolved form of literature- 'the essay'.
ENG-C-4	In this paper, the students will be introduced to various genres of Indian Writing in English from the colonial time to the present day through a selection of representative poems, novel and play.
ENG-C-5	The students are expected to be

	acquainted with the Romantic period in English literature and some of its representative writers. They will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.
ENG-C -6	The learners will be introduced to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. They will also be exposed to samples of Victorian poetry.
ENG-C -7	The students will be familiar with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, drama and literary criticism.
ENG-C -8	The students will be introduced to the depth and diversity of American literature resulting in a thorough understanding of socio-cultural, political and philosophical contexts of the American spirit.
ENG-C -9	This paperers introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paperseeksto acquaint the students with the founding texts of the European canon.
ENG-C -10	In this paper the students will be acquainted with the works of women writers from different cultures and nations in various genres which will help them to be critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.
ENG-C -11	The students will be to introduced to the best of experimental and innovative dramatic literature of modern Europe.
ENG-C -12	This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.

ENG-C -13	In this paper, the students will be introduced to postcolonial literature – a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The students will get the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature.
ENG-C -14	This paper seeks to introduce the students to genres such as children’s literature, detective fiction and campus fiction, which have a “mass” appeal, and can help the students gain a better understanding of the popular and folk roots of literature.
ENG-DSE-1	This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.
ENG-DSE-2	The students will be introduced to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English but made available to the readers in English translation.
ENG-DSE-3	The students will be exposed to some significant writings on Indian partition with the texts focusing on the issues of loss, trauma, communalism etc.
ENG-DSE-4	An undergraduate project is individual research by students to understand in-depth a particular topic or fact in their field of study, strengthen their understanding of research processes and methods.
Department of Geography	
Programme Outcomes	Obtain knowledge from all aspects and branches of geography Comprehend geographical theories, essential facts and basic concepts Encourage critical and

	analytical thinking to understand man nature relation pertinent to geographical study. Identify geographical problems and finding solutions methodologically.
Course Code	Course Outcomes
GEO-C -1	Review, interpret and describe different perspective in geomorphology Review, interpret, discuss, relate and criticize different fundamental concept of geomorphology. Develop understanding and application for specific planning and management areas. Identify geomorphological problems and viable solution.
GEO-C -2	Understand, explain, and relate the need, scientific bases, characteristics and types of maps making CO-2 Interpret, relate, compare, differentiate and examine different fundamentals of map making CO-3 Create maps as per audience's requirement after evaluating and synthesizing the available information.
GEO-C -3	Acquire the basic concepts of Human Geography. Review, understand and summarize population dynamics. Review and analyze demographic characteristics. Examine social composite.
GEO-C -4	Learn the dynamics of atmosphere. Learn the importance and dynamics of temperature. Learn about general circulation of wind vis-à-vis atmospheric pressure. Obtain knowledge on components of weather and climate factor causing precipitation
GEO-C -5	Interpret and describe the different perspective of relief features of ocean basin. Interpret, discuss, relate fundamental concepts of temperature and salinity and its process. Interpret and describe dynamics of ocean like tide and currents and the related theories. Interpret, review and describe ocean as resources.
GEO-C -6	Interpret, discuss significance of statistics in geographical study. Interpret, review and analyze types and source of data collection and scales of measurement.

	Learn tabulation and descriptive statistics.
GEO-C -7	To learn basic knowledge of Odisha Geography: physiography, climate, drainage, soil, vegetation. To learn influence of geographic factors on Odisha. Learn and review agricultural crop, production and problem and prospects of agriculture in Odisha.
GEO-C -8	Understand the evolution of the philosophy of Geography. Compare different approaches to study geographical phenomena. To learn about paradigm shifts and dichotomy in Geography.
GEO-C -9	Review and understand the basics of economic and resource geography. Understand the concept of localization of economic activity. Describe and discuss different resource geography models and appraise, relate, compare and differentiate them particularly the models related to natural resources.
GEO-C -10	Understand the dynamic interactive relation between man and environment CO-2 Develop understanding on distribution, utilization and proper management of natural resources at global level make CO-3 Make assessment and review of planning and policies related to environment and natural resources.
GEO-C -11	Recognize, define and describe the basic concept of region, regional planning and development. Recognize, interpret, and discuss planning regions. Develop understanding to approaches and method of planning in general and in India.
GEO-C -12	Understand and review the concept of GIS and Remote Sensing. Learn to interpret Aerial photography. Understand basic components, history, development, and application of GIS.
GEO-C -13	To learn basic knowledge of Geography of India: physiography, climate, drainage, soil, vegetation. To learn influence of geographic factors on India. Learn and

	review agricultural crop, production and problem and prospects of agriculture in India.
GEO-C -14	Recognize, discuss and distinguish basic elements and types of disaster. Understand, discuss and discover cycle of disaster. Review and appraise measures for rehabilitation, construction, and recovery.
GEO-DSE-1	Interpret and review the nature scope of Population Geography. To learn about the source of population data. Learn, review, and explain different theories related to population
GEO-DSE-2	Interpret and review the concept, types and classification of Natural Resources. Interpret, review and explain theories related to resource e.g. Functional resource. Discuss and explain distribution and utilization of resource
GEO-DSE-3	Understand the basic meaning, concept and objectives of urban development. Understand and review the problems of the urban areas and their interdependence with urban areas.
GEO-DSE-4	Students will understand in-depth a particular topic or fact in their field of study, strengthen their understanding of research processes and methods.
Department of History	
Programme Outcomes	This programme aims at enabling the students to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that are important to the study of human society. The programme will familiarize the students with the history and heritage of the Indian subcontinent, including that of Odisha, from the earliest times up to the period after independence.
Course Code	Course Outcomes
HIST-C -1	This paper describes the antiquity of India's past and methods of

	reconstruction of it, the different sources which are scientifically corroborated to reconstruct the past. It also describes the beginning of farming communities and scientific methods which have come up in recent years and helps to understand the Vedic roots of Indic civilization.
HIST-C -2	This paper will develop critical understanding of the interdisciplinary approach in understanding the evolution of homo-sapiens. It will also make students familiar with the prehistoric tool-making techniques and development of agriculture. Students will develop appreciation of the global heritage and appreciate the difference between senatorial democracy and popular democracy of Rome and Greece respectively.
HIST-C -3	Students will be able to understand the linkages between social, political, economic, and cultural processes of Indian history in the specified period. They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India. The paper will also familiarise the students with the socio-economic history of the Gupta and Post-Gupta polities. Religion and its representation in Indian art will also be studied.
HIST-C -4	Upon completion of this paper, the student shall be able to: identify the main historical developments in ancient Rome and gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship. They will be able to trace the emergence and institutionalization of social hierarchies and marginalization of dissent, explain the trends in the medieval economy.
HIST-C -5	This paper will help students understand the new periodization and its basis, critically analyze of the relation between political realm and religious realm,

	interrelation between economy, society, polity, and culture in the making of regions. Students will be familiarized with the debates on the emergence of 'early-medieval' social order, including condition of the peasantry and the nature of Brahmanical social order and relations with law books which reinforced Brahmanical social order.
HIST-C -6	Upon completion of this paper the student shall be able to outline important changes that took place in Europe from the medieval period and acquire an integrated approach to the study of economic, social, political, and cultural developments in Europe.
HIST-C -7	On completion of this paper, the students shall be able to discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the sixteenth century and critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments, and economic trends in India during the period of study.
HIST-C -8	Upon completion of this paper the student shall be able to explain major economic, social, political, and intellectual developments in Europe during the 17th and 18th centuries, contextualize elements of modernity in these realms. The features of Europe's economy and origins of the Industrial Revolution are discussed.
HIST-C -9	Upon completion of this paper the student shall be able to compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation, and nature of the Mughal state, explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti, and Sufi traditions.
HIST-C -10	Upon completion of this paper the student shall be able to understand the theoretical underpinning of historical

	<p>construction, analyse the changing discourse of history, learn about the nature and authenticity of sources, understand how historical theories shaped historical narrative in different periods, and appreciate the evolution of the discipline of history as Humanities subject to that of a social science discipline.</p>
HIST-C -11	<p>At the end of the paper students will be able to identify what is meant by the French Revolution and trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.</p>
HIST-C -12	<p>This paper will enable students to understand the process and nature of British Colonial power in India, the ideologies, and institutions the British used to perpetuate their rule in India, economic policies of Britain as an imperial and colonial power in India and the major resistance movements against the British Raj leading up to the Revolt of 1857.</p>
HIST-C -13	<p>After successful completion of the paper, the students will be able to identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries. The social and economic facets of colonial India and their influence on the national movement will be outlined.</p>
HIST-C -14	<p>Upon completion of this paper the student shall be able to discuss the peculiarities of the disintegration of large empires and remaking of Europe's map, deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.</p>
HIST-DSE-1	<p>The students will understand the difference between historical regions and present-day administrative regions, understand the process of the making of the historical region of Odisha through the intertwined process of land grants,</p>

	integration of cults in the specified period in the broader context of different polities. Socio-cultural life in early and medieval Odisha is discussed.
HIST-DSE-2	At the end of this paper students will be able appreciate the impact of Moghul and Maratha rule in Odisha, analyze the nature of insurgency of the subaltern classes. The nature and consequence of Odia nationalism and its basis will be discussed, Students will analyze the tropes of nationalism of the Odia speaking people.
HIST-DSE-3	At the end of this paper students will be able to contextualize the emergence and spread of Puranic religions in Odisha, trace the origin and reasons for popularity of heterodox religions like such Buddhism and Jainism. The students will be able to study the evolution of Kalinga architecture, Brahmanical sculptures and narrative art in temples.
HIST-DSE-4	The students will learn to write dissertation on their respective research interest areas. It will enable students to peruse through existing body of literature through literature review, identify primary and secondary sources and analyze them, develop analytical skills, and understand that pursuing research is a scientific and systematic process.
HIST-GE-1	After the end of the paper, students will be able to identify major milestones in Indian history and understand that there are several contested histories and there is no singular narrative of the past.
HIST-GE-2	Upon completion of this paper the student shall be able to outline important changes that took place in Europe from the medieval period and acquire an integrated approach to the study of economic, social, political, and cultural developments in Europe.
Department of Odia	
Programme Outcomes	Read, Understand and Interpret language aspects through verbal, demonstrative, mathematical and graphical methods.

	Know the features of comparative literature.
Course Code	Course Outcomes
ODIA-C -1	To study the growth and development of Odia literature. To study the origin of Odia language for which students can gather knowledge about different language along with Odia language.
ODIA-C -2	To study the growth and development of Odia literature. To study about the mediaeval age of Odia literature. To study the growth and development of Odia language.
ODIA-C -3	To study the growth of modern age in Odia literature. To study an introduction of modern literature. To study the origin of Odia prose literature.
ODIA-C -4	To study the post independent era. To study the nature and scope of modernism in post independent literature. To study the prose literature in post independent.
ODIA-C -5	To study the growth and development of Odia Lipi. To study the origin of Odia Lipi for which students can gather knowledge about different Lipi along with Odia language. To study the origin of Odia language for which students can gather knowledge about different language along with Odia language.
ODIA-C -6	To study the origin of Odia language for which students can gather knowledge about different language along with Odia language. To study the definition, scope of language and its use.
ODIA-C -7	To study the meaning and importance of Grammar. To study the origin of Odia Grammar for which students can gather knowledge about different Grammar along with Odia language.
ODIA-C -8	To study about the culture and literature. To study about the different culture in which students can know the value of culture. To study the meaning and scope of folk culture from which student can understand the origin and activities of folk literature.

