

## **Criteria 2.6.1**

### **Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution**

The present curriculum goes with Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. These wide range of undergraduate courses are designed to satisfy individual objectives and interests. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academics as well as and employment. Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning. The curriculum for each graduation programme is prepared keeping in mind the needs, expectations and aspirations of students as well as the modernizing trends and methodological perspectives of a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know. The LOCF courses will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large. The Program Outcomes of each course they all guarantee these aims.

### **B.A.(Hons.)Economics**

The programme provides a firm basis for much of the advanced thinking in the Economics discipline. It provides the student with a logical paradigm for modelling and interpreting the behaviour and interactions of households, firms, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, law, management, journalism, government, and many other fields. A student will be able to analyse government policies and regulations, and demonstrate their significance. Knowing how an economy functions, and how decisions are made by consumers, producers, and regulators, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme provides the basic ingredients of economic theory and the opportunity to learn how to process and analyse economic data based on sound statistical principles, in order to arrive at economically meaningful conclusions. Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major economic phenomena. It is expected that a student who completes the BA (Hons) programme of the department will:

- 1) Get an understanding of basic economic theory;
- 2) Learn the mathematical and statistical techniques necessary for a proper understanding of the discipline;
- 3) Get an introduction to real world economic issues and problems facing the country and the world;
- 4) Gain an understanding of proper policy responses to economic problems;
- 5) Get trained to collect primary data and learn sampling techniques;
- 6) Learn to use scientific empirical methods to arrive at conclusions about the validity of economic theories;
- 7) Get trained in the art of economic modelling.

In **B.A. (Prog) Economics**: The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, law, management, journalism, government, and many other fields. This programme is useful for understanding various real economic issues and evaluating policy outcomes. Courses under this programme introduces students to the basic concepts in Macroeconomics and Macroeconomics. The students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. Students learn to illustrate how microeconomic concepts can be applied to analyse real-life economic situations. They develop a sense of how the production is distributed among the different factors of production and the demand for inputs. Some preliminary concepts of international trade are also covered in this course. They are also introduced to concept of inflation, its relationship with unemployment and some basic concepts in an open economy. Students are also required to take skill enhancement courses which helps the students to improve their capability to understand government policies and be informed participants in economic decision-making. These courses are designed to provide students skills for collecting and analysing data to answer real world problems. The students are further expected to develop an understanding of how commonly available data is collected and analysed. This would help in the interpretation of secondary data and in the management of small primary surveys.

### **B.A.(Hons.)Sociology**

The students learn to apply the sociological perspective in understanding how society shapes our individual lives. It also provides a foundation for the other more detailed and specialized courses in sociology. The students also learn about the basics of doing field work and use it for doing field work based projects. They also learn to write project reports. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

## **B.A.(Hons.)Psychology**

To facilitate understanding of human beings in terms of their nature, behaviour and influences with a constant thrust on appreciating dynamic nature and rapid changes in the field. The focus is to build the concepts pertaining to theory as well as practice of Psychology wherein students are exposed to various application possibilities via different specialized skill-based courses. Through our programme, we attempt to sensitize our students to examine various complexities and paradoxes within the discipline and in the due course develop sensitivity and social sensibility so that they become responsive to the needs of the society.

## **B.A.(Hons.)History**

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The BA Honours History programme is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines.

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography. The attributes expected from the graduates of B.A. Honours in History are:

- 1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.
- 2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones

- 5) Greater ability to distinguish between that which is historical -- that is time-place context driven, hence changeable and challengeable -- from that which is not.
- 6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development
- 9) Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.
- 10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.

### **Programme Learning Outcomes**

Graduates are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. After graduating with History Honours from the University of Delhi, they will be able to demonstrate comprehensive knowledge of scholarly research and professional literature relating to the discipline. This will establish a platform from which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, will ultimately enable learners to live rich, productive and meaningful lives. Career paths for history graduates are Teaching, Research, Politics, Journalism, Media, Performing Arts, International Relations, Administration, Social Work, Law Management, Policy Making, Human Resource Development.

