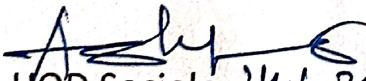


# PROGRAM OUTCOMES OF B.A. SOCIOLOGY

GOVT PG COLLEGE ,HISAR

Programme	Objective of Program/ Outcome expected (Minimum 4 outcomes)
B.A. SOCIOLOGY	1 Apply sociological theories to understand social phenomena.Critically evaluate explanations of human behavior and social phenomena.
	2 Apply scientific principles to understand the social world.Evaluate the quality of social scientific methods and data.
	3 To teach students the concepts, theories, and methods of the behavioral and social services.To introduce students to the basic social processes of society, social institutions and patterns of social behavior.
	4 To gain insights into the nature of human behavior, including how it influences and is influenced by society.

  
HOD Sociology 24.1.2024

  
Principal

GOVT. COLLEGE HISAR

**COURSE OUTCOMES OF B.A. SOCIOLOGY**

Semester I/II/III/IV/V/VI	All Subjects / Course	Objective of teaching the subject / Outcome expected (Minimum 4 outcomes )
Semester I & II	Basic concept in Sociology, Society Structure and Change	1. The learners will learn to understand The Society Units and Society Structure, Status and role and they are reading from different social perspectives
		2. The interest of learners in listening to and watching Society Institutions like Cast, family , Religion, Education and Cultural Sensoria.
		3. Learners will acquire the efficiency in social relation that will help them meet the challenges of the Society.
		4. The learners will develop good Human behavior as a good citizen.
Semester III & IV	Methods in Social research and social problem in India	1. Learner will know the importance and significance of Social Research
		2. To make learners at ease in the process of Social Research.
		3. To enable learners to understand and analyze Social Proble in India Like Poverty, Corruption and Prostitution .
		4. To imbibe the underlying philosophy and values of the Indian Society.
		5. To develop sensitivity to nature and understand the relationship between human beings and environment
Semester V & VI	Foundation of Social Thought and Rural Society Structure and Change	1 The Interest of the learner to attain Knowledge of Social Thinker's Perspectives of Social Phenomena.
		2 Sociologists today employ three primary theoretical perspectives: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective. These perspectives offer sociologists theoretical paradigms for explaining how society influences people, and vice versa.
		3 Students understand the characteristics of rural society, social institutions, culture, social values and relevance in Agricultural Extension.
		4 Graduates will be able to demonstrate conceptual understanding in core rural sociological theory and research methods and ethics of the Society.

*ASH*  
MOD 24.1.2024  
Sociology

*Anshu*  
24/1/24  
Principal  
Govt. College, Hisar

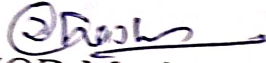



# GOVT. COLLEGE, HISAR

NAAC Accredited in the Third Cycle

## PROGRAM OUTCOMES OF B.A. MUSIC(V)

Programme	Objective of Program/ Outcome expected (Minimum 4 outcomes)
M.B.A. MUSIC(V)	Music education has been proven to have numerous benefits of students. It not only provides a creative outlet and a way to express oneself but it also positively impacts various other areas of lives.
	Music education promotes discipline and perseverance learning an instruments requires regular practice and patience and the ability to overcome the challenges
	By engaging in music education students develop valuable skill such as time management Goal setting and the ability to push themselves beyond their comfort zone.
	One significant benefits of music education is its impact on cognitive studies have found that learning to play a musical instruments enhance brain function particularly in areas related to memories attention and problem solving skills

  
HOD Music  
(Shashi Bala)

  
Principal



GOVT. COLLEGE, HISAR

UCAA Accredited at the University Level

COURSE OUTCOMES OF B.A. Music (V)

Semester I/II/III/IV/V/VI	All Subjects / Course	Objective of teaching the subject / Outcome expected (Minimum 4 outcomes )
Semester I & II	MUSV 101 & MUSV 102	1. The learners will learn to understand and interpret any text they are reading from different perspectives
		2. One significant benefit of MUSIC education is its Impact on cognitive development
		3. To develop passion for singing skill amongst students
		4. Students will demonstrate comprehensive technical and artistic competencies in Music
Semester III&IV	MUSV 201&202(P): Fundamental Study of Indian Music(V) and stage performance and viva	1. Students will identify, analyze and work conceptually with the elements and organizational patterns of music
		2. Students will demonstrate the ability to hear, analyze, read, write music at an advanced level
		3. Students will acquire and synthesize knowledge of the theoretical historical and psychological foundation of Music teaching and learning both in the class room
		4. Students will create original or derivative music.
Semester V	MUSV 301&302(P): Music Vocal and Practical	1. Students will be able to distinguish and analyze music according to historical cultural and stylistic context and to address culture and history from diverse perspectives.
		2. Students will apply relevant form of music technology including their basic functions and integrative nature.
Semester VI	MUSV 303&304(P): Music Vocal and Practical	3. Students will demonstrate and apply the knowledge and performance skills sufficient to teach beginner students.
		4. Students will demonstrate through solo and collaborative performance.

*(Shashi)*  
HOD MUSIC  
(ShashiBala)

*(Signature)*  
PRINCIPAL

# **DEPARTMENT OF PSYCHOLOGY**

## **Course Outcomes of B.A. Psychology**

### **Introduction to Psychology, Semester- I**

- Know about the major Pioneers in the field.
- Know about Psychology, Biological, social and cultural factors influence mental processes and behavior.
- Learn to apply Psychological Principles to everyday life.
- To gain a better understanding of the field of Psychology both historic and current.
- Students will be able to identify the major fields of study and theoretical perspectives Within Psychology and articulate their similarities and differences.
- To become familiar with research methodology commonly used by psychologists.
- Students will be able to differentiate between the major Observations, correlation, experimental and quasi- experimental designs used by developmental psychologists.
- To become familiar with research methodology commonly used by psychologist.
- Students will be able to differentiate between the major observational, corelational, experimental and quasi- experimental designs used by developmental psychologists.
- To become familiar with the biological bases of behavior.
- Students will be able to identify and discuss the biological bases of behavior or micro and macro level.
- To develop an understanding of processes involved in learning and cognition.