ODIA-C -9	To study the different theory uses in literature which can lead the students to write polished one. To study the importance of theory and different meaning of theory.
ODIA-C -10	To study the growth and development of Odia literature. To study the origin of Odia language for which students can gather knowledge about different language along with Odia language.
ODIA-C -11	To inspire the students to make a comparative study between NATAKA O EKANKIKA. To study the stage value and history of Odia Ranga Mancha. To teach the students about the trend of Odia drama and Naba Naatya Andolan.
ODIA-C -12	To make the students to understand about growth and development of Odia Katha Sahitya. To teach the students about different theories and its applications in Novel and Short story.
ODIA-C -13	To study the growth of prose literature and its importance in modern Odia literature. To study the features of prose literature for which a student can understand how to write the different aspect of prose literature.
Department of Philosophy	
Programme Outcomes	Analyzing complex arguments, identifying logical fallacies, and critically evaluating philosophical arguments, texts, and concepts, enabling them to think critically and independently about complex philosophical issues. To acquire problem-solving skills through engaging with philosophical problems and exploring different approaches to address them.
Course Code	Course Outcomes
PHIL-C -1	To demonstrate an understanding of basic philosophical concepts and terminology. CO-2 To analyze and evaluate philosophical arguments using logical reasoning and evidence. CO-3 To develop the ability to articulate their own philosophical viewpoints and engage in

	respectful dialogue with others.
PHIL-C -2	To foster their ability to engage with complex scientific and logical reasoning. To demonstrate proficiency in advanced logical techniques, including modal, non-classical, and meta-logic. CO-3 Students can analyze and construct formal proofs, including proofs in propositional and predicate calculus.
PHIL-C -3	Explore the diverse philosophical traditions that have developed in India, including but not limited to, Vedanta, Samkhya, Yoga, Nyaya, Vaish Eshika, Mimamsa, and Buddhism. Examine the foundational texts, doctrines, and methodologies of each major philosophical system. To analyze the key concepts, theories, and debates within each philosophical tradition.
PHIL-C -4	Master the symbolic representation of logical statements and arguments using formal logic notation. Understand the syntax and semantics of propositional and predicate logic, including truth tables, logical connectives, quantifiers, and formal semantics. Develop the ability to construct and analyze formal proofs using deductive systems, inference rules, and logical principles.
PHIL-C -5	Demonstrate an understanding of major ethical theories. Develop the ability to analyze ethical dilemmas and complex moral issues critically. Cultivate skills in ethical decision-making, considering competing moral claims, and evaluating the consequences of different courses of action.
PHIL-C -6	To demonstrate an understanding of the major philosophical concepts and themes that emerged within ancient Greek philosophy. Develop an awareness of the historical and cultural context in which ancient Greek philosophy emerged.
PHIL-C -7	To provide students with an advanced-level exploration of key philosophical systems such as Vedanta, Nyaya, Vaish Eshika, and Buddhism. To encourage

	students to conduct in-depth analyses of philosophical texts, arguments, and methodologies associated with each philosophical system.
PHIL-C -8	Gain insight into the philosophical contributions and ideas of contemporary Indian philosophers. Explore the diverse philosophical perspectives and worldviews represented by figures like Vivekananda, Tagore, Radhakrishnan, Ambedkar, etc., considering their unique backgrounds, influences, and intellectual contexts.
PHIL-C -9	Provide students with a comprehensive understanding of the major philosophical thinkers, and ideas that emerged in Europe from the Renaissance to the Enlightenment. Examine the impact of the Scientific Revolution on European philosophy, including shifts in epistemology, methodology, and the relationship between science, religion, and philosophy.
PHIL-C -10	To develop a deep understanding of the nature and structure of language, including its syntax, semantics, pragmatics, and usage in communication. To explore theories of meaning and reference, including theories of truth, reference, intentionality, and the relationship between language and reality.
PHIL-C -11	Develop critical thinking skills through the analysis, evaluation, and interpretation of Descartes' philosophical arguments and theories presented in the "Meditations". To investigate Descartes' dualistic metaphysics, particularly the distinction between mind and body, and the implications of this dualism for his theory of knowledge and perception.
PHIL-C -12	Engage in philosophical by the Isha Upanishad, including the nature of reality, the purpose of human life, and the means of spiritual liberation. To gain profound wisdom contained within the Upanishadic tradition, and its enduring

	influence on Indian culture and spirituality.
PHIL-C -13	Develop a comprehensive understanding of key concepts such as justice, liberty, equality, authority, power, rights, and democracy within the context of social and political philosophy. Analyze different political systems, including democracy, socialism, capitalism, anarchism, and totalitarianism, and evaluate their strengths, weaknesses, and implications for human flourishing and well-being.
PHIL-C -14	To develop a comprehensive understanding of major ethical theories, including consequentialism, deontology, virtue ethics, and ethical relativism, and their application to concrete moral dilemmas.
PHIL-DSE-1	Engage in philosophical inquiry and reflect on the profound questions and themes the Bhagavad Gita addresses. Develop cultural and spiritual awareness by appreciating the rich heritage and profound wisdom of the Bhagavad Gita and its enduring influence on Indian culture, spirituality, and philosophy.
PHIL-DSE-2	To comprehensively understand the beliefs, practices, rituals, and experiences associated with various religious traditions and worldviews. To explore different conceptions of ultimate reality, including the nature and existence of God.
PHIL-DSE-3	To comprehensively understand Mahatma Gandhi's life, including his upbringing, education, experiences, and contributions to India's freedom struggle and the world peace movement.
PHIL-DSE-4	To provide an opportunity for students to explore a topic of interest in-depth within their field of study. To make an original contribution to the existing body of knowledge in the field. To involve proposing new theories, developing new methodologies, or offering fresh insights into established concepts.

PHIL-GE-1	Mastery of formal systems, including propositional and predicate logic. CO-2 Proficiency in symbolic manipulation and application of logical rules. CO-3 Development of strong logical reasoning and problem-solving skills.
PHIL-GE-2	Understanding key philosophical concepts and schools of thought within Indian philosophy, such as Vedanta, Nyaya, Vaish Eshika, Samkhya, and Buddhism. Appreciation of the historical and cultural contexts that shaped Indian philosophical traditions.
Department of Political Science	
Programme Outcomes	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline. Critical sensibility to practical experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
Course Code	Course Outcomes
POL-C -1	To introduce the idea of political theory and various approaches. To enable the students to assess the contemporary trends of political theory. To reconcile theory and practice in relation to democracy.
POL-C -2	To acquaint students with constitutional design of state structures and institutions. To understand the conflicts in constitutional provisions.
POL-C -3	Understand the various concepts in political theory and appreciate how they can be helpful to analyze crucial political issues. Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.
POL-C -4	Understand the working of major political institutions in India. Understand the major debates in Indian politics along the axes of caste, gender, region and religion. Understand the changing nature of the Indian state and the contradictory

	dynamics of modern state power.
POL-C -5	To make students understand the basic concepts in comparative politics. To familiarize students with the basic concepts and approaches to the study of comparative politics.
POL-C -6	To enable students to learn the basic concepts related to public administration and its importance. To make students learn the major theories of public administration.
POL-C -7	Apply theoretical lens to current and ever-changing international events which will help them contribute to new - knowledge systems and the growth of the subject. To make students understand the key theoretical approaches in international relations.
POL-C -8	Students will be trained in the application of comparative methods to the study of politics. To demonstrate critical thinking about key issues of political system of different forms, political process and public policy.
POL-C -9	Be familiarised with and gain knowledge about the processes of public policy making in India and their significance in administering the state. Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.
POL-C -10	The students will have conceptual clarity on meaning, nature and significance of globalization. The students will learn about the contemporary debates on the discourse of globalization.
POL-C -11	To interpret ideas underlying traditions in classical political philosophy. Be familiarized with the manner in which the political questions were first posed during the Greek antiquity.
POL-C -12	To enable the students to understand the sources of Indian Political Philosophy. To underline themes and issues in political traditions of precolonial India.

POL-C -13	To interpret ideas underlying traditions in modern political philosophy. To analyze the debates and arguments of leading political philosophers of different philosophical traditions.
POL-C -14	To underline themes and issues in political thought of modern India. To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
POL-DSE-1	Students enable to know nature and origin of development of concept of human rights. Students will comprehend different approaches regarding human rights.
POL-DSE-2	Understand the influence of Globalization on the development processes in India which have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power.
POL-DSE-3	Students will learn about India's diplomatic man oeuvres interest and power seeking global hierarchical relationship. Students will also learn about the challenges India faces in securing its interests as a postcolonial state.
POL-DSE-4	Independently prepare a research design to carry out a research project. To rephrase the research problem in social settings. To enable the students to use tools and techniques to undertake a research programme.
POL-GE-3	The students will have conceptual clarity on meaning, nature and significance of globalization. The students will learn about the contemporary debates on the discourse of globalization. The students will also learn about the rise of financial networks and major actors of global economy and their impact on state and sovereignty.
POL-GE-4	To make students learn the importance of United Nations as an organization. To enable students to have a basic understanding of the political processes

	of the United Nations. To make students to learn the relevance of United Nations and its intervention in global conflicts critically.
Department of Psychology	
Programme Outcomes	Understand the concepts, paradigms, and principles of Psychology through lecture, discussion and demonstration methods. Learn the application of Psychology in practical day to day life. To be self - sufficient by knowing various skills.
Course Code	Course Outcomes
PSY-C -1	To define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline. To gain knowledge of scientific methodology–the variety of ways in which psychological data are gathered and evaluated / interpreted. To identify and compare the major perspectives in psychology, recognize how each approach views human thought and behavior.
PSY-C -2	To understand the nature, types, and principle of development. To understand the processes of formation of life and development during pre- and postnatal periods
PSY-C -3	To understand the bases of sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events. To gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
PSY-C -4	To know the structural components and functional dynamics of both intelligence and personality. To understand the significance of emotion and motivation in behavior management. To understand significant aspects of social behavior as resulting in happiness, wellbeing and personal growth.
PSY-C -5	To develop knowledge and understanding

	of the application of Statistics within Psychology. To develop critical thinking for application of appropriate statistical analysis in psychological research.
PSY-C -6	To develop awareness of the concepts, problems and issues in the discipline of social psychology. To understand the individuals and groups in respect to patterns of social behavior and attitudes.
PSY-C -7	To highlight the simultaneous mutual interaction of environment and behavior. To delineate psychological approaches to the study of environment. To discuss the impact of ecological degradation and the need for enhanced awareness programs.
PSY-C -8	To define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology. To understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
PSY-C -9	To provide an overview of the purposes and uses of educational psychology. To understand human development focusing mainly on the years of formal education including those with ability differences.
PSY-C -10	To train students in various psychological assessment techniques. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.
PSY-C -11	To understand the structure, functions, and designs of different organizations. To understand the processes of group decision making and leadership functions in different organizations. To understand the theories of work motivation and related issues of power and politics in the organizational set up.
PSY-C -12	To help the students understand the issues of Health Psychology and how to address them by the bio-psychosocial model of health and illness. To help the students to describe behavioral factors that influence health and illness.