### **Course Learning Outcomes**

After completing the undergraduate programme in History, the student is expected to:

- A. Construct historical narratives
  - Describe significant developments within the historical contexts, covered in the syllabus,
  - Identify and analyse the significance of historical changes that take place within a society or culture,
  - Explain the patterns of such transitions, Assess patterns of continuities within such historical contexts.
- B. Formulate arguments based on a historiographical engagement
  - Formulate, sustain, and justify a historical argument,
  - Support and establish such arguments with historical evidence drawn mainly from secondary sources and wherever possible also from primary sources,
  - Situate historical arguments within a larger scholarly narrative,

- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,
  - Exhibit a familiarity with “the historian’s craft” – methods and rigours of the discipline.
- C. Engage with scholarly writings and presentations
- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History,
  - Comprehend, and explain the structure of arguments and claims made in such writings,
  - Note the empirical evidence used to establish such claims.
- D. Answer questions, write essays and research papers
- Access and identify reliable and appropriate source materials,
  - Evaluate source materials, Incorporate ideas from these sources,
  - Synthesize arguments and facts culled from scholarly writings,
  - Articulate a persuasive and well-structured historical argument on the basis of such synthesis,
  - Employ multiple forms of evidence in this historical argument,
  - Formulate relevant and meaningful historical questions,
  - Read and interpret primary sources, at least at an elementary level, wherever there is an opportunity or requirement,
  - Interpret appropriately and answer questions based on the above,
  - Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history (evidence could include secondary and/or primary sources), avoiding plagiarism,
  - Use proper citations and footnotes within formal written assignments,
  - Deliver presentations based on such well – researched material orally as well,
  - Participate in debates and other forms of verbal historical discussion.
- E. Work collaboratively Make presentations,
- Listen attentively to presentations made by peers,
  - Participate in discussion and ask thoughtful questions,
  - Provide formal feedback to peers in the course of such discussion,
  - Learn the formal protocol of academic engagement in a seminar and conference.

### **B.Sc.(Hons.)Mathematics**

Every year our students get selected for Master Degree in Prestigious Institute/University for higher Education. Some get placement through on campus and some through off campus. Many of our students prepare for Government jobs like bank, ssc, upsc and many more.

## **AECC Environmental Science**

The main aim of the programme is to make students aware of the contemporary environmental issues and implement principles of resource and biodiversity conservation in day-to-day life.

## **B.A.(Prog.)Physical Education**

Physical Education in B.A (Prog.) Discipline Course/ as a subject contains various papers such as Introduction to Physical Education, Wellness, Fitness and Nutrition, Health Education and Exercise Physiology, Posture and Athletic Care, Sports Psychology, Media Careers in Physical Education, Weight Management, Life Skills and Worksite Health Promotion and Yoga Skills. The program outcome of the course is intended to provide a broad framework within which the Physical Education programme responds to the needs and requirements of the students. The program outcome may include a systematic, extensive and coherent knowledge and understanding of the academic subject of physical Education and also the practical experience of various skills. The students can use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues related to the field of Physical Education. The program shall give them learning experience to supervise various sports tournaments and in organizing sports events. This learning experience will offer opportunities to the students in various other spheres. This course equips the students to maintain their fitness for optimal health and well-being, attainment of knowledge and the growth of positive attitude towards physical activity and sports.

### **Program Specific Outcomes**

#### **SEMESTER-1**

The students would be able to understand the relation of Humanities and Science Disciplines to physical education and relate with the history of Physical Education. The students will understand the growth of the Olympic Movement from Ancient to Modern Olympics. Students will recognize various Sports Awards, Sports Policies and Sports Schemes. The pass out would be oriented with the rules and regulations of the chosen game/ activity. The learners will be able to demonstrate the techniques like Surya Namaskar.

#### **SEMESTER-2**

The students will be familiarised with the concept of Physical activity and wellness. They will be able to know the importance and different components of fitness and wellness. Will acquaint students with the principles of Physical Fitness. The students will be able to measure the various components of fitness, balanced Diet and calorie intake and Calorie expenditure. The student will be able to recognize the health-related problems of obesity and eating disorders.



### SEMESTER-3

The student will value the knowledge of Health Education and Healthful Living. They will understand the importance of Anatomy and Physiology in Physical Education. Students will become aware of the various body systems, their importance and their functioning and the effects of exercise on various body systems. The learners would be empowered with the applicable knowledge of physiology in Physical Education.

### SEMESTER-4

They would know about the significance of good posture, various types of postural deformities and their corrective exercises. Will acquaint students to different injuries with their management and also the significance of Rehabilitation. They would be able to know the ergogenic aids to improve sports performance. Will orient the students to various Therapeutic Modalities. Will be able to demonstrate Muscle strengthening exercises.