- Students will be able to articulate the basic principles, major theories and research concerning learning and cognition.

### **Experimental Psychology, Semester- II**

- Students will be able to demonstrate competencies consistent with best practices in their discipline.
- Students will demonstrate the ability to think critically, to analyze complex and diverse concepts and to use reason and judgment.
- Students differentiate among various subfields of psychology.
- Demonstrate knowledge of ethical principles and limitations of research in psychology.

### **Social Psychology, Semester- III**

- Relate and give knowledge of theory as well as current and past research in social psychology to situations in everyday life.
- Predict the outcomes of various social situations through application of social psychology principles.
- Relate major concepts and methods of the field to understand interpersonal and group relationships.
- Understand why social psychologists are interested in politics.
- Social psychology can help students to better understand society.
- Also helps to know better why people engage with politics and society like through social movements protests and activism.
- Help students to know about the importance of groups.
- Discuss the relationship between the person and the situation and its influence on attitudes, prejudice, aggression behavior and interpersonal relationships.

- Describe the dynamics of group behavior in the areas of social influence, leadership and intergroup relations.
- Apply social psychological principles to real world issues.
- Define social psychology and describe its origin as a separate discipline within psychology.

#### **Development Psychology, Semester-IV**

- Students will be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
- Will be able to demonstrate an understanding of different stages of development through lifespan.
- Identify and apply developmental concepts to everyday life.
- Demonstrate improved critical thinking and communication skills.
- Students will be able to think critically, develop effective communication and learn social responsibility.
- Learn and know the signs and symptoms of child abuse and neglect.
- Know about the prenatal developmental and also positive and negative outcomes.

#### **Psychopathology, Semester- V**

- Enhance personal and social interactions by using the knowledge of history and theories of abnormal behavior.
- Identify and define the characteristics of psychological disorders as presented in the DSM.
- Describe the primary treatments for psychological disorders and discuss their effectiveness.

- Study methodological issues in the study of abnormal behavior.
- Develop an understanding of social and cultural factors affect the expression of psychological disorders.
- Understand the effect of biological factors on the development of psychological disorders.

### **Applied Psychology, Semester-VI**

- To produce effective interpersonal skills who can work in a variety of practical settings.
- Enable students to obtain the knowledge and skills necessary for immediate employment.
- To provide opportunities for students who wish to apply psychology training to employment in business and human service related and also prepare for graduation related programs.
- Students will demonstrate basic counseling.
- Students will demonstrate knowledge and understanding of relevant ethical issues including general understanding of the APA code of ethics.
- The department's mission is to engender the kind of student who possesses a varied precise and clear understanding of the major concepts, traditions and findings within the field of modern psychology.



# **DEPARTMENT OF PSYCHOLOGY**

## **COURSE OUTCOMES OF M.SC PSYCHOLOGY**

### **RESEARCH METHODS (SEM -I)**

- THE MAIN OBJECTIVES OF THIS COURSE IS TO INTRODUCE THE BASIC PRINCIPLES OF RESEARCH METHODOLOGY, TO DISCUSS IN-DETAIL THE SAMPLING, DATA COLLECTION, ANALYSIS OF DATA AND REPORT WRITING, TO EQUIP STUDENTS WITH SKILLS OF VARIOUS METHODS AND TECHNIQUES FOR SCIENTIFIC CONDUCT OF SOCIAL SCIENCE RESEARCH.
- DEVELOP AND DESIGN STRATEGY, TO CONDUCT RESEARCH
- ANALYSE AND COMPREHEND RESEARCH AND ITS APPLICATION
- ON COMPLETION OF THE COURSE THE STUDENT WILL BE ABLE TO UNDERSTAND, PARTICIPATE AND CONDUCT VARIOUS STEPS INVOLVED IN RESEARCH
- DIFFERENTIAL UNDERSTANDING OF APPROPRIATE TECHNIQUES TO BE USED IN VARIOUS TYPES OF SCIENTIFIC RESEARCH IN SOCIAL SCIENCES

### **FUNDAMENTALS OF PSYCHOLOGY (SEM -I)**

- ANALYZE THE IMPORTANCE OF THE MOST ESSENTIAL FUNDAMENTAL PHYSIOLOGICAL PROCESS UNDERLYING PSYCHOLOGICAL EVENTS
- EXPLORE THE VARIOUS TECHNIQUES USED TO EXAMINE BRAIN
- TISSUE AND THEIR EXAMINATION TECHNIQUES UNDERSTAND THE STRUCTURE AND FUNCTIONS OF NERVOUS SYSTEM AND ITS GOVERNING FACTOR IN CONTEXT TO VARIOUS BEHAVIOURS
- ENABLES THE STUDY AND ANALYSIS RELATING TO THE STRUCTURE AND FUNCTIONS OF BRAIN CELLS, GLANDS ETC.
- EXTENSIVELY COVERS THE BASIC MECHANISMS OF PHYSIOLOGICAL PROCESSES INVOLVED DURING LEARNING, MEMORY, INGESTION, REPRODUCTION AND SLEEP ETC. DEALS WITH THE ISSUES THAT MANY PHYSIOLOGICAL PSYCHOLOGISTS
- CONSIDER IN UNDERSTANDING HOW THE BRAIN AND BEHAVIOUR INTERACT

### **SOCIAL PSYCHOLOGY (SEM -I)**

- DEVELOP INSIGHT AND ANALYZE THE CONTRIBUTION OF SOCIAL PSYCHOLOGISTS TO THE UNDERSTANDING OF HUMAN SOCIETY.
- EVALUATE EFFECTIVE STRATEGIES IN SOCIALIZATION, GROUP PROCESSES (BOTH INTER AND INTRA-GROUP) AND HELPING BEHAVIOR.