PSY-C -13	To understand and integrate current scientific knowledge and theory into counseling practice. To learn the history and professional issues related to counseling psychology.
PSY-C -14	To understand the rationale behind positive psychology. To identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology. To encourage students to appreciate the contributions of scholars from a range of disciplines and their influence on developing a positive approach to mental health.
PSY-DSE-1	To provide an overview of scientific approaches to psychological research in term of sampling techniques, scientific method, and experimental designs. To acquaint the students with respect to psychometric, projective techniques and non-testing approaches like interview.
PSY-DSE-3	To provide students with an overview of the disability from the psychological perspective. To understand various socio-cultural models of disability. To understand the prevailing benefits and attitudes towards disability and how to modify them.
PSY-DSE-4	To help students to learn how to develop scientific research designs in the study of psychology. To guide students to understand the previous research in their field of interest and review them to arrive at a research problem.
Department of Sanskrit	
Programme Outcomes	Character Development: Developing personal and behavioral competence through moral and ethical teachings of stories and some popular texts. Understanding Basic communication skills in Sanskrit with LSRW (Listening, Speaking, Reading and Writing) through knowledge of Pacinian Grammar. Enhancing social competence and transformation through learning values and social concerns reflected in ancient Sanskrit treatises and Ornate Prose and

	Poetry in Classical Sanskrit Literature.
Course Code	Course Outcomes
SAN-C -1	Understanding moral principles and values through analyzing Hitopodeśa and Yaksaprasna fosters ethical awareness and character development. Proficiency in Sanskrit fundamentals was attained through studying Śabdarupa and Dhaturupa, facilitating language acquisition and communication skills.
SAN-C -2	Comprehensive understanding of Abhijñanasakuntalam Acts I-IV, enhancing appreciation of Sanskrit drama through translation and textual grammar analysis. Exploration of Sanskrit literary tradition, including the Ramayana, Mahabharata, and Puranas, providing insights into the development and significance of ancient Indian literature.
SAN-C -3	Comprehensive understanding of dramatic elements and character dynamics in Abhijñanasakuntalam Acts V-VII, enhancing appreciation of classical Sanskrit drama. Exploration of dramaturgical principles and stagecraft techniques outlined in Sahityadarpana Chapter VI, facilitating analysis and application of theatrical concepts.
SAN-C -4	Mastery of key concepts and terminology from Paninian grammar, including sutras, vartikas, bhāsyas, and technical terms like astadhyayi and siddhantakaumudi. Comprehensive knowledge of the introductory sutras and their explanations, laying the foundation for deeper exploration of Paninian grammar.
SAN-C -5	Ability to explain and analyze individual verses of Sanskrit poetry, enhancing comprehension and appreciation of poetic techniques and themes. Competence in translating Sanskrit verses into Odia or Sanskrit, demonstrating understanding of language nuances and literary context.
SAN-C -6	Proficiency in explaining and applying four fundamental sutras of Paninian grammar. Comprehension of poetic

	principles such as Kavya laksana, prayojana, hetu, and bheda from Sahityadarpana.
SAN-C -7	Mastery of prathama, dvitiya, trtiya, and caturthi cases in Paninian grammar through explanation and analysis of relevant sutras, vrttis, and vartikas. Ability to understand and apply two sutras, vrttis, or vartikas for each specified case, demonstrating comprehension and practical usage of grammatical concepts.
SAN-C -8	Proficiency in analyzing and interpreting the philosophical teachings and spiritual insights presented in the Upanishads. Mastery of the narrative structure, characters, and moral lessons depicted in the Ramayana, enriching knowledge of epic literature and cultural heritage.
SAN-C -9	Proficiency in explaining and applying two sutras, vrttis, or vartikas each from Case V, VI, and VII, enhancing understanding of grammatical concepts and case-endings. Ability to translate unseen Odia passages into Sanskrit, demonstrating linguistic competence and translation proficiency through a minimum of eight sentences.
SAN-C -10	Understanding of ornate prose through examination of Girnar inscription of Rudradaman, Prayaga stone pillar inscription of Samudragupta, and Mandasore inscription of Yasovarman, fostering appreciation of historical and literary contexts. Exploration of ornate prose techniques in Dasakumaracaritam, focusing on Purvapithika and Dvitiya Uchvasa sections, enhancing comprehension of narrative structure and literary style.
SAN-C -11	Examination of ornate poetry techniques in Cantos I of Sisupalabadham, enhancing understanding of poetic structure and literary devices. Exploration of ornate poetry in Cantos I of Kiratarjuniyam, focusing on themes, imagery, and poetic expression.

<p style="text-align: center;">SAN-C -12</p>	<p>Examining Vedic hymns from different Samhitas such as Agni, Indra, and Savitr deepen understanding of Vedic poetic composition and thematic significance. Mastery of Vedic grammatical concepts through explaining and applying selected sutras, enhancing comprehension of Vedic linguistic structures and rules.</p>
<p style="text-align: center;">SAN-C -13</p>	<p>Mastery of essential concepts and principles outlined in Carakasamhita'sSutrasthana and DhirghamJivitiyadhyaya, enabling practical application of Ayurvedic principles for health and well-being. In-depth exploration of Vrksayurvedadhyaya from Brhatsamhita, enhancing knowledge of traditional botanical knowledge and plant-based remedies in Ayurveda.</p>
<p style="text-align: center;">SAN-C -14</p>	<p>Mastery of fundamental concepts and techniques in Jyotisa, focusing on Grahanaksatra-paricaya-prakaranam from Jyotihsara-ratnavali. Comprehensive knowledge of Vastu principles and practices, emphasizing Bhuparigraha-prakaranam from Vasturatnakara.</p>
<p style="text-align: center;">SAN-DSE-1</p>	<p>Socio-Political Thought in Ancient India Examination and interpretation of socio-political principles outlined in Adhikarana I. Enhances understanding of ancient India's governance, administration, and economic policies. A comprehensive exploration of moral and legal codes as presented in Yājñavalkya's Vyavahārādhyāya verses 1-65, deepening insight into ethical conduct and societal norms.</p>
<p style="text-align: center;">SAN-DSE-2</p>	<p>Examination and interpretation of socio-political principles from Chaps I-IV of Cākyanītidarpa, enhancing understanding of governance, diplomacy, and statecraft as per Chanakya's teachings. Comprehensive exploration of ethical teachings and moral precepts from Verses 1- 50 of Bhartḥari'sNītiśataka, deepening insight into ethical conduct and societal values.</p>

SAN-DSE-3	Mastery of translation skills through accurately rendering one Odia or English paragraph into Sanskrit, demonstrating linguistic competence and comprehension. Ability to condense and summarize information effectively by producing a precise version of a given Sanskrit paragraph in 1/3rd words, accompanied by a suitable title.
SAN-DSE-4	To provide an opportunity for students to explore a topic of interest in-depth within their field of study. To contribute to the existing body of knowledge in the field.
SAN-GE-1	Mastery of thematic and narrative elements in Meghaduta, particularly focusing on Purvamegha, through detailed study and analysis of its stories and explanations. In-depth exploration of philosophical concepts presented in Chapter XV of Bhagavadgita, facilitating comprehension and critical analysis of its teachings on the eternal soul and the transient nature of the material world.
SAN-GE-2	Delving into the ethical lessons in Hitopodeśa and Yaksaprasna fosters a deeper understanding of moral principles and values. Mastery of Sanskrit fundamentals through the study of Śabdarupa and Dhaturupa, encompassing noun and verb forms, enhancing linguistic proficiency.
Department of Sociology	
Programme Outcomes	Gain fundamental knowledge in conceptual, theoretical and empirical aspects of Society and social relationship relating to the issues of the contemporary society in the context of local, regional, national and international platforms. Create an awareness on the scientific understanding of the society and explain the impact of the society on social institutions and environment.
Course Code	Course Outcomes
SOC-C -1	Clarify and broaden student's notion on the subject, its meaning and importance. This will provide a fundamental

	knowledge on the subject. Understand the nature, scope, historical genesis, and importance of Sociology as an academic discipline.
SOC-C -2	Clarification on the various components of society, social institutions and social processes; and its interrelationships. Gain knowledge on types of society and the interrelationship between society and individual.
SOC-C -3	Presents a comprehensive, integrated and empirically-based profile of Indian society. It teaches the structure and processes operative in the society and, the change agents affecting the Indian social system. Knowledge on various Composition of Indian Society and Approaches to the study of Indian Society.
SOC-C -4	To disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect, and promote the cause of environment. Learning the meaning, emergence, and scope of Sociology of Environment. It helps to understand the environment and Society inter-relationship, Eco-system and Sustainable Development.
SOC-C -5	Students gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance. Gain knowledge on the theoretical and methodological contributions of the classical contributors Auguste Comte and Herbert Spencer.
SOC-C -6	Provide a wholesome idea to the students about the process of social change and development in addition to its theoretical explanations. Explain Meaning, nature and factors of social change. Provide a terminological clarification on Social Evolution, Social Progress and, Social Development: Meaning and Features.
SOC-C -7	Generate ideas and sensitivity among

	students on sociological understanding of gender in daily life. This helps to eradicate prevalent biased gender practices and create a gender-neutral social world. Helps to bring conceptual clarity on gender-sex differences, gender stereo-typing, gender socialization and gender role.
SOC-C -8	Enable students to understand the rural society and focus the heterogeneities of culture, institutions and their functions, changes and, the dichotomy exist between rural and urban societies, problems faced by the people etc. Introduces Rural sociology and focus on its emergence, subject-matter, importance and the growth of village community.
SOC-C -9	This course has a vast body of information on the meaning, nature, historical mooring of globalization along with its various dimensions and impacts on the society in the contemporary time period. Explain conceptual meaning of globalization, privatization, liberalization and its historical emergence.
SOC-C -10	Provides a brief account of the classical approaches to the study of family, marriage and kinship. It exposes students to the distinct aspects of interrelated institutions in the Indian context and discusses contemporary issues that pose a challenge to these institutions.
SOC-C -11	To acquaint students with the scientific ways of studying social phenomena and provide research insight that enable them to be equipped with research methods and techniques for qualitative and quantitative research. Define the meaning and significance of social research and explain features and steps of research.
SOC-C -12	It disseminates knowledge about the concept of social movements and its forms, processes. Most importantly it focusses on its changing role in the society. Provide a basic fundamental knowledge on the nature, feature, types and various causes of the Social

	Movement.
SOC-C -13	Provide an exhaustive idea on the population dynamics and its impact on society. It acquaints students with common issues of Indian demographic composition and the measures to deal with it. Describe the interrelationship between population and society along with the focus on the causes and effects of population growth.
SOC-C -14	This course impress upon a student on the concept of deviant behavior and social disorganization in different context, theoretical foundations and explain crime in real life situations. Acquaint students with the causes and consequences of different forms of Social Disorganization.
SOC-DSE-1	Enable students to understand concept of health from different sociological perspectives. It helps to know the current status, various measures in the forms of health policies and programs and its impact on the society. Gain knowledge on sociology of health and its emergence as a specialized discipline.
SOC-DSE-2	Develop academic interest and sociological insight among students in knowing education as one of the important social processes and its contribution for the society as well as the gaps existing. Enables students to understand education as social construct and the interrelationship between education and society.
SOC-DSE-3	Enable students to develop an insight of urban area or city as a social component and explains the way it evolved, the major problems that encounters and urban development programmes designed by the Government along with its limitations. Define the meaning and importance of urban sociology and explain specific traits of urban life and urbanism.
SOC-DSE-4	Provide an opportunity to develop research skill among students with the practical experience of Field Work &

	Dissertation. It enables students to learn skill of research design by preparing a blue print of their dissertation.
SOC-GE-1	Clarify and broaden student's notion on the subject, its meaning and importance. This will provide a fundamental knowledge on the subject. Understand the nature, scope, historical genesis, and importance of Sociology as an academic discipline.
SOC-GE-2	Presents a comprehensive, integrated and empirically-based profile of Indian society. It teaches the structure and processes operative in the society and, the change agents affecting the Indian social system. Knowledge on various Composition of Indian Society and Approaches to the study of Indian Society.
BCOM	
Commerce	
Programme Outcomes	Students will demonstrate a comprehensive understanding of fundamental concepts in accounting, finance, economics, marketing, management, and business law. Analytical Skills Students will be able to analyze financial statements, evaluate business performance, interpret economic data, and apply quantitative and qualitative methods to solve business problems.
COM-C -1	Students will gain a solid understanding of fundamental accounting principles and concepts. They will develop proficiency in accounting procedures, including recording business transactions, preparing financial statements, and analyzing financial data.
COM-C -2	Able to identify the essentials of a valid contract, analyze offer and acceptance, and assess the legality of objects and considerations. Understand the difference between sale and agreement to sell and be able to apply the provisions of the act in practical scenarios.