### SEMESTER-5

Will orient the student in basic concepts of general psychology and Sports Psychology. The student would be oriented in determining one's personality development through sports. They would understand various types of learning and learning Curve. Will orient the students to manage their stress and anxiety in sports. They would understand the role of Motivation in Sports.

### SEMESTER-6

Students will be oriented in the basic art of mass communication and reporting of sports through various mediums. They will be able to know the use of audio-visual aids in Physical Education. They will be acquainted with the various career prospects in Physical Education. They would be able to know the various steps required for organizing Intramural/Extramural tournaments. They would be able to know the role of media and public relation in popularizing Physical Education. They would be able to know the various professional courses in Physical Education.

### **B.A.(Hons.)Journalism**

This course introduces the students to basic concepts of media, news and journalistic practices and familiarizes them with the fundamental processes of audio-visual production. The course interrogates the complex and multi-dimensional relationship between the media and society through critical papers like media and cultural studies, global media and politics and media ethics and the law. The students also do production-based papers like broadcast media and radio production. In a paper on the history of the media, the program anchors this understanding by familiarizing students with the historical context within which media and communicative technologies developed and how they were shaped by the uses to which they were put and how they in turn shaped society. Acknowledging the increasing centrality of digital media in our everyday lives, the course also introduces the students to the characteristics of new media and some principal debates that have shaped our understanding

of this technology within a social theory framework. They not only learn about the visual content and design of websites but also gauge how online media is monetized, distributed and repurposed for an ever-evolving online audience.

### **Learning Outcomes**

After completing the course the students are expected to understand the role and influence of the media in an individual's life and in society and critically perceive the effects of the media use. On completion of the course the students will understand the basic sound, image and visual concepts, appreciate the visual grammar and visual perspectives, and comprehend various elements in broadcast news. The student will grasp the skills of handling the cameras, shoot a story and will be able to gather and edit and report a story for television. They will also become capable of making TV news bulletins and documentaries. The students learn how to use software like In-design and Adobe Photoshop for print production and editing photographs respectively. As far as digital media is concerned by the end of the course students will be able to critically assess and synthesize new media theories, analytical approaches, and practices, connect disparate theories and understand their development and contribution to the field of new media studies; critique and contribute to debates about digital media ownership, economics, intellectual property, regulation, privacy, identity, sociality, infrastructure, and equity; understand user behaviour and participatory cultures online, audience analysis for production of content for websites and blogs, integration of social media and journalism. They will learn how to design websites.

### **Commerce**

#### **Program Outcome**

At the end of the three year Bachelor of Commerce (B.Com.) – Programme, the students will: -

- 1) Have a good knowledge base in the areas of Commerce, Finance and Accounts.
- 2) As the course offers a number of applied components like advertising, computer applications in business, entrepreneurship & marketing. After completing graduation, the students will be well equipped with skills required to set up & manage companies in the position of Sales managers, Marketing managers, HR managers, and other office administration related portfolios.
- 3) Students will also be equipped reasonably to start up their own businesses.
- 4) Though focused on Commerce & Accounts, the course is very comprehensive and offers knowledge in a number of specialized areas like costing, auditing, business law, advertising, corporate governance etc. which would equip the students to face the dynamic challenges in the present industrial scenario.



5) After completion of the course, decision making capacity of the students will improve and they will be in a better position to take independent decisions both at the professional and personal fronts.

**Program Specific Outcome for (B.Com hons)** At the end course, the students: -

1) Will be able to develop the right attitude to enter the job market based on the knowledge and skills they have acquired

2) The placement options and designations open up to them such as – a) Management accountant, Cost accountant, Assistant Professors, teachers, stock agents, Govt. employment, Bank managers, etc. To achieve the above the students, have to build on a thorough base of the B.Com. by appearing for different competitive exams. for taking up further professional courses like CA, CS, CMA, MBA, MPSC, UPSC, IBPS etc.

3) Students can pursue higher studies & work in the area of research & development in Finance and Commerce.

4) Along with thorough subjective skills, acquired systematically, within various disciplines of finance, auditing, taxation, accounting, management, communication, group discussions & theatrics, communication skills, students will be able to work as computer operators, auditors, audit assistants, tax consultants, and other financial & accounting supportive services.

5) A knowledge of both qualitative and quantitative techniques applied in business processes, will enhance the future career prospects of students to do well in business.