- ABILITY TO REGISTER THE PROGRESSION OF THEORIES IN MAJOR AREAS IN SOCIAL PSYCHOLOGY.
- INTERPRET ATTITUDE FORMATION AND VARIOUS METHODS TO BE USED TO CHANGE THE ATTITUDE. UNDERSTAND ASPECTS RELATED TO SOCIAL PSYCHOLOGY

## **THEORIES AND SYSTEMS (SEM -I)**

- TO ACQUAINT THE STUDENT WITH A WIDER (GLOBAL) HISTORY OF PSYCHOLOGY
- TO HIGHLIGHT THE DOMINANT CONCERNS OF MAINSTREAM EURO-AMERICAN PSYCHOLOGY.
- TO FAMILIARIZE THE STUDENT WITH THE BASIC PRE-REQUISITES OF ANY KNOWLEDGESEEKING ENDEAVOR.
- TO ELUCIDATE THE MAJOR PARADIGMS OF PSYCHOLOGICAL KNOWLEDGE.
- TO HIGHLIGHT THE CONTRIBUTION OF INDIAN KNOWLEDGE SYSTEMS IN GENERATING A COMPREHENSIVE SYSTEM OF PSYCHOLOGY, ONE WHICH IS CONTEMPORARY IN ITS CONCERNS, AND GLOBAL IN ITS OUTLOOK

## **STATISTICS (SEM-I)**

- SOLVE APPLIED PROBLEMS IN DIFFERENTIAL AND INTEGRAL CALCULUS, AND PROBABILITY THEORY.
- USE A VARIETY OF STATISTICAL SOFTWARE PACKAGES TO ENTER AND MANAGE DATA, AND TO CALCULATE AND COMBINE DESCRIPTIVE STATISTICAL PARAMETERS.
- DIFFERENTIATE BETWEEN VARIOUS SAMPLING TECHNIQUES.
- UTILIZE INFERENTIAL STATISTICS.
- CALCULATE TEST STATISTICS.
- USE VARIOUS TEST STATISTICS TO ASSESS THE SIGNIFICANCE OF A MODEL.
- UTILIZE REGRESSION ANALYSIS TO CONSTRUCT A PREDICTIVE MODEL.
- DESIGN AND ANALYZE EXPERIMENTS USING A VARIETY OF TECHNIQUES.
- GAIN ENTRANCE INTO CAREERS AS WELL AS IN GRADUATE OR PROFESSIONAL SCHOOL.

## **FUNDAMENTALS OF PSYCHOLOGY (SEM -II)**

- ANALYZE THE IMPORTANCE OF THE MOST ESSENTIAL FUNDAMENTAL PHYSIOLOGICAL PROCESS UNDERLYING PSYCHOLOGICAL EVENTS
- EXPLORE THE VARIOUS TECHNIQUES USED TO EXAMINE BRAIN
- TISSUE AND THEIR EXAMINATION TECHNIQUES UNDERSTAND THE STRUCTURE AND FUNCTIONS OF NERVOUS SYSTEM AND ITS GOVERNING FACTOR IN CONTEXT TO VARIOUS BEHAVIOURS
- ENABLES THE STUDY AND ANALYSIS RELATING TO THE STRUCTURE AND FUNCTIONS OF BRAIN CELLS, GLANDS ETC.
- EXTENSIVELY COVERS THE BASIC MECHANISMS OF PHYSIOLOGICAL PROCESSES INVOLVED DURING LEARNING, MEMORY, INGESTION, REPRODUCTION AND SLEEP ETC. DEALS WITH THE ISSUES THAT MANY PHYSIOLOGICAL PSYCHOLOGISTS
- CONSIDER IN UNDERSTANDING HOW THE BRAIN AND BEHAVIOUR INTERACT

## **COGNITIVE PSYCHOLOGY (SEM -II)**

- GETTING THEORETICALLY AND PRACTICALLY FOCUSED ON CONCEPTS OF ATTENTION, PERCEPTION, MEMORY, LEARNING, THINKING, CONCEPT FORMATION, LANGUAGE FORMATION.
- ANALYZE EACH SITUATION RATIONALLY AND TAKE DECISIONS BETTER FASTER THAN OTHERS. COMPREHEND THE ROLE OF MENTAL PROCESSING IN DAY -TO- DAY LIFE FOR SOLVING PROBLEMS.
- IDENTIFY THE BUILDING BLOCKS THAT ENABLE STUDENTS TO IDENTIFY THEIR STRENGTHS AND WEAKNESSES SO THAT THEY CAN FURTHER HELP OTHERS IN DOING SO CULTIVATE COGNITIVE SKILLS TO UNDERSTAND THE MIND AND BEHAVIOR.
- EXPLORE AND COMPREHEND THE CONCEPTS, PRINCIPLES AND THEMES OF COGNITIVE PSYCHOLOGY.
- FACILITATE THE STUDENTS TO DEVELOP THE COGNITIVE SKILLS IN THEMSELVES AND OTHERS.

## **THEORIES AND SYSTEMS (SEM -II)**

- TO ACQUAINT THE STUDENT WITH A WIDER (GLOBAL) HISTORY OF PSYCHOLOGY
- TO HIGHLIGHT THE DOMINANT CONCERNS OF MAINSTREAM EURO-AMERICAN PSYCHOLOGY.
- TO FAMILIARIZE THE STUDENT WITH THE BASIC PRE-REQUISITES OF ANY KNOWLEDGE SEEKING ENDEAVOR.
- TO ELUCIDATE THE MAJOR PARADIGMS OF PSYCHOLOGICAL KNOWLEDGE.