<p style="text-align: center;">COM-C -3</p>	<p>Develop a comprehensive understanding of cost accounting, including its meaning, concept, scope, objectives, principles, importance, and limitations. Gain proficiency in accounting for materials and be able to effectively manage material resources and minimize wastage and costs associated with materials.</p>
<p style="text-align: center;">COM-C -4</p>	<p>Understand the legal framework governing the formation and administration of companies in India. Gain proficiency in the formation of a company, including the steps involved in the formation process and the role of promoters.</p>
<p style="text-align: center;">COM-C -5</p>	<p>Develop proficiency in maintaining books of accounts, preparing statutory books, and filing annual returns for companies. Gain a comprehensive understanding of securities redemption, including preference shares and debentures.</p>
<p style="text-align: center;">COM-C -6</p>	<p>Develop a thorough understanding of fundamental taxation concepts under the Income Tax Act. Acquire the skills to determine the tax liability of individuals based on their residential status, sources of income, and applicable tax rates.</p>
<p style="text-align: center;">COM-C -7</p>	<p>Learn about the levels of management, managerial tasks, and skills required for effective management. Gain knowledge of different schools of thought in management. Learn the concept, importance, and steps of planning, along with various types of planning and the barriers to effective planning.</p>
<p style="text-align: center;">COM-C -8</p>	<p>Develop a comprehensive understanding of GST. Learn about the structure and terminology of these acts and the procedures relating to the levy, collection, and exemption of tax. Acquire proficiency in the registration process under GST, including the types of registration and special provisions for certain taxable persons.</p>
<p style="text-align: center;">COM-C -9</p>	<p>Able to create and format business documents effectively, incorporating elements such as tables, images, and</p>

	video. Gain knowledge and skills in creating presentations using software tools. Gain proficiency in using spreadsheet functions for mathematical, statistical, financial, logical, and date/time operations.
COM-C -10	Learn about the role of management accounting compared to financial accounting. Understand the significance of ratio analysis in assessing the financial health and performance of a company. Master the preparation and interpretation of cash flow statements using the indirect method.
COM-C -11	Learn about advanced features like handling multiple godowns, transfer of materials, cost center, cost category, bill of material, and budgeting. Learn the principles of database management systems (DBMS) and apply them to design computerized accounting systems.
COM-C -12	Gain a comprehensive understanding of the important functions of financial management within a firm. CO 2 Master the concept of the time value of money and its applications in financial decision-making.
COM-C -13	Gain a comprehensive understanding of auditing, including its introduction, meaning, objectives, basic principles, and techniques. Learn about the audit of limited companies, covering aspects such as the qualifications and disqualifications of company auditors, their appointment, rotation, removal, remuneration, rights, and duties.
COM-C -14	Gain a solid understanding of matrices and determinants, including algebraic operations, finding inverses, and various matrix operations. Explore integration techniques, such as substitution, integration by parts, and partial fractions, and their applications in areas and marginal analysis. Study depreciation of assets, excluding general annuities, and understand its financial implications.
COM-DSE-2	Gain a comprehensive understanding of

	financial statements, and learn about the limitations associated with financial statements. Explore traditional and modern approaches to financial statement analysis.
COM-DSE-3	Develop a comprehensive understanding of the investment decision-making process and various types of investments available, including commodities, real estate, and financial assets. Learn about investor grievances redressal systems, regulations against insider trading, and initiatives to enhance investor awareness and activism.
COM-DSE-4	Gain a clear understanding of the concept of research in the context of business, including its scope and purpose. Become familiar with the research process, from problem identification and definition to the selection of basic research methods.
COM-GE-1	Develop a thorough understanding of demand theory, including demand functions, the law of demand, the elasticity of demand, shifting of demand curves, and also on consumer behavior. Gain knowledge of production theory and cost concepts.
COM-GE-2	Develop a comprehensive understanding of macroeconomics, including its definition, objectives, and components. Learn various methods of measuring national income and understand the significance of real income, per capita income, and growth rate in economic analysis.
COM-GE-3	Understand the nature and classification of data, including univariate, bivariate, and multivariate data, as well as time-series and cross-sectional data. Learn about measures of variation, including range, quartile deviation, mean deviation, and standard deviation.
COM-GE-4	Gain a comprehensive understanding of marketing fundamentals, including the nature, scope, and importance of marketing. Develop insights into consumer behavior, understanding the

	factors that influence consumer buying decisions.
PG	
Department of Economics	
Programme Outcomes:	This program will enable the students to compare the national and international issues in Economics. It will enhance the quantitative aptitude, analytical thinking, logical reasoning, knowledge of environmental issues and communication skills of the students.
Course Code	Course Outcomes
HCE101	<ol style="list-style-type: none"> 1. 1. To have an understanding of the basic reasoning of Economics and understand the consumption, production and cost concepts in an analytical way 2. 2. To apply mathematical tools and techniques to study behaviour of economic agents 3. 3. To understand the basic principles of General equilibrium theory.
HCE102	<ol style="list-style-type: none"> 1. To apply the subject knowledge in understanding the working of the economy as well as the macroeconomic issues and policies 2. To understand systemic facts and theoretical developments.
HCE103	<ol style="list-style-type: none"> 1. To express relationship between economic variables mathematically, analyze, optimize and interpret them 2. To use appropriate techniques to solve problems with calculus and linear algebra 3. To understand the basics of Game theory to resolve economic issues.
HCE104	<ol style="list-style-type: none"> 1. To have conceptual clarity on the theories of public goods, public expenditure, public revenue and public borrowing 2. To apply the principles of public economics in analyzing various government policies
HCE105	<ol style="list-style-type: none"> 1. To have a clear picture of the economic growth trajectory, economic policies, and institutional reforms in India 2. To understand four major economic

	<p>challenges of Indian Economy, i.e. Poverty, Inequality, Unemployment and inflation</p> <p>3. To have an in-depth analysis of the sectoral contributions of agriculture, industry and service sector in India</p> <p>4. To understand the nitty-gritty of fiscal and monetary policy.</p>
HCE201	<p>1. To have deeper knowledge on decision making under different market imperfections including oligopoly.</p> <p>2. To have deeper knowledge about the broad paradigm of neo-classical economics.</p> <p>3. To have deeper knowledge about distributional and welfare aspects of economic activities.</p>
HCE202	<p>1. To apply the subject knowledge in understanding the macroeconomic dynamics both in a closed and an open economy.</p> <p>2. To understand the functioning of a market economy and the ways and means to keep such an economy functioning properly.</p>
HCE203	<p>1. To have fair idea about probability theory which forms the foundation of inferential statistics;</p> <p>2. To understand theoretical distributions and their significance;</p> <p>3. To understand sampling and sampling designs, theory of estimation and hypothesis testing procedure; and</p> <p>4. To fit a linear and some commonly used non-linear curves.</p>
HCE204	<p>1. To gain knowledge about recent developments in growth and development, and in particular dynamic growth theories focusing among other issues on labor market distortions, pollution and the cost benefit of projects to be undertaken.</p>
CEE201	<p>1. To have understanding of key concepts, issues, theories and models relating to economics of education, along with empirical evidence on and policy implications of those theories and models and a deeper understanding of recent research activity;</p> <p>2. To understand methods used by economists to evaluate education policies</p>

	<p>3. To understand and Model the Education Production Function;</p> <p>4. To define the return to education and understand its empirical estimates;</p> <p>5. To research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments.</p>
INT201	<p>1. Students can undertake internship in any organisation registered through Companies Act, Societies Act, government agencies, educational institutions, professional association of academic bodies, media houses, banking sector, PRIs and so on.</p> <p>2. At the end of the internship, students need to submit a joining report and completion certificate verified and acknowledged by the head of the institution/organization where internship is carried out.</p>
HCE301	<p>1. To learn various basic econometric methods, estimation methods and related econometric theories</p> <p>2. To apply these methods to data or econometric modelling techniques.</p>
CEE301	<p>1. To analyse and apply the trade theories and theories of tariff.</p> <p>2. To apply and analyze the different policies for BOPs adjustments of developing countries like India.</p> <p>3. To comment critically on and participate in current debates on international economic policy.</p>
AEE301	<p>1. To have deeper knowledge on different theories related to economic development and the agricultural sector.</p> <p>2. To increase interest to undertake research activities related to aspects of agricultural sector in India and Odisha.</p>
FEE301	<p>1. To appreciate the functioning of the international financial markets and its management and the determination of different exchange rates; and</p> <p>2. To understand the way the foreign exchange market and the derivatives markets and the capital markets function using futures,</p>

	options and swaps.
FEE302	<ol style="list-style-type: none"> 1. To teach different aspects and steps involved in undertaking a research work in social sciences. 2. To enable the students for using computers for data analysis and thesis writing. 3. To build capacity of the students on using two popular computational packages such as SPSS and STATA widely used in industry.
CEE401	<ol style="list-style-type: none"> 1. To gain knowledge of the key analytical reasoning and tools of health economics and their normative foundations and ethical implications; basic economic theories and models of regulation applied to health care providers as hospitals and long-term care organizations and the health-related behavioural determinants and an overview of some recent policies aimed at improving the populations' lifestyles; 2. To use economic models to understand behaviours of actors in the health care sector, do analyses of needs for health care services, make analyses of efficiency and quality of health care organizations, find and utilize relevant data sources describing and use relevant econometric models for the analysis of the economic agents' behaviour; and 3. To attain competence to apply economic concepts and models to the fields of demand for health, demand for health services, demand for health insurance, provision of health insurance and provision of health care; competence to describe, analyse and critically address economic aspects of healthcare organizations.
CEE402	<ol style="list-style-type: none"> 1. To prepare report on the study conducted. 2. To present review of the related literature. 3. To prepare seminar paper
AEE401	<ol style="list-style-type: none"> 1. To understand the financial system: its structure and functions and equilibrium 2. To understand the way the different rates of interests are determined 3. To appreciate the functioning and importance of different banking and non-banking financial institutions and their role in a developing economy