**Program Outcome for B.com (Hons.)**

- 1) The course provides an in depth understanding of Accounting Issues Related to Business • The course provides an in depth understanding of General Business Functions Impacting Organization
- 2) The projects assigned to students helps in improving their Interpersonal and Communication Skills
- 3) The course gives an understanding of Ethical, Social Sustainable Business Issues
- 4) Helps in developing Entrepreneurship Acumen

**Program Specific Outcome for B.com (Honours )**

1. Students will learn relevant financial accounting skills, thereby applying both quantitative and qualitative knowledge to their future careers.

2. Students will gain systematic and subject skills in various disciplines of commerce, business, accounting, economics, finance, auditing and marketing.

3. Students will be able to recognize features and roles of businessmen, entrepreneur, managers, leaders, which will help learners to possess knowledge and other soft skills and to react aptly when confronted with critical decision making.

4. Students will be able to prove proficiency with the ability to engage in competitive exams like CA, CS, ICWA and other courses. 5. Students will be able to go for higher education and advance research in the field of marketing, commerce and finance

## **B.A.(Hons.)Hindi**

### **Hindi also taught to other disciplines**

Hindi written in the Devanagari script has been declared as the official language of the union in Indian Constitution. For students studying Hindi, it is not only necessary to develop familiarity with the language but it is also important to highlight issues or raise voice against social injustice through Hindi language. Today we all are the part of globalization so that is why it is the purpose of this program to make the students aware about the changes happening in the country and about abroad business plans. This program would lead to the increase of national success rate in between the two main concepts of globalization and marketism. Without a strong language a nation cannot be succeeded. This syllabus will enrich the practical knowledge of students along with their communication skills. This syllabus is most compatible with current contexts.

The new look of this program is employment oriented. Some of the career opportunities that Hindi graduates can explore are:

- Teaching: One of the most famous opportunities, people know that is open for Hindi Graduates or postgraduates is teaching.
- Screen writing: Bollywood tops the list of the number of films that are released every year worldwide and the majority of them are in Hindi. Hindi graduates can take up the job of a screen writer provided they possess a Master's degree in the specialization with the advent of streaming services like Amazon Prime, Netflix etc. The demand for good screen writers has increased over the last some years. Students can also opt for a master's programme in screen writing post completion of their Bachelor's programme.
- Translator job: In contemporary India, Hindi is a link language for the 22 or more major regional Languages, because of this perception of Hindi as a communication language of the masses by Gandhi ji, Dr. Ambedkar and other leaders, it was accepted in the Indian constitution as the official language of the Indian Union. Majority of the Indian population communicates in Hindi, Hindi is still the sole language which bridges the gap between north and south east and west, bigger city and smaller towns. The demand for Hindi translator is a very high. Students can do translation diploma after completing the BA (Hons). Government Job: The students can aim for a government job after completing their higher studies in Hindi. Hindi graduates can easily make a career in PSUs, SSC, or civil Services.
- Journalism: It has the best career prospects for a student who have completed his/her career in Hindi. The job of a journalist is to connect with the masses and provide them with an unbiased and a higher degree in Hindi Will serve the purpose

effectively. There are several other career prospects for a Hindi graduate except for the most popular ones mentioned above. Like publishing industry, Training and research, Advertising and marketing, HR/Administrative jobs in Public and Private sectors, hospitality industry etc. One of the main reasons to pursue Hindi hons at the high level is that it will help today's youth to connect their lost glory. Also, this syllabus helps in making awareness and acknowledge the complex relation between society and language, so that the students can connect themselves to the changing dimension of the society, nation and world.

## **B.A.(Hons.)Political Science**

### **Program Outcomes**

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability. The new curriculum of B.A. (Hons) Political Science has been structured in a way that they introduce the student to the vast canvas of subjects that concern the discipline of political science. Beginning with a focus on concepts and theories which have been quintessential to the discipline, they move on to fleshing out how these concepts are translated into practice. The courses are not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages.

### **Programme Specific Outcomes**

The courses have been structured in a way that they introduce the student to the vast canvas of subjects that concern the discipline of political science. Beginning with a focus on concepts and theories which have been quintessential to the discipline, they move on to fleshing out how these concepts are translated into practice. The courses are not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages. The B.A. Honours in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. The Core Courses offered by the programme are designed to equip the student with a robust foundation in Political Science, whereas the Discipline-Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-

Enhancement Courses acquaint the student with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world.