- TO HIGHLIGHT THE CONTRIBUTION OF INDIAN KNOWLEDGE SYSTEMS IN GENERATING A COMPREHENSIVE SYSTEM OF PSYCHOLOGY, ONE WHICH IS CONTEMPORARY IN ITS CONCERNS, AND GLOBAL IN ITS OUTLOOK

## **PERSONALITY (SEM-II)**

- ILLUSTRATE VARIOUS THEORIES OF PERSONALITY.
- DEVELOP CAPABILITY TO APPLY KNOWLEDGE OF PERSONALITY THEORIES FOR SELF AND SOCIETAL GROWTH
- IT ENABLES STUDENTS TO BECOME FAMILIAR WITH THE MAJOR THEORIES AND TRADITIONS RELATED TO THE STUDY OF PERSONALITY AND PERSONAL GROWTH.
- IT FURTHER ENABLES THE STUDENT TO ARTICULATE THE UNDERLINED THEMES, METHODOLOGY AND ASSUMPTION OF EACH THEORY TO ENHANCE UNDERSTANDING OF PERSONALITY AND BEHAVIOUR.
- THE NATURE AND SCOPE OF CLINICAL PSYCHOLOGY AND ITS LINKAGES

## **RESEARCH METHODS (SEM -II)**

- STUDENTS WILL BE ABLE TO DESIGN RESEARCH, DO SAMPLING, DATA COLLECTION AND REPORT WRITING
- DEVELOP INSIGHT INTO PROCEDURAL SCIENTIFIC STEPS OF CONDUCTING A RESEARCH
- ANALYSE AND COMPREHEND RESEARCH AND ITS APPLICATIONS
- DESIGN AND DEVELOP THE STRATEGY, TO CONDUCT RESEARCH

## **CLINICAL PSYCHOLOGY (SEM -III)**

- THIS COURSE WILL PROVIDE EACH STUDENT WITH AN EXPOSURE TO CRUCIAL ASPECTS BASIC CLINICAL PSYCHOLOGY.
- THE STUDENTS WOULD BE ABLE TO GRASP THE NATURE AND SCOPE OF THE DOMAIN AND LEARN ABOUT SKILLS THAT ONE NEEDS TO INCULCATE IN ORDER TO TAKE ON CLINICAL PRACTICE AS A PROFESSION.
- KNOWLEDGE OF VARIOUS MENTAL DISORDERS WOULD ALSO ENABLE THEM TO LIKE THEORY TO PRACTICE AND UNDERSTAND THE VARIOUS ISSUES RELATED TO THE SAME.
- EXPRESS TO OTHER FIELDS OF HEALTHCARE AND MANAGEMENT
- ILLUSTRATE AND ANALYZE ETHICAL ISSUES IN CLINICAL PRACTICE

## **PSYCHOLOGICAL TESTING AND PSYCHODIAGNOSTICS (SEM -III)**

- ANALYZE AND APPLY THEIR UNDERSTANDING OF PSYCHOLOGICAL TESTING. INTERPRET AND ASSESS THE ROLE OF PSYCHOLOGICAL TESTING IN VARIOUS SETTINGS.
- EFFECTIVELY SYNTHESIZE AND APPLY THE VARIATIONS IN SCALES AND TESTS.
- RECOGNIZE THE VARIOUS TYPES OF PSYCHOLOGICAL TESTS
- ORGANIZE THE VARIOUS STEPS IN CONSTRUCTION OF A PSYCHOLOGICAL TEST
- REVIEW THE ETHICAL ISSUES SURROUNDING PSYCHOMETRIC EVALUATION IN DAY TO DAY LIFE

## **GUIDANCE AND COUNSELLING (SEM -III)**

- APPLY AND DEVELOP CONCEPTUAL DIFFERENCE BETWEEN GUIDANCE COUNSELING & PSYCHOTHERAPY.
- DEVELOP TECHNIQUE AND IMPLICATION OF APPLIED COUNSELING SKILLS IN AREAS OF PRACTICE.
- EVALUATE COUNSELING THEORIES & THEIR APPLICATION TO THE OUTSIDE WORLD.
- CLASSIFY THE ROLE AND RESPONSIBILITIES OF A PROFESSIONAL COUNSELOR
- STUDENT WILL BE ABLE TO:
- EVALUATE VARIOUS PSYCHOTHERAPIES AND SCHOOLS IN COUNSELLING TECHNIQUES.
- DEVELOP SKILLS OF ECLECTIC THERAPEUTIC PLANS.
- IDENTIFY THE TECHNIQUES TO PRACTICE IN THE THERAPY ENCOUNTER AND HOW THOSE TECHNIQUES SHOULD BE IMPLEMENTED WITH A VARIETY OF DISORDERS AND PSYCHOSOCIAL ISSUES

## **CHILD PSYCHOLOGY (SEM -III)**

- UNDERSTANDS THE BASIC CONCEPTS OF CHILD PSYCHOLOGY
- LIST THE METHODS USED IN CHILD PSYCHOLOGY
- EXPLAIN THE STAGES OF CHILD DEVELOPMENT.
- EVALUATES THE DEVELOPMENTAL CHARACTERISTICS OF THE FIRST CHILDHOOD PERIOD
- EVALUATES THE DEVELOPMENTAL CHARACTERISTICS OF INFANCY PERIOD

## **INDUSTRIAL/ORGANISATIONAL PSYCHOLOGY (SEM-III)**

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- 
- STUDENTS WILL BE ABLE TO DESCRIBE CONCEPTS OF PSYCHOLOGY IN THE PROCESS OF MANPOWER TRAINING.
  - DESIGN TRAINING & DEVELOPMENT PROCESS OF AN ORGANIZATIONS,
  - APPLY VARIOUS METHODS IN ORGANIZATIONAL SETTING
  - THE GOAL OF THIS COURSE IS TO UNDERSTAND HOW PSYCHOLOGICAL PRINCIPAL IMPROVE EFFICIENCY AND QUALITY OF EMPLOYEE LIFE

- STUDENTS GAIN KNOWLEDGE ABOUT THE HISTORY OF I/O PSYCHOLOGY, JOB ANALYSIS, MOTIVATION, LEADERSHIP, JOB SATISFACTION, WORK STRESS AND HEALTH.