	4. To explain the role and structure of money and capital markets.
AEE402	1. To increase use of quantitative and mathematical tools in research activities. 2. To increase employability of students in organisations engaged in economic research.
AEE403	1. To learn various advanced econometric methods, estimation methods and related econometric theories 2. To apply these methods to data or econometric modelling techniques; and 3. To use software packages to estimate econometric models, interpret econometric estimates and analyze the results.
Department of English	
Programme Outcomes	UG students are expected to enjoy/understand literature, develop artistic sensibilities & recognize the use of language for creativity. They will also discover opportunities for employability, entrepreneurship, and research.
Course Codes	Course Outcomes
CC-101	By the end of the course students will be able to know: <ul style="list-style-type: none"> o The origins of Western literary criticism o The foundational principles of Western literary criticism o The evolution of Western literary criticism from classical antiquity to the early modern period o The function/role of criticism in literary studies
CC-102	By the end of the course students will be able to know: The historical and literary context of the late Middle Ages and the Renaissance <ul style="list-style-type: none"> o The aesthetic and political shifts leading to the evolution of the Renaissance Man o The rise of drama and the beginnings of metaphysical poetry o The rise of Puritanism and its

	impact on literature
CC-103	<p>By the end of the course students will be able to know:</p> <ul style="list-style-type: none"> o The major features of neoclassicism and the Enlightenment o The three representative forms of 18th century literature: Essay, mock-heroic poetry, and restoration drama o The foregrounding of logic and reason in 18th century literature British literature o The development of the Novel
CC-104	<ul style="list-style-type: none"> o By the end of the course students will be able to: o Demonstrate an understanding of the historical and cultural contexts of English Romanticism o Recognize the profound implications that Romanticism had for the modern-day understanding of the self, nature, reason, freedom and the role of the artist as an interpreter of all these o Recognize the primacy of imagination in Romantic texts as opposed to reason and logic in the neoclassical texts o Discuss the philosophical ideas that inform English Romantic literature
CC-105	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> o Demonstrate familiarity with the dominant intellectual currents of the Victorian era o Identify the major themes and characteristics of Victorian literature <p>Gain an understanding of the various facets of the Victorian novel in tandem with the social, political, and intellectual context of the age</p>

	<ul style="list-style-type: none"> o Gain an understanding of the main aesthetic developments within the period across all genres
CC-206	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> o Appreciate the relevance and value of theoretical models in literary studies o Examine and analyse strengths and limitations of critical/theoretical arguments o Demonstrate a greater understanding of the major critical tools available to understand any given text o Apply the critical concepts or arguments, successfully, in a close reading of a literary text
CC-207	<ul style="list-style-type: none"> • By the end of the course students will be able to <ul style="list-style-type: none"> - Measure the impact of the historical, political, social and cultural events of the century on its literature - Gain an understanding of literary modernism and its experimentation with language and narrative form - Demonstrate familiarity with the key writers and texts of the 20th century - Develop the skills of critical interpretation of the texts in an age of anxiety, skepticism and uncertainty
CC-208	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Measure the impact of the historical, political, social and cultural events of the century on its literature - Gain an understanding of literary modernism and its experimentation with language and narrative form - Demonstrate familiarity with the key

	<p>writers and texts of the 20th century</p> <ul style="list-style-type: none"> - Develop the skills of critical interpretation of the texts in an age of anxiety, skepticism and uncertainty
CC-209	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> -Acquaint themselves with diverse literary texts from around the world - Evaluate the impact of indigenous issues and concerns on fictional representation - Demonstrate familiarity with the processes of literary reception, adaptation and influence - Analyse how these select texts of world literature represent the idea of collective humanity
CC-210	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> Grasp the basics of research in literary studies Choose the type and tool of research most suited to write their MA project - Understand the nature and scope of research in literature and its allied subjects - Develop research questions and research objectives on the basis of the literature review
CE-1	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> -Identify key figures and texts of 19th century American poetry and non-fictional prose - Demonstrate familiarity with the idea of a “distinctive American voice and experience” - Analyse the works based on their historical and critical background Demonstrate knowledge of the development of characteristic forms or styles of expression during the 19th century of American history
CE1-301	<p>By the end of the course students will be able to</p>

	<ul style="list-style-type: none"> - Identify key figures and texts of 19th century American poetry and non-fictional prose - Demonstrate familiarity with the idea of a “distinctive American voice and experience” - Analyse the works based on their historical and critical background - Demonstrate knowledge of the development of characteristic forms or styles of expression during the 19th century of American history
CE1-302	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Gain an understanding of American Romanticism or Transcendentalism. -Identify key figures and texts of the American Romantic Movement - Make a distinction between the English Novel and the American Romance - Demonstrate familiarity with slave narratives and the specific context from which they emerged
CE1-303	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Gain an understanding of American Realism or Naturalism - Identify the key texts and figures of American Realism - Identify the beginnings of racial discourse in the American novel - Identify the rise of female protagonists in the American novel
CE1-404	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> -Gain an understanding of Modern American poetry and drama - Identify the key figures and representative texts of modern American poetry and drama - Distinguish the specific ways in which modern American drama and poetry differed from that of modern British drama and poetry - Identify the trends of modern

	American drama and poetry
CE1-405	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Gain an understanding of the growth of American novel from naturalism to impressionism to modernism along with the realism of the thirties and the forties · Identify the key figures and representative texts of modern American fiction · Demonstrate an understanding of the two sides of modern American fiction—the social and the aesthetic
CE2-301	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate an acquaintance with the formal and functional characteristics of human language · Gain an understanding of the general principles of Linguistics and phonetics · Demonstrate an understanding of writing systems and phonemic transcriptions · Understand the implications of the various aspects of language and its structure to second language learning
CE2-302	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Develop an understanding of syntax · Demonstrate an acquaintance with the principles of pragmatics · Demonstrate familiarity with sociolinguistics · Identify how language works in tandem with gender and power
CE2-303	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the field of psycholinguistics · Gain an understanding of a range of theoretical perspectives underlying previous and current

	<p>SLA research</p> <ul style="list-style-type: none"> · Illustrate an understanding of a range of empirical classroom studies investigating the role of form-focused instruction and corrective feedback in classroom L2 learning · Identify a range of individual differences, including age, aptitude, motivation and anxiety to consider why some L2 learners are more successful than others
CE2-404	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Gain an understanding of the theories and principles involved in English language teaching · Demonstrate a familiarity with lesson planning · Demonstrate a familiarity with the principles of assessment and evaluation
CE2-405	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Prepare lesson plans and evaluate testing materials · Prepare teaching materials designed to teach listening, speaking, reading and writing skills and grammar, vocabulary and language functions using various approaches · Gain a comprehensive knowledge of the principles of peer teaching by observing ESL classrooms · Gain first-hand knowledge of EL teaching by interviewing an experienced ESL teacher
CE 3	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Identify the key texts and authors of Indian English fiction, drama, poetry, non-fiction and the diaspora · Appreciate the historical trajectory of the above-mentioned genres · Foster a deeper understanding of IWE and the role it plays in bridging

	<p>cultural and linguistic boundaries</p> <ul style="list-style-type: none"> · Illustrate familiarity with the transition of IWE from the age of translation to the age of attaining a distinctive voice in English
CE 4	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the various forms of writing · Gain a comprehensive understanding of the basic writing skills and the multiple stages involved in writing · Pursue a persuasive writing style · Demonstrate familiarity with the mechanics of editing · Write for the web and print media
CE 5	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the basic concepts and principles of translation · Gain an understanding of the nature and scope of translation studies and its evolution as a discipline · Gauge the importance of translation in the era of globalization and pursue translation as a career · Acquaint themselves with the central issues in translation and learn how translation is above all a process of negotiation
CE 6	<p>:By the end of this course students will be able to</p> <ul style="list-style-type: none"> · Gain a comprehensive understanding of the concept of world literature and the history behind the evolution of this term · Gauge the importance of translation in world literature · Critically appreciate a range of texts from across the world · Develop a comparative understanding of national literatures

	<p>in the context of a globalizing world, and an ability to situate texts in their cultural and historical contexts</p>
<p>AE 1</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Gain a basic understanding of Phonetics and phonology and will be able to investigate aspects of speech creation, production and reception · Demonstrate familiarity with morphology and know the mental process involved in word formation and will be able to deal with their internal structure, and the principles underlying their formation · Develop a better understanding of syntax by focusing on how the various parts of speech connect together to form sentences and how sentences can be interpreted · Develop a better understanding of semantics by exploring the relation between form and meaning and sociolinguistics by examining the role of language in the society
<p>AE 2</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate a comprehensive understanding of the British literary history · Demonstrate familiarity with some of the major trends in British literary history · Identify the key texts and figures of British literary history
<p>AE 3</p>	<p>:By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Develop a comprehensive knowledge of the English language system · Distinguish between what is grammatically appropriate and what is grammatically incorrect depending on the context · Develop a writing skill which is clear

	and precise
AE 4	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the various forms of writing 31 · Gain a comprehensive understanding of the basic writing skills and the multiple stages involved in writing · Pursue a persuasive writing style · Demonstrate familiarity with the mechanics of editing · Write for the web and print media
AE 5	<p>The course will guide the students through contemporary approaches starting with Russian Formalism and take in major players in the field such as Structuralism, Poststructuralism, Marxism, New Historicism, Feminism and Postcolonialism. The goal of this course is to enable students to enjoy criticism, in its larger theory-informed sense, and deliver, in the words of a recent book by A.O. Scott, 'better living through criticism</p>
AE 6	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Develop a comprehensive understanding of what Dalit Literature means · Identify the centrality of Ambedkar's ideas in Dalit Literature · Identify the importance of the English language in Dalit lives to carve a "literature of their own" · Demonstrate a familiarity with the major texts and writers of Dalit literature
AE 7	<p>: By the end of the course students should have</p> <ul style="list-style-type: none"> · Gained an understanding of the history and origins of popular literature

	<ul style="list-style-type: none"> · A sense of the relationship between commercial and elite writing <p>35</p> <ul style="list-style-type: none"> · Gained an understanding of literary taste and cultural capital · explored the material culture that springs up around blockbusters and bestseller
FE 1	<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"> · Develop the ability to identify and produce key English sounds as well as its basic rhythm, stress and intonation patterns in context · Listen and speak naturally using contractions and reductions <p>38</p> <ul style="list-style-type: none"> · Understand which sounds in English are often changed and which sounds are often NOT said and understand why this happens · Develop confidence in spoken English communication
FE 2	<p>By the end of the course the students will be able to:</p> <ul style="list-style-type: none"> · Know the relevance and identify key writers, texts and concepts related to the genre of travel writing · Establish the connection between travel narratives and the emergence of the Novel · Examine the aesthetic and creative aspects of travel writing · Analyze the gaze of the traveler and identify characteristics of travel writing and understand its interdisciplinary possibilities
FE 3	<p>By the end of the course students will be able to know:</p> <ul style="list-style-type: none"> · The origins of cinema and cinematic vocabulary · The basic concepts of film theory · The evolution of Indian cinema and its primary focus on melodrama · The intersection between literature and cinema