### **Course Learning Outcomes**

The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector. The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. On the completion of the six semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the six core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations and Indian Political Thought. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have; the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing and also the bureaucracy.

### **B.A.(Hons.)Philosophy**

The learning outcomes-based curriculum framework for B.A (Hons.) Philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for B.A (Hons) Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The **course learning outcomes** and the **programme learning outcomes** specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know. the LOCF approach of the programme B.A. (Hons) Philosophy will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large. In pursuing these aims, B.A (Hons.) Philosophy Programme aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government etc.

### **Programme Learning Outcomes are:**

The completion of the B A. (Hons.) Philosophy Programme will enable a student to

- i) Understand the broad ideas that are enshrined in the basic thinking of various centres of philosophy

- ii) Develop the idea of creating new theories of metaphysics and epistemology and ethics and logic and aesthetics
- iii) Critically analyse the hypothesis, theories, techniques and definitions offered by philosophers
- iv) Utilize philosophy to understand social realities and problems and to come up with ideal solutions to them
- v) Identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature
- vi) Understand and appreciate the foundational nature of philosophy.

The overall aims of B. A. (Hons.) Philosophy Programme are to:

A) Inculcate strong curiosity about philosophy

B) Develop understanding of definitions, key concepts, and principles of various theories of philosophers and develop comparing and contrasting techniques regarding the various theories.

C) enable learners/students to apply the knowledge and skills acquired by them to solve specific theoretical and applied problems in philosophy, especially ethical and bio ethical fields.

D) Develop in students the ability to apply critical thinking tools developed in philosophical theorising to handle issues and problems in ethics, social sciences and problems that arise out of the technological effects of natural sciences.

E) Provide students with sufficient skills to think about foundational issues.

F) Enable students to think logically and critically and analytically

## **B.A.(Hons.)Geography**

### **Program Outcomes –**

In-depth knowledge of the subject with field exposure. This helps them to understand the spatial relationships with different phenomenon on earth. Program Specific outcomes - Developing applicability of the subject through mapping, RS and GIS softwares. Field Study trips are also helping the students to develop their understanding to deal with primary level data collection.

**Course Outcomes -** Successfully Graduating with a degree which has usability in future.

## **B.A.(Hons.)English**

### **English for BA(H)/BCom (H)/BSc (H) under Learning Outcomes-based Curriculum Framework for Undergraduate Education.**

This course aims to introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres; enable the students to place these texts within the discourse of post-coloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; and allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities. It introduces students to the tradition of English Literature from the Medieval till the Renaissance; explores the key writers and texts within their historical and intellectual contexts; offer a perspective on the history of ideas including that of disability and its varied meanings within this period; enable students to trace the rise of print culture in England, and the emergence of genre fiction and bestsellers; familiarize students with debates about culture, and the delineation of high and low culture; and help them engage with debates about the canonical and non-canonical, and hence investigate the category of literary and non-literary fiction. It develops an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century; help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations; facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century. It provides students with an overview of how modernity was introduced in the twentieth century through drama; help students understand the dynamic relationship between actors and audience, and to observe the transition from passive spectatorship to a more active and vital participatory process visible in newer forms in the 1970s; The course aims to acquaint students with the wide and varied literatures of America: literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century; include Utopian narrative transcendentalism and the pre- and post- Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements; and include modern and contemporary American literature of the 20th century.

#### **Program outcomes are:**

- 1) Understanding concepts
- 2) Expressing concepts through writing
- 3) Demonstrating conceptual and textual understanding in tests and exams



## **B.A.(Hons.)Sanskrit**

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning.

**Learning outcomes**-based approach to curriculum planning and development The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes..