## **PSYCHOLOGICAL TESTING AND PSYCHODIAGNOSTICS (SEM -IV)**

- ANALYZE AND APPLY THEIR UNDERSTANDING OF PSYCHOLOGICAL TESTING. INTERPRET AND ASSESS THE ROLE OF PSYCHOLOGICAL TESTING IN VARIOUS SETTINGS.
- EFFECTIVELY SYNTHESIZE AND APPLY THE VARIATIONS IN SCALES AND TESTS.
- RECOGNIZE THE VARIOUS TYPES OF PSYCHOLOGICAL TESTS
- ORGANIZE THE VARIOUS STEPS IN CONSTRUCTION OF A PSYCHOLOGICAL TEST
- REVIEW THE ETHICAL ISSUES SURROUNDING PSYCHOMETRIC EVALUATION IN DAY TO DAY LIFE

## **CLINICAL PSYCHOLOGY (SEM -IV)**

- THIS COURSE WILL PROVIDE EACH STUDENT WITH AN EXPOSURE TO CRUCIAL ASPECTS BASIC CLINICAL PSYCHOLOGY.
- THE STUDENTS WOULD BE ABLE TO GRASP THE NATURE AND SCOPE OF THE DOMAIN AND LEARN ABOUT SKILLS THAT ONE NEEDS TO INCULCATE IN ORDER TO TAKE ON CLINICAL PRACTICE AS A PROFESSION.
- KNOWLEDGE OF VARIOUS MENTAL DISORDERS WOULD ALSO ENABLE THEM TO LIKE THEORY TO PRACTICE AND UNDERSTAND THE VARIOUS ISSUES RELATED TO THE SAME.
- EXPRESS TO OTHER FIELDS OF HEALTHCARE AND MANAGEMENT
- ILLUSTRATE AND ANALYZE ETHICAL ISSUES IN CLINICAL PRACTICE

## **GUIDANCE AND COUNSELLING (SEM -IV)**

- APPLY AND DEVELOP CONCEPTUAL DIFFERENCE BETWEEN GUIDANCE COUNSELING & PSYCHOTHERAPY.
- DEVELOP TECHNIQUE AND IMPLICATION OF APPLIED COUNSELING SKILLS IN AREAS OF PRACTICE.
- EVALUATE COUNSELING THEORIES & THEIR APPLICATION TO THE OUTSIDE WORLD.
- CLASSIFY THE ROLE AND RESPONSIBILITIES OF A PROFESSIONAL COUNSELOR

- STUDENT WILL BE ABLE TO:
- EVALUATE VARIOUS PSYCHOTHERAPIES AND SCHOOLS IN COUNSELLING TECHNIQUES.
- DEVELOP SKILLS OF ECLECTIC THERAPEUTIC PLANS.
- IDENTIFY THE TECHNIQUES TO PRACTICE IN THE THERAPY ENCOUNTER AND HOW THOSE TECHNIQUES SHOULD BE IMPLEMENTED WITH A VARIETY OF DISORDERS AND PSYCHOSOCIAL ISSUES
- EVALUATES THE DEVELOPMENTAL CHARACTERISTICS OF THE LAST CHILDHOOD PERIOD
- EXPLAINS THE THEORIES OF CHILD DEVELOPMENT.

## **CHILD PSYCHOLOGY (SEM -IV)**

- UNDERSTANDS THE BASIC CONCEPTS OF CHILD PSYCHOLOGY
- LIST THE METHODS USED IN CHILD PSYCHOLOGY
- EXPLAIN THE STAGES OF CHILD DEVELOPMENT.
- EVALUATES THE DEVELOPMENTAL CHARACTERISTICS OF THE FIRST CHILDHOOD PERIOD
- EVALUATES THE DEVELOPMENTAL CHARACTERISTICS OF INFANCY PERIOD
- EVALUATES THE DEVELOPMENTAL CHARACTERISTICS OF THE LAST CHILDHOOD PERIOD
- EXPLAINS THE THEORIES OF CHILD DEVELOPMENT.

## **INDUSTRIAL/ORGANISATIONAL PSYCHOLOGY-I, (SEM-III)**

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- STUDENTS WILL BE ABLE TO DESCRIBE CONCEPTS OF PSYCHOLOGY IN THE PROCESS OF MANPOWER TRAINING.
  - DESIGN TRAINING & DEVELOPMENT PROCESS OF AN ORGANIZATIONS,
  - APPLY VARIOUS METHODS IN ORGANIZATIONAL SETTING
  - THE GOAL OF THIS COURSE IS TO UNDERSTAND HOW PSYCHOLOGICAL PRINCIPAL IMPROVE EFFICIENCY AND QUALITY OF EMPLOYEE LIFE
  - STUDENTS GAIN KNOWLEDGE ABOUT THE HISTORY OF I/O PSYCHOLOGY, JOB ANALYSIS, MOTIVATION, LEADERSHIP, JOB SATISFACTION, WORK STRESS AND HEALTH.

# DEPARTMENT OF SANSKRIT

## Programme and course Outcomes of Sanskrit

### Programme Outcomes:

Sanskrit is a very rich language of language group. Sanskrit is a medium to know about ancient Indian history, culture, religion, social life through its text. The academic programme of general degree courses are designed not only professional skill but also develop a deep understanding on rich heritage and dynamic prevalent scenario of India through various Sanskrit texts.

- To make them eligible for higher education.
- Develop research aptitude and independent thinking.
- Develop a strong concept of ancient Indian history, philosophy and literature.
- Enhance communication skills-Listening, Speaking, Reading, Writing.
- Students will be able to write Devnagari scripts which provide them paleographical knowledge to read out the script of modern languages like Hindi etc.
- Students will demonstrate the skill to participate in conversation that builds knowledge with collaboration.
- Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit like Veda, Philosophy, Grammar, Kavya, Dharamshastra etc.

After becoming graduate students can apply in the field of UPSE, HCS etc. And also after post-graduation they can apply against teaching posts in schools, colleges and other educational institutions.



## Course Outcomes:

In Sanskrit Department have many courses. These are following:-

B.A (Elective).

BSC compalsary.

M.A Sanskrit .