<p style="text-align: center;">FE 4</p>	<p>By the end of the course students will be able to know:</p> <ul style="list-style-type: none"> · The origins of gothic literature and its subsequent development · The common plot and stylistic elements of the gothic genre · Critically analyse and discuss important gothic works · Impact of scientific knowledge on gothic fiction
<p>Department of History</p>	
<p>Programme Outcomes</p>	<p>This programme aims at enabling the students to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that are important to the study of human society. The programme will familiarize the students with the history and heritage of the Indian subcontinent, including that of Odisha, from the earliest times up to the period after independence.</p>
<p>Course Codes</p>	<p>Course Outcomes</p>
<p>CC-101</p>	<p>By the end of the course students will be able to know:</p> <ul style="list-style-type: none"> o The origins of Western literary criticism o The foundational principles of Western literary criticism o The evolution of Western literary criticism from classical antiquity to the early modern period o The function/role of criticism in literary studies
<p>CC-102</p>	<p>By the end of the course students will be able to know:</p> <p>The historical and literary context of the late Middle Ages and the Renaissance</p> <ul style="list-style-type: none"> o The aesthetic and political shifts leading to the evolution of the Renaissance Man o The rise of drama and the beginnings of metaphysical poetry

	<ul style="list-style-type: none"> o The rise of Puritanism and its impact on literature
CC-103	<p>By the end of the course students will be able to know:</p> <ul style="list-style-type: none"> o The major features of neoclassicism and the Enlightenment o The three representative forms of 18th century literature: Essay, mock-heroic poetry, and restoration drama o The foregrounding of logic and reason in 18th century literature British literature o The development of the Novel
CC-104	<ul style="list-style-type: none"> o By the end of the course students will be able to: o Demonstrate an understanding of the historical and cultural contexts of English Romanticism o Recognize the profound implications that Romanticism had for the modern-day understanding of the self, nature, reason, freedom and the role of the artist as an interpreter of all these o Recognize the primacy of imagination in Romantic texts as opposed to reason and logic in the neoclassical texts o Discuss the philosophical ideas that inform English Romantic literature
CC-105	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> o Demonstrate familiarity with the dominant intellectual currents of the Victorian era o Identify the major themes and characteristics of Victorian literature <p>Gain an understanding of the various facets of the Victorian novel in tandem with the social, political, and intellectual context of the age</p> <ul style="list-style-type: none"> o Gain an understanding of the main

	aesthetic developments within the period across all genres
CC-206	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> o Appreciate the relevance and value of theoretical models in literary studies o Examine and analyse strengths and limitations of critical/theoretical arguments o Demonstrate a greater understanding of the major critical tools available to understand any given text o Apply the critical concepts or arguments, successfully, in a close reading of a literary text
CC-207	<ul style="list-style-type: none"> • By the end of the course students will be able to <ul style="list-style-type: none"> - Measure the impact of the historical, political, social and cultural events of the century on its literature - Gain an understanding of literary modernism and its experimentation with language and narrative form - Demonstrate familiarity with the key writers and texts of the 20th century - Develop the skills of critical interpretation of the texts in an age of anxiety, skepticism and uncertainty
CC-208	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Measure the impact of the historical, political, social and cultural events of the century on its literature - Gain an understanding of literary modernism and its experimentation with language and narrative form - Demonstrate familiarity with the key writers and texts of the 20th century

	<ul style="list-style-type: none"> - Develop the skills of critical interpretation of the texts in an age of anxiety, skepticism and uncertainty
CC-209	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> -Acquaint themselves with diverse literary texts from around the world - Evaluate the impact of indigenous issues and concerns on fictional representation - Demonstrate familiarity with the processes of literary reception, adaptation and influence - Analyse how these select texts of world literature represent the idea of collective humanity
CC-210	<p>By the end of the course students will be able to</p> <p>Grasp the basics of research in literary studies</p> <p>Choose the type and tool of research most suited to write their MA project</p> <ul style="list-style-type: none"> - Understand the nature and scope of research in literature and its allied subjects - Develop research questions and research objectives on the basis of the literature review
CE-1	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> -Identify key figures and texts of 19th century American poetry and non-fictional prose - Demonstrate familiarity with the idea of a “distinctive American voice and experience” - Analyse the works based on their historical and critical background <p>Demonstrate knowledge of the development of characteristic forms or styles of expression during the 19th century of American history</p>
CE1-301	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Identify key figures and texts of 19th

	<p>century American poetry and non-fictional prose</p> <ul style="list-style-type: none"> - Demonstrate familiarity with the idea of a “distinctive American voice and experience” - Analyse the works based on their historical and critical background - Demonstrate knowledge of the development of characteristic forms or styles of expression during the 19th century of American history
CE1-302	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Gain an understanding of American Romanticism or Transcendentalism. - Identify key figures and texts of the American Romantic Movement - Make a distinction between the English Novel and the American Romance - Demonstrate familiarity with slave narratives and the specific context from which they emerged
CE1-303	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Gain an understanding of American Realism or Naturalism - Identify the key texts and figures of American Realism - Identify the beginnings of racial discourse in the American novel - Identify the rise of female protagonists in the American novel
CE1-404	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> - Gain an understanding of Modern American poetry and drama - Identify the key figures and representative texts of modern American poetry and drama - Distinguish the specific ways in which modern American drama and poetry differed from that of modern British drama and poetry - Identify the trends of modern American drama and poetry

<p style="text-align: center;">CE1-405</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Gain an understanding of the growth of American novel from naturalism to impressionism to modernism along with the realism of the thirties and the forties · Identify the key figures and representative texts of modern American fiction · Demonstrate an understanding of the two sides of modern American fiction—the social and the aesthetic
<p style="text-align: center;">CE2-301</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate an acquaintance with the formal and functional characteristics of human language · Gain an understanding of the general principles of Linguistics and phonetics · Demonstrate an understanding of writing systems and phonemic transcriptions · Understand the implications of the various aspects of language and its structure to second language learning
<p style="text-align: center;">CE2-302</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Develop an understanding of syntax · Demonstrate an acquaintance with the principles of pragmatics · Demonstrate familiarity with sociolinguistics · Identify how language works in tandem with gender and power
<p style="text-align: center;">CE2-303</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the field of psycholinguistics · Gain an understanding of a range of theoretical perspectives underlying previous and current SLA research · Illustrate an understanding of a

	<p>range of empirical classroom studies investigating the role of form-focused instruction and corrective feedback in classroom L2 learning</p> <ul style="list-style-type: none"> · Identify a range of individual differences, including age, aptitude, motivation and anxiety to consider why some L2 learners are more successful than others
CE2-404	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Gain an understanding of the theories and principles involved in English language teaching · Demonstrate a familiarity with lesson planning · Demonstrate a familiarity with the principles of assessment and evaluation
CE2-405	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Prepare lesson plans and evaluate testing materials · Prepare teaching materials designed to teach listening, speaking, reading and writing skills and grammar, vocabulary and language functions using various approaches · Gain a comprehensive knowledge of the principles of peer teaching by observing ESL classrooms · Gain first-hand knowledge of EL teaching by interviewing an experienced ESL teacher
CE 3	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Identify the key texts and authors of Indian English fiction, drama, poetry, non-fiction and the diaspora · Appreciate the historical trajectory of the above-mentioned genres · Foster a deeper understanding of IWE and the role it plays in bridging cultural and linguistic boundaries

	<ul style="list-style-type: none"> · Illustrate familiarity with the transition of IWE from the age of translation to the age of attaining a distinctive voice in English
CE 4	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the various forms of writing · Gain a comprehensive understanding of the basic writing skills and the multiple stages involved in writing · Pursue a persuasive writing style · Demonstrate familiarity with the mechanics of editing · Write for the web and print media
CE 5	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the basic concepts and principles of translation · Gain an understanding of the nature and scope of translation studies and its evolution as a discipline · Gauge the importance of translation in the era of globalization and pursue translation as a career · Acquaint themselves with the central issues in translation and learn how translation is above all a process of negotiation
CE 6	<p>:By the end of this course students will be able to</p> <ul style="list-style-type: none"> · Gain a comprehensive understanding of the concept of world literature and the history behind the evolution of this term · Gauge the importance of translation in world literature · Critically appreciate a range of texts from across the world · Develop a comparative understanding of national literatures in the context of a globalizing world, and an ability to situate texts

	in their cultural and historical contexts
AE 1	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Gain a basic understanding of Phonetics and phonology and will be able to investigate aspects of speech creation, production and reception · Demonstrate familiarity with morphology and know the mental process involved in word formation and will be able to deal with their internal structure, and the principles underlying their formation · Develop a better understanding of syntax by focusing on how the various parts of speech connect together to form sentences and how sentences can be interpreted · Develop a better understanding of semantics by exploring the relation between form and meaning and sociolinguistics by examining the role of language in the society
AE 2	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate a comprehensive understanding of the British literary history · Demonstrate familiarity with some of the major trends in British literary history · Identify the key texts and figures of British literary history
AE 3	<p>:By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Develop a comprehensive knowledge of the English language system · Distinguish between what is grammatically appropriate and what is grammatically incorrect depending on the context · Develop a writing skill which is clear and precise

<p style="text-align: center;">AE 4</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Demonstrate familiarity with the various forms of writing 31 · Gain a comprehensive understanding of the basic writing skills and the multiple stages involved in writing · Pursue a persuasive writing style · Demonstrate familiarity with the mechanics of editing · Write for the web and print media
<p style="text-align: center;">AE 5</p>	<p>The course will guide the students through contemporary approaches starting with Russian Formalism and take in major players in the field such as Structuralism, Poststructuralism, Marxism, New Historicism, Feminism and Postcolonialism. The goal of this course is to enable students to enjoy criticism, in its larger theory-informed sense, and deliver, in the words of a recent book by A.O. Scott, ‘better living through criticism</p>
<p style="text-align: center;">AE 6</p>	<p>By the end of the course students will be able to</p> <ul style="list-style-type: none"> · Develop a comprehensive understanding of what Dalit Literature means · Identify the centrality of Ambedkar’s ideas in Dalit Literature · Identify the importance of the English language in Dalit lives to carve a “literature of their own” · Demonstrate a familiarity with the major texts and writers of Dalit literature
<p style="text-align: center;">AE 7</p>	<p>: By the end of the course students should have</p> <ul style="list-style-type: none"> · Gained an understanding of the history and origins of popular literature · A sense of the relationship between commercial and elite writing

	<p>35</p> <ul style="list-style-type: none"> · Gained an understanding of literary taste and cultural capital · explored the material culture that springs up around blockbusters and bestseller
FE 1	<p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"> · Develop the ability to identify and produce key English sounds as well as its basic rhythm, stress and intonation patterns in context · Listen and speak naturally using contractions and reductions <p>38</p> <ul style="list-style-type: none"> · Understand which sounds in English are often changed and which sounds are often NOT said and understand why this happens · Develop confidence in spoken English communication
FE 2	<p>By the end of the course the students will be able to:</p> <ul style="list-style-type: none"> · Know the relevance and identify key writers, texts and concepts related to the genre of travel writing · Establish the connection between travel narratives and the emergence of the Novel · Examine the aesthetic and creative aspects of travel writing · Analyze the gaze of the traveler and identify characteristics of travel writing and understand its interdisciplinary possibilities
FE 3	<p>By the end of the course students will be able to know:</p> <ul style="list-style-type: none"> · The origins of cinema and cinematic vocabulary · The basic concepts of film theory · The evolution of Indian cinema and its primary focus on melodrama · The intersection between literature and cinema
FE 4	<p>By the end of the course students will be able to know:</p>