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

- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study

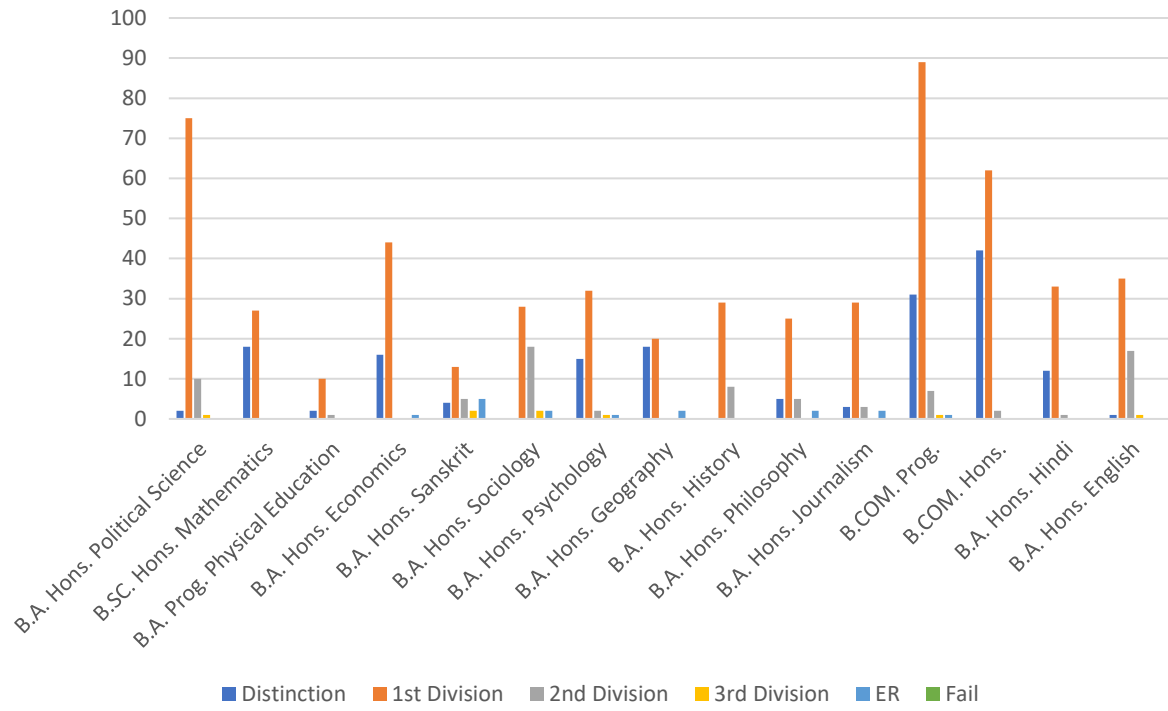
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility

- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards. student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes.

## Result Analysis

<b>Title of the Programme</b>	<b>Distinction</b>	<b>1<sup>st</sup> Division</b>	<b>2<sup>nd</sup> Division</b>	<b>3<sup>rd</sup> Division</b>	<b>ER</b>	<b>Fail</b>	<b>Pass</b>	<b>Number of Students</b>
B.A. Hons. Political Science	2	75	10	1	0	0	86	86
B.SC. Hons. Mathematics	18	27	0	0	0	0	27	27
B.A. Prog. Physical Education	2	10	1	0	0	0	11	11
B.A. Hons. Economics	16	44	0	0	1	0	44	45
B.A. Hons. Sanskrit	4	13	5	2	5	0	25	25
B.A. Hons. Sociology	0	28	18	2	2	0	50	50
B.A. Hons. Psychology	15	32	2	1	1	0	51	51
B.A. Hons. Geography	18	20	0	0	2	0	38	40
B.A. Hons. History	0	29	8	0	0	0	37	37
B.A. Hons. Philosophy	5	25	5	0	2	0	32	32
B.A. Hons. Journalism	3	29	3	0	2	0	32	34
B.COM. Prog.	31	89	7	1	1	0	97	98
B.COM. Hons.	42	62	2	0	0	0	64	64
B.A. Hons. Hindi	12	33	1	0	0	0	46	46
B.A. Hons. English	1	35	17	1	0	0	53	53

## Result 2020



### Outcomes as Placement and Advanced Studies

<b>Department</b>	<b>Number of Students got placed on campus</b>	<b>Number of Students got placed off campus</b>	<b>Number of students opted for advanced courses</b>
Mathematics	2	2	10
Political Science	NIL	NIL	NIL
Economics	11	1	20
Sociology	NIL	3	22
Psychology	25	1	24
History	NIL	2	23
Physical Education	NIL	NIL	8
Journalism	1	5	5
Commerce	41	NIL	55
Hindi	NIL	NIL	15
Political Science	NIL	3	20
Philosophy	NIL	NIL	23
Geography	NIL	NIL	80%
English	NIL	NIL	6
Sanskrit	NIL	5	15