After completion of these course students will have following opportunities and skills:-

- Students will be able to know not only ancient literature and their classification but also modern Sanskrit literature.
- Students would know about the Vedic mantras and their applications, Vedic grammar, Socio-cultural life and literary criticism. They will also know Nation and Nationalism through Sanskrit literature.
- Through Gita and Upanishada they will be able to manage their cognition, emotive apparatus, confusion, conflict of mind and also develop their personality.
- Ayurveda and Vedic Mathematics will help them to know the Indian Medical and Mathematics tradition.
- The students will able to learn the Yoga and its concepts, features etc.
- The students would learn about the ancient Indian Educational system and Politic concepts through the text of Dharmasastra and Arthasastra.
- Grammar is very important part of this language for the making of sentences, to know appropriate meaning of texts, oral communication and perfection. Grammar is the only way to know this language well.
- Linguistics should also help them to know the source of this language and the relation between other languages.
- The students would know about the historical importance of Indian Epigraphy, Paleography, Chronology, Inscriptions and Manuscripts.
- The students will gain the knowledge of Indian Philosophy, Religion, Culture and tradition. With the help of this knowledge they could relate the philosophical theory in practical life.

# DEPARTMENT OF SANSKRIT

## Learning Outcomes

इस महाविद्यालय में गुरु जम्भेश्वर विज्ञान एवं प्रौद्योगिकी विश्वविद्यालय द्वारा निर्धारित पाठ्यक्रम के अनुसार संस्कृत स्नातकोत्तर श्रेणी का अध्ययन- अध्यापन होता है। आधुनिक प्रणाली के द्वारा वेद, व्याकरण, दर्शन, धर्मशास्त्र, पालि-प्राकृत साहित्य, काव्यशास्त्र सहित विशेष रूप से साहित्य का अध्ययन किया जाता है। छात्रों में निहित बहुमुखी योग्यता, कौशलों, रचनात्मकता के संवर्धन हेतु संस्कृत साहित्य परिषद् द्वारा संवाद-गोष्ठी, संस्कृत सम्भाषण शिविर, संस्कृत-सप्ताह, संस्कृत- प्रश्नोत्तरी आदि पाठ्य सहगामी क्रियाओं का यथासमय आयोजन किया जाता है। निःश्रेयस् एवं लौकिक अभ्युदय को प्राप्त कराने वाली देववाणी के अध्ययन से ही भारतीय संस्कृति, साहित्य एवं समाज का मौलिक ज्ञान सम्भव है। इसके समृद्ध वाङ्मय के अनुशीलन से सच्चारित्र्य, सदाचार, मानवीय मूल्यों, नैतिक तत्त्वों, परस्पर सद्भाव, समभाव एवं विश्वबन्धुत्व की उपादेय भावना विकसित होती है।

काव्यशास्त्र के अध्ययन द्वारा काव्यतत्त्वों की समीक्षा एवं सर्जनात्मकता का विकास होता है। शोध, अनुभव एवं विविध शैक्षणिक उपलब्धियों से सम्पन्न कुशल प्राध्यापकों के निर्देशन में अध्ययन करने वाले छात्र राष्ट्रीय, प्रांतीय,

विश्वविद्यालयीय एवं अन्य प्रतियोगी परीक्षाओं में उत्कृष्ट सफलता प्राप्त कर रहे हैं।

संस्कृत के अध्ययन से शब्द-वैभव में अभिवृद्धि, शुद्ध एवम् स्पष्ट उच्चारण, भाषिक योग्यता का विकास, अभिनव शब्दनिर्माण की क्षमता, विषय को सरसता एवं रमणीयता पूर्वक प्रस्तुत करने की शैली का संवर्धन होता है, जिससे अध्यापक-प्राध्यापक, धर्मशिक्षक, योगाचार्य, कार्यक्रम उद्घोषक, भाषानुवादक, समाचार-वाचक, राजभाषा अधिकारी, आयुर्वेदिक चिकित्सक, पुरोहित आदि सम्माननीय पदों पर सहजतापूर्वक आजीविका प्राप्त कर लेते हैं।



**GOVT. COLLEGE, HISAR**

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## PROGRAM OUTCOMES OF B.A. HISTORY

<b>Programme</b>	<b>Objective of Program/ Outcome expected</b>
<b>B.A. History</b>	Demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of the history of the India.
	Provide multi-causal explanations of major historical developments based on a contextualized analysis of Modern World History
	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. The idea is to equip the student so that their ability to think and analyze is enhanced also, they develop good research oriented perspective.
	By analyzing relationships between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participating in discussion.

HOD History

Principal



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## **COURSE OUTCOMES OF B.A. HISTORY**

The 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. 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. It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

### **History of Ancient India in Semester –I**

Learning Outcomes: After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

### **History of Medieval India in Semester II (Gupta period to 1526)**

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.

- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.
- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

### **History Of India , Semester III (1526-1857)**

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
  - 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
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state and Know the Rise of Maratha Power under Shiviji, Emergence of Regional Power as well as the Rise of English East India Company in Bengal after the downfall of the Mughal Empire.
- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
  - Explain the peculiarities of evolving colonial institutions and their impact.
  - Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
  - Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

### **Indian National Movement , Semester IV (1857-1947)**

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
  - Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence.
- learn about the post war Developments of social, political, economic and cultural scenarios of India.
- Analyse the Impact of colonialism and National Movement.

- Know about the Indian Constitution and Consolidation as a Nation.
- Analyse the Political developments in India since independence.

### **Rise of Modern World, Semester-V (HIST-302)**

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.
- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
  - Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

### **Modern World, Semester -VI (HIST-304)**

- learn about the post war Developments of Trends in World Politics,
- Know the Challenges to the new European Order, Issue of Non-Alignment movement after the end of the Cold War.
  - Know the Emergence of Terrorism, Issues and Challenges .
- Know India's Role in the Contemporary World.