	<ul style="list-style-type: none"> · The origins of gothic literature and its subsequent development · The common plot and stylistic elements of the gothic genre · Critically analyse and discuss important gothic works · Impact of scientific knowledge on gothic fiction
Department of Odia	
Programme Outcomes	Read, Understand and Interpret language aspects through verbal, demonstrative, mathematical and graphical methods. Know the features of comparative literature.
Course Codes	Course Outcomes
ODIA 1.1	ପୁରାଣଓପ୍ରାଚୀନକାବ୍ୟକବିତାସଂପର୍କରେଅବଗତହେବା
ODIA 1.2	ଆଧୁନିକକାବ୍ୟକବିତାସଂପର୍କରେଜ୍ଞାନଆହରଣକରିବାଓତା ହାକୁଅନ୍ୟଭାରତୀୟଭାଷାରକାବ୍ୟକବିତାସହତୁଳନାକରିବା
ODIA 1.3	ଓଡ଼ିଆକଥାସାହିତ୍ୟରସ୍ୱରୂପକୁଉଚ୍ଛ୍ୱାଟନକରିବାଓତାହାରମାନ ବୀୟଭାବବୋଧକୁଯୋଡ଼ିବା
ODIA 1.4	ଓଡ଼ିଆଗଦ୍ୟସାହିତ୍ୟସଂପର୍କରେଛାତ୍ରଛାତ୍ରୀଙ୍କୁଜ୍ଞାନପ୍ରଦାନକରି ବା
ODIA 2.1	ବିଦ୍ୟାର୍ଥୀଙ୍କୁଭାଷାବିଜ୍ଞାନସଂପର୍କରେଜ୍ଞାନପ୍ରଦାନକରିବାଓଓଡ଼ି ଆଭାଷାରପ୍ରାୟୋଗିକଦିଗକୁଉଚ୍ଛ୍ୱାଟନକରିବା
ODIA 2.2	ଓଡ଼ିଆସାହିତ୍ୟରଇତିହାସରଇତିହାସକୁସମ୍ବୁଦ୍ଧକରିବା
ODIA 2.3	ଓଡ଼ିଆନାଟ୍ୟସାହିତ୍ୟରକଳାତମକଦିଗକୁଉଚ୍ଛ୍ୱାଟନକରିବା
ODIA 2.4	ତୁଳନାତ୍ମକସାହିତ୍ୟସମୀକ୍ଷାତତ୍ତ୍ୱ, ଅନୁବାଦସାହିତ୍ୟସଂପର୍କରେଅବଗତହେବା
ODIA 3.1	ଭାଷାତତ୍ତ୍ୱରସିଦ୍ଧାନ୍ତଓପ୍ରାୟୋଗିକଦିଗସଂପର୍କରେବିଦ୍ୟାର୍ଥୀ କୁଜ୍ଞାନପ୍ରଦାନକରିବା
ODIA 3.2	ଭାଷାତତ୍ତ୍ୱରସିଦ୍ଧାନ୍ତଓପ୍ରାୟୋଗିକଦିଗସଂପର୍କରେବିଦ୍ୟାର୍ଥୀ କୁଜ୍ଞାନପ୍ରଦାନକରିବା
ODIA 3.3	ଓଡ଼ିଆକଥାସାହିତ୍ୟ (Free Elective) ରବିଶେଷଦିଗରେସୂକ୍ଷ୍ମତାତ୍ତ୍ୱିକଅଧ୍ୟୟନକରିବା

ODIA 3.4	ନାଟକଓନାଟ୍ୟକାର (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 3.5	ଆଧୁନିକକାବ୍ୟକବିତା (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 3.6	ଆଧୁନିକଗଦ୍ୟସାହିତ୍ୟ (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 3.7	ଓଡ଼ିଶାରଧର୍ମଧାରା (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 3.8	ଓଡ଼ିଶାରେବୈଷ୍ଣବଧର୍ମ (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 3.9	ଶ୍ରୀଜଗନ୍ନାଥସଂସ୍କୃତି (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 3.10	ଶ୍ରୀଜଗନ୍ନାଥସାହିତ୍ୟ (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 4.1	ଲୋକସାହିତ୍ୟ (Free Elective) ରବିଶେଷଦିଗଭପରେସୂକ୍ଷ୍ମତାଭିକାଶକରିବା
ODIA 4.2	ବିଦ୍ୟାର୍ଥୀଙ୍କୁଗବେଷଣାପଦ୍ଧତିସଂପର୍କରେଜ୍ଞାନପ୍ରଦାନକରିବା
ODIA 4.3	ଗବେଷଣାନିବନ୍ଧପ୍ରସ୍ତୁତିଓଫୌଖ୍ୟକପରୀକ୍ଷା (Elective Core)
ODIA 4.4	ଗ୍ରନ୍ଥସଂପାଦନାଓଆଲୋଚନା (Elective Core)
Department of Philosophy	
Programme Outcomes	Analyzing complex arguments, identifying logical fallacies, and critically evaluating philosophical arguments, texts, and concepts, enabling them to think critically and independently about complex philosophical issues. To acquire problem-solving skills through engaging with philosophical problems and exploring different approaches to address them.
Course Code	Course Outcomes
PHIL – 111	ØThe knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

	<p>Ø The course is to understand the distinct features Indian Philosophy.</p> <p>Ø It will provide the potentiality of students to inculcate in-depth knowledge of Indian Epistemology</p>
<p>PHIL – 112</p>	<p>Ø On completion of the course students will understand the interface between the religio-cultural traditions and philosophic enquiry.</p> <p>Ø Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the „highest good“ differently conceived in different systems.</p> <p>Ø To discover affinity between orthodox systems and heterodox systems. especially, Buddhism and Jainism.</p> <p>Ø To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaisesika, Samkya and Yoga.</p> <p>Ø To understand how the Vedantic metaphysics constitute the quintessence of Indian psyche.</p> <p>Ø To help students reexamine the critique of metaphysics as offered by some Indian and western thinkers.</p>
<p>PHIL – 113</p>	<p>Ø This course should empower students to develop ability for moral reasoning and act with ethical deliberations. After studying Indian ethics, one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas in their everyday life.</p>
<p>PHIL – 114</p>	<p>Ø become familiar with major philosophical problems and the methods</p> <p>Ø identify and discuss the role and importance of epistemology in the domain of philosophy</p> <p>Ø read, comprehend and explain some importance concepts from philosophical point of view</p> <p>Ø Offer the critical understanding of modern western philosophy from diverse vantage points such as modernism and</p>

	<p>postmodernism. These thinkers were not only contested the tenets of western philosophy but also make us aware of other ways of reading western philosophy. The methodologies and tools provided by these thinkers have its own philosophical significance and social implication.</p>
<p>PHIL – 115</p>	<p>Ø Students will develop interest in logic both as a method of derivation and as a way of finding structure in language. Ø Interest will be generated in the relation between natural language and formal languages. Ø Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, quantification theory. Ø Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy.</p>
<p>PHIL – 126</p>	<p>Ø train the students – how to read and understand philosophical texts Ø build up philosophical ideas and arguments through conceptual analysis Ø help the students – how to argue and what to argue Ø reflects upon the conceptual clarifications and makes the students aware of the epistemological problems and their solution from western philosophical standpoints. Ø As a result the students get the advantage of a comparative study of Indian and Western knowledge structure.</p>
<p>PHIL – 127</p>	<p>Ø The students would understand how certain epistemological assumptions give rise to metaphysical models and vice-versa. Ø To develop the capacity to understand the logic of the fundamental concepts and how a metaphysical system is an elaboration of the foundational concepts along with certain fundamental assumptions. Ø To understand how the metaphysical models constitute the basis of the ethical</p>

	<p>paradigms.</p> <p>Ø To understand the nature of absolutism or reductionism in the respect of the metaphysical thinking in the west.</p>
PHIL – 128	<p>This course addresses everyday life issues through theoretical concepts and, hence, is one of the courses that requires a practical interface of theory and real-life situations. It should enable the students to develop skills to help them take decisions in a morally sticky situation or what is called a dilemma. Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, business organisation, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.</p>
PHIL – 129	<p>Ø Introduces the basic notion of language-analysis as a tool against speculative metaphysics.</p> <p>Ø Sensitizes students to the very notion of analysis - its importance and drawbacks.</p> <p>Ø Enables students to develop an insight into the relation between language and reality.</p> <p>Ø Makes students aware of the analytical method.</p>
PHIL – 1210	<p>Ø By studying a variety of religions students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication. It will further benefit towards peace, harmony and co-existence.</p>
PHIL – 2311	<p>Ø The course will help students understand the nature of value and moral judgment.</p> <p>Ø Why be moral?</p> <p>Ø How can there be transition between the knowledge of good to the practice of goodness, i.e. from paradigm to praxis.</p> <p>Ø Will sensitize students to perceive different moral issues which are to be</p>

	<p>attended with priority in different contexts.</p> <p>Ø Understand the distinction between cardinal values which are universal and customary values which are context specific.</p>
PHIL – 2312	<p>Ø It is hoped that Advaita Vedanta will help students to know the principal concepts in relation to other systems of Indian thought and thereby make for extending the frontiers knowledge</p>
PHIL – 2313	<p>Ø To introduce the social and political theories of Indian thinkers. The central concern of this paper is to make students aware about the nature of man, society and the state, and the relation between them.</p> <p>Ø To make understand the dynamics of Indian social reality and its conceptualization.</p> <p>Ø To make familiarize the students the concepts such as colonialism, nationalism, rights and justice from Indian perspective.</p>
PHIL – 2314	<p>The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. It will also make students aware that there is no place for superficial approach to the complex questions in life. to make students a better citizen by understanding the notion of democracy. This course also offers to know rights of Individuals and communities. Students also learn to live in cohesive manner in a multicultural setup.</p>
PHIL – 2315	<p>Ø give the clarity of thought as well as language</p> <p>Ø provide analytical ability or analytical approach which makes our understanding clear</p> <p>Ø develop the conceptual clarity</p> <p>Ø develop the critical reasoning ability</p> <p>Ø enhance research ability, analytical skill and methodological discourse</p>

<p style="text-align: center;">PHIL – 2416</p>	<p>It is found from sample study, most the students are inspired both in spirit and practice with academic knowledge of Odishan Philosophy. They are determined to uphold the glory of Odishan Philosophy culture and religion both in ideal and practical level.</p>
<p style="text-align: center;">PHIL – 2417</p>	<p>It should also be the endeavor to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile. The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help develop an understanding about the importance of the Nature (Cosmos) and help student pursuit a holistic existence.</p>
<p style="text-align: center;">PHIL – 2418</p>	<p>Ø The course being very inter-disciplinary in nature, it equips students for further research in other allied areas, like, psychology and cognitive neuroscience. Ø It will also enable students to understand the nature of mind, its relation to body and external world</p>
<p style="text-align: center;">PHIL – 2419</p>	<p>Ø To provide the knowledge of natural and social environment Ø To enhance human qualities in students Ø To develop critical thinking and reasoning power among students Ø To create awareness the duty and responsibility towards human society</p>
<p style="text-align: center;">PHIL – 2420</p>	<p>Ø prepare a project proposal Ø organize and conduct research in a more appropriate manner Ø write research report and dissertation Ø write a research proposal for projects, grants, books etc.</p>