**HOD History**

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## PROGRAM OUTCOMES OF B.A. Physical Education

Programme	Objective of Program/ Outcome expected (Minimum 4 outcomes)
B.A. Physical Education	After completing a degree in Physical Education and Sports, you can pursue various career paths: Physical Education Teacher: Teach physical education classes at schools, helping students develop their physical fitness, sports skills, and overall well-being.
	Sports Coach: Specialize in coaching specific sports at schools, colleges, or even professionally. This role involves training athletes, developing strategies, and overseeing team performance. Fitness Instructor/Personal Trainer, Sports Administrator: Take on administrative roles within sports organizations, managing events, coordinating teams, or overseeing sports facilities
	Recreation Manager: Plan and organize recreational activities, Sports and Exercise Scientist Physical Therapy Assistant: Assist physical therapists in helping individuals recover from injuries, surgeries, or medical conditions through targeted exercises and therapies, Sports Marketing Specialist
	Consider gaining practical experience through internships or volunteering to enhance your resume and network within the field you're interested in. Additionally, further education, such as obtaining certifications or pursuing advanced degrees, can open up additional opportunities in your chosen field.

HOD  
Physical Education

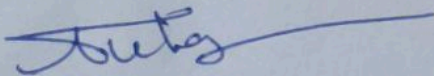
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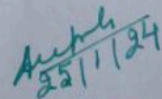
## COURSE OUTCOMES OF B.A.PHYSICAL EDUCATION

Semester I/II/III/IV/V/VI	All Subjects / Course	Objective of teaching the subject / Outcome expected (Minimum 4 outcomes )
Semester I & II	Health & Physical Education Theory: HPEL 101 ,103	1 The primary objective of physical education is to promote overall physical fitness, motor skills development, and a healthy lifestyle.
		The objectives of health and hygiene include promoting and maintaining overall well-being, preventing the spread of diseases, fostering good personal habits, and educating individuals on practices that contribute to a healthy lifestyle.
	Practical: HPEL 102	3. The objectives of yoga include promoting physical health, mental well-being, and spiritual growth. Yoga seeks to improve flexibility, strength, and balance, fostering a sense of inner harmony and mindfulness.
		4. The objective of Athletics is to develop and showcase physical prowess, skills, and competitive spirit in various sports. It aims to promote physical fitness, teamwork, discipline, and sportsmanship while providing a platform for individuals to excel in their chosen athletic pursuits. Additionally, athletics often contributes to a sense of community and camaraderie among participants in others games as such Badminton, Kho-Khoi and Cricket
Semester III & IV	Health & Physical Education Theory: HPEL 201 ,203	1. The objective of safety education is to raise awareness and impart knowledge about potential hazards, risks, and preventive measures to enhance personal and community safety.
		2. The objectives related to common diseases primarily involve prevention, early detection, and effective management. Overall, the goal is to improve public health by reducing the incidence, severity, and impact of prevalent illnesses..
		3. The objective of a balanced diet is to provide the body with essential nutrients in the right proportions to support overall health and well-being. A balanced diet aims to well-rounded supply of vitamins, minerals, proteins, carbohydrates, and fats.

	Practical: HPEL 202	<p>4. The objective of Body Mass Index (BMI) is to provide a simple and quick assessment of an individual's body weight in relation to their height. It is used as a screening tool to categorize individuals into different weight status categories</p> <p>5. The objective of football, or soccer, is to score more goals than the opposing team within the allotted time. Beyond the competitive aspect, football, Kabaddi and Basket-ball aims to promote physical fitness, teamwork, strategic thinking, and sportsmanship.</p>
Semester V & VI	Health & Physical Education Theory: HPEL 301,303	<p>1. The objective of growth and development is to ensure physical, cognitive, emotional, and social progress throughout an individual's lifespan..</p> <p>2. The objective of promoting good posture is to maintain a balanced alignment of the body, reducing the risk of musculoskeletal issues and enhancing overall well-being.</p>
	Practical: HPEL 302	<p>3. The objective of anatomy is to study and understand the structure of the human body, including its organs, tissues, and systems. This knowledge serves as a foundation for various medical and health-related fields. (as such educational, research, and medical purposes)</p> <p>4. The objective of pranayama, a practice in yoga that involves breath control, is to regulate and deepen the breath to enhance physical, mental, and spiritual well-being. Pranayama aims to improve respiratory function, increase oxygen supply to the body, and promote relaxation.</p>



HOD  
Physical Education



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## Learning Outcomes of Mass Communication

- ❖ Students will be able to gained Influential and effective communication ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, speech communication etc.
- ❖ Students will be able to apply basic and advanced human communication theories and models to academic and professional situations.
- ❖ Students will be able to gained knowledge about the principles of communication and improve their communication skills.
- ❖ Students will be able to improve their body language and posture.
- ❖ Students will be able to understand the field of communication and the meaning & purpose of communication at the individual, group, and societal level.
- ❖ Students will be able to made familiar with different writing skills (news writing, radio writing, television writing, script writing, media writing, social networking sites- Blog writing, You-tube, Face book page writing etc.)
- ❖ Students will be able to write a variety of mass media products, including storyboard, shots list, news stories, article, feature, editorial, press releases etc. Students will be able to use different kind of editing effects in videos as well as audios.
- ❖ Students will be able to understand about the different stages of production.
- ❖ Students will be able to gained knowledge about camera handling and shooting with different types of shots, angles and movements.
- ❖ Students will be able to understand lighting techniques for effective photography and videography.
- ❖ Students will be able to produce various types of Production like Documentary films, Short films, News packages, Radio news, TV news, VOX-POP, Interviews, PTC etc.

**As above mentioned points are the learning outcomes for the students of mass communication. As in every year students learn so many different things. The department prepares students with the necessary skills to communicate visually, orally and through written documentation within the context demanded by the business, journalism, marketing, and public relations world. Mass Communication helps the student develop abilities of critical thinking, problem solving, conflict resolution, team building and public speaking. Students are also equipped with a solid ethical foundation and an understanding of diversity, interdependence, and cultural perspectives.**

## COURSE OUTCOMES OF MASS COMMUNICATION

Semester I/II/III/IV/V/VI	All Subject/Course	Objective of teaching the subject/Outcome expected
1 <sup>st</sup>	Communication Principles (BAMV-101)	In the first unit, students will learn in detail about the concept of communication, the barriers, elements etc. that hinder the entire process.
		In the second unit, apart from verbal, non-verbal and visual communication, students will learn the types of communication including personal, interpersonal, group, public and mass communication.
		In the third unit, students will learn about written and oral communication skills. Along with this, students will understand the importance of body language including facial expressions and facial postures.
		In the fourth unit, communication formats and communication principles will be studied in depth to better understand the communication process.
2 <sup>nd</sup>	Radio and Television in India (BAMV-102)	-In the first unit, students will learn the history & growth of Radio in India. - students will learn the role of Radio in development. - students will learn about the F.M. culture also.
		In the second unit, students will learn the structure & function of All India Radio. - students will learn the Radio programming of National & special audience programme.