	<p>Ø explain key research concepts and issues</p> <p>Ø read, comprehend and explain research articles in their academic discipline</p> <p>Ø understand the importance of research ethics and integrate research ethic into the research process</p> <p>Ø be able to assess and critique a published journal article that uses one of the primary research methods in the field</p>
PAPER-XXI(FREE ELECTIVE)	<p>Ø It will help students to develop the spirit of questioning for critical enquiry</p> <p>Ø Cultivate the objective and secular attitude towards problems in life.</p> <p>Ø Help students to listen, understand and re-examine articles of faith by the parameters of reason.</p> <p>Ø Bring about clarity in thinking and understanding of issues and avoid confusion or ambiguity.</p> <p>Ø Help students to develop the skill of observation, analysis and assessment by the touchstone of reason.</p> <p>Ø Have the right choice and move ahead in the real-life situations with the strength of self-direction and self-evaluation from time to time.</p>
Department of Political Science	
Programme Outcomes	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline. Critical sensibility to practical experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
Course Code	Course Outcomes
PSC-C101	<p>Students will be able to:</p> <p>i. Comprehend the basic concepts in Comparative Politics</p> <p>ii. Enrich their understandings in Comparative Politics by drawing comparisons between developed and</p>

	developing countries
PSC-C102	The students will be able to: i. Analyze the scope and relevance of various theories of Public Administration in contemporary times. ii. Understand how the call for greater democratization is restructuring Public Administration
PSC-C103	Students will be able to: i. Comprehend the basic concepts and theories of International Politics ii. Develop an alternative understanding to Euro centrism of International Relations
PSC-C104	: Students will be able to: i. Develop sharp understanding of the subject and enrich skills of analysis and judgment ii. Comprehend the contemporary changes in the subject.
PSC-C105	Students will be able to: iii. Understand and compare the philosophical and ideological basis of the Indian Constitution with the existing political institutions. iv. Comprehend the relevance of the long history of constitutional development in India.
PSC –C201	The students will be able to: 1. Conceptualize the role and relevance of various forms of administrative and political systems with a comparative perspective. 2. Learn the use of various comparative methods while analyzing the role and functioning of various political systems.
PSC –C202	: Students will be able to: i. Understand different dimensions of governance in the context of globalization ii. Also understand good governance practices in India
PSC –C203	The students will be able to: 1. Understand the real nature of challenges before the global community and measures to resolve them. 2. Comprehend the nature of relationship

	between the state, non-state and trans-national actors in global politics.
PSC –C204	Students will be able to: i. Explore and understand new dimensions and debates in contemporary political theory ii. Enrich their understandings on contemporary debates
PSC –C205	The students will be able to: i. Comprehend the actual process of political articulation and political execution in the modern Indian State. ii. Interpret the impact of region, religion and caste on the working of Indian Politics. iii. Analyse the changing dimensions of the Indian State.
PSC –C301	Students will be able to: i. Understand the foundations of Political Thought Understand Greek antiquity
PSC –C302	Students will be able to: Independently prepare a research design to carry out a research project Review the related research papers to find out a research problem and test hypotheses Learn the use of statistical techniques for interpretation of data. Learn various sampling techniques.
PSC –C303	The students will be able to: i. Examine the role and relevance of the basic principles of India's foreign policy and its contemporary significance. ii. Debate and discuss the position of India as an emerging global power amidst its domestic concerns and challenges. iii. Get an insight into the factors affecting India's relations with the major power
PSC –CE 304 (A)	Students will be able to: i. Understand different dimensions of governance in the context of Globalization ii. Understand good governance practices in Ind

PSC –CE 304 (B)	The students will be able to understand and explain the social context within which politics as a process operates and their influence on each other.
PSC –C401	Students will be able to: i. Comprehend the larger questions of western political thought ii. Understand the contemporary debates in political philosophy
PSC –C402	The students will be able to: 1. Comprehend the meaning and nature of modern Indian political thought. 2. Get a detailed insight into the intellectual history of colonial and modern India. 3. Understand the basic ideas and philosophy of modern Indian political thinkers.
PSC –C403	Detailed knowledge of the actual functioning of various constitutional and extraconstitutional machineries at the State level and the issues and challenges before them
PSC –C404	i. Comprehend the basic concepts and understanding of public policy and administration in India. ii. Develop a non-western perspective on the subject.
PSC –C405	1. Prepare report on the study conducted 2. present review of the related literature 3. prepare seminar paper
Department of Sanskrit	
Programme Outcomes	Character Development: Developing personal and behavioral competence through moral and ethical teachings of stories and some popular texts. Understanding Basic communication skills in Sanskrit with LSRW (Listening, Speaking, Reading and Writing) through knowledge of Pāṇinian Grammar. Enhancing social competence and transformation through learning values and social concerns reflected in ancient Sanskrit treatises and Ornate Prose and Poetry in Classical Sanskrit Literature.

Course Code	Course Outcomes
Sans-1.1.1	Vedic Scriptures are the hidden treasure of many branches of modern knowledge. So, the students would be able to establish a co-ordination between oriental and modern learning system by studying Vedic texts.
Sans-1.1.2	Grammar is the intellectual instrument that keeps any language and literature vibrant and alive. Students would be able to form correct words and sentences by studying Sanskrit Grammar.
Sans-1.1.3	Philosophy is the essence of any subject – oriented text. Especially the philosophical texts in Sanskrit aim at to realize the inner self. So these texts are included in the syllabus.
Sans-1.1.4	Poetics and Rhetoric's are the guiding principles of Literary Texts. By studying these texts, the students would be able to create their own literary compositions with ornamentation.
Sans-1.1.5	Oriental prose and poetry- texts are the path – shower to new generation for their creative writings. So these texts are included.
Sans-1.2.6	Nirukta deals with the formation of Vedic words, Bhasyabhūmika is the background of Vedic Commentary and Rkpratisakhya is the grammar text relevant to Vedic study .So these taxes are included to understand the Vedic texts properly.
Sans-1.2.7	Grammar and philology helps in using the right word in appropriate place and it is very much necessary in a language subject. So it is included in the syllabus.
Sans-1.2.8	By studying various philosophical texts, the students would be able to co-relate the principles of different philosophy. So these texts are included hear.
Sans-1.2.9	Plays are the mirror of the society and poetics helps in developing a positive social view among the people. So this is prescribed in the syllabus.
Sans-1.2.10	Group- A Vedas represent imperishable knowledge

<p>Group A/B/C/D/E</p>	<p>system and contribute substantially to make a nation developed. So, these portions are included.</p> <p>Group B – Prose, Poetry, and Drama. These texts are helpful in developing a positive attitude towards life and literature.</p> <p>Group C – GrammarThese Grammatical texts are instrumental in forming new variety of words using same roots and combining the words.</p> <p>Group D – Darsana It is not possible to use proper words without knowing Philosophy of that word. So, these philosophical texts are included.</p> <p>Group E – Purana Puranas are the repository of ancient Indian culture and tradition. So, these texts are included to make the students familiar with our culture and civilization.</p>
<p>Sans-2.3.11</p>	<p>Poetics develops the critical outlook to study and write literary texts in a positive way and small plays are more effective on social reforms. So these texts are included.</p>
<p>Sans-2.3.12</p>	<p>Group-A VedaBrahmanic and Upanisadic tests are helpful in creating self-Consciousness. So these texts are included.</p> <p>Group-B While composing verses in traditional meters, the knowledge of prosody is required. So these texts are included to meet that need.</p> <p>Group C These texts deal with the necessity of Grammar and methods of constructing sentences.</p> <p>Group D This papers aims at to present an overall view of Indian philosophical systems. So this paper is included.</p> <p>Group E</p>

	<p>Ramayana is the living embodiment of human values and Mahabharata is the representative of ethical principles. So these texts are included keeping the value- based education in mind.</p>
<p>Sans-2.3.13</p>	<p>Group-A Vedic Grammar is helpful in deriving the words used in Vedic Scriptures and for that these texts are included in the Course.</p> <p>Group-B Various sastra-kavyas like Bhattikavya guide how to compose kavyas for propagation of Grammar and other branches of Knowledge and deep study of poetics develops the ability of critical appreciation. So keeping that in view the present texts are included.</p> <p>Group-C The study of Mahabhasya and kasika is necessary for clear and proper understanding of Panini's Astadhyayi. So these texts are prescribed here.</p> <p>Group-D Patanjali's Yogasutra is helpful in maintaining a sound body and stable mind. So these texts are prescribed to build a sound society.</p> <p>Group-E This paper is helpful to know the historical tradition, genealogy, cosmology, philosophy and literature depicted in the puranas.</p>
<p>Sans-2.3.14</p>	<p>This is an inter-discipline paper and our students study Archaeology in this paper to develop their historical and archaeological approach.</p>
<p>Sans-2.3.15</p>	<p>In this paper some functional aspects of Sanskrit are prescribed. Noting, drafting and Conversation etc. are studied in this paper.</p>
<p>Sans-2.4.16</p>	<p>Some technical texts on Ayurveda, Horticulture, and Engineering are Architecture is prescribed here to prepare the students for self- employment.</p>

<p style="text-align: center;">Sans-2.4.17</p>	<p>History of some ancient Indian civilizations, inscriptions, temple architecture and sculpture are included here to build a bridge between past and present.</p>
<p style="text-align: center;">Sans-2.4.18</p>	<p>Group-A Some Vedic words denote different meaning in comparison to Classical literature and Nirukta deals with the etymology of Vedic words. So Nirukta is included here.</p> <p>Group-B Later poetics like Rasa Gangadhara conveys some new and developed ideas of creative writings in comparison to ancient texts. So this text is prescribed along with Odisha contribution.</p> <p>Group-C The knowledge of using prefix and suffix to make new words is necessary in any language and literature. So this paper is prescribed along with Odishan Contribution.</p> <p>Group -D The technical words play a very vital role in determining the essence and connotation of philosophical texts. So this paper is included along with Shankaracharya's philosophy.</p> <p>Group -E A General survey of ancient historical tradition is necessary to make a country ideal. Keeping this in view the present paper is included.</p>
<p style="text-align: center;">Sans-2.4.19</p>	<p>Group A To develop the writing skill of students, the essay is prescribed. The functional and applied aspects of Vedic texts are also prescribed here.</p> <p>Group-B In addition to the study of specific texts, the general idea about the six schools of poetics is required for the students of literature. So the same schools along with</p>

	<p>technical terms are included here.</p> <p>Group-C</p> <p>The essay and technical terms along with philosophical text are included here to enhance to writing ability of students.</p> <p>Group-D</p> <p>Keeping the skill development of students in mind, the essay and technical terms of philosophy are prescribed here.</p> <p>Group-E</p> <p>To make the students acquainted with the geographical aspects of puranic literature and to develop their skill, this paper is included.</p>
<p>Sans-2.4.20</p>	<p>To enrich the research ability of students this paper is prescribed and the students learn to develop a research-oriented attitude by studying this paper.</p>