		students will learn about news service division.
		-In the 3 <sup>rd</sup> unit, students will learn the history & growth of Television in India. - students will learn the role of television in development. - students will learn about the T.V. channels, structure, function & TRP.
		In the 4 <sup>th</sup> unit, students will learn the T.V. programmes, like as soap opera, sitcom etc. - students will learn introduction of documentaries also.
3 <sup>rd</sup>	Writing for TV and Radio (BAMV-103)	-In the first unit, students will learn the origin, role, scope and principles of writing. - In the first unit, students will learn the style of news writing.
		-In the second unit, students will learn the sources of news. - students will learn about the writing skills for Radio & TV.
		-In the 3 <sup>rd</sup> unit, students will learn the script writing for different types of radio & TV programmes like as news, advertisements, story board etc.
		-In the 4 <sup>th</sup> unit, students will learn the script writing for new media like as youtube, facebook, twitter, blogpost and linkdin etc.
4 <sup>th</sup>	Basics of Video Editing (BAMV-104)	-In the first unit, students will learn the types of cameras & their features. - students will learn the parts of cameras & it's functioning.

		-In the second unit, students will learn the various types of camera shots, angles, movements and it's composition.
		-In the 3 <sup>rd</sup> unit, students will learn the basics knowledge of linear and none-linear editing. - students will learn the visual and sound effects.
		-In the 4 <sup>th</sup> unit, students will learn the editing techniques with different types of editing software. Like as adobe premier pro, final cut pro etc.
5 <sup>th</sup>	Radio and Television Production (BAMV-105)	-In the first unit, students will learn the various stages of production. -students will know about the production team members and their role responsibilities. - students will learn the functioning of TV studio.
		-In the second unit, students will learn the types of light. - students will learn the lighting techniques and problems.
		-In the 3 <sup>rd</sup> unit, students will learn the planning and production of programmes in studio. - students will learn the floor management. - students will learn the shooting with single and multi-cameras.
		-In the 4 <sup>th</sup> unit, students will learn the basics of radio production. - students will learn the types of studio. - students will learn the role of microphone for recording.

6 <sup>th</sup>	Production Portfolio (BAMV-106)	<p>According to this subject students will prepare a documentary film.</p> <ul style="list-style-type: none"> <li>- students will prepare a minor production also.</li> </ul>
		<p>According to this subject students will prepare minor productions, like as-</p> <ul style="list-style-type: none"> <li>- Piece to camera (PTC).,News package, Radio news bulletin, &amp; will learn the process of writing press release also.</li> </ul>



## PROGRAM OUTCOMES OF B.A. ENGLISH

<b>Semester – I</b>
<b>Course Code: ENGC 101</b>
<b>Title: Literature and Language 1</b>
<ol style="list-style-type: none"><li>1. Acquainted with elementary phonology.</li><li>2. Students get a better understanding of the genres of Literature i.e., Prose.</li><li>3. Students develop a comprehensive understanding of vocabulary in a better manner.</li><li>4. Basic grammar prescribed in a sequential pattern enables the students for its usage.</li></ol>
<b>Semester –II</b>
<b>Course code- ENGH 102</b>
<b>Title: Literature and Language II</b>
<ol style="list-style-type: none"><li>1. Familiarity with story as an effective and interesting genre of Literature with a better understanding of its elements.</li><li>2. Development of a critical perspective to read Literary works of the period.</li><li>3. Ability to situate literary texts within historical and cultural contexts.</li><li>4. Enables students to develop an eye and an ear for appreciating Literatures.</li></ol>
<b>Semester –III</b>
<b>Course code- ENGC 201</b>
<b>Title: Fragrances</b>
<ol style="list-style-type: none"><li>1. Familiarity with the prominent poets and poetry.</li><li>2. Introduction to related Literary terms.</li><li>3. Learning of mechanics of writing of English Language.</li><li>4. Better communication skills- both spoken and written.</li></ol>
<b>Semester –IV</b>
<b>Course code- ENGC 202</b>
<b>Title: Centre Stage</b>
<ol style="list-style-type: none"><li>1. Understanding of different forms of drama: One Act Play</li><li>2. Understanding of technical aspects of drama</li><li>3. Primary skills to appreciate drama stylistically and contextually</li></ol>
<b>Semester –V</b>
<b>Course code- ENGC 301</b>
<b>Title: Kanthapura : A Novel by Raja Rao</b>
<ol style="list-style-type: none"><li>1. A better idea of Indian Literature.</li><li>2. Introduction to Novel as an Effective and Communicative form of Literature.</li></ol>
<ol style="list-style-type: none"><li>3. Learning of Literary and Prosodic features of Prose.</li><li>4. Ability to appreciate novel as a Literary production stylistically and contextually.</li></ol>



**Semester –VI**

**Course code- ENGC 302**

**Title: The Merchant of Venice: A Play by William Shakespeare**

1. Knowledge of elements of Drama as a literary form.
2. Acquisition of English language used in the professional world.
3. Enhances communicative skills – both general and academic.
4. Functional and advanced grammar prescribed in the syllabus avails the chance for students to solve complex issues related to language usage.

## PROGRAM OUTCOMES OF B.A. ENGLISH (Hons.)

<b>Semester – I</b>
<b>Course Code: ENGH 101 &amp; 102</b>
<b>Title: Literature In English (1550-1660 )</b>
<ol style="list-style-type: none"> <li>1. To acquaint the learners about the concerned Literary Period.</li> <li>2. To acquaint the learners about various literary writing of the period.</li> </ol>
<b>Semester – II</b>
<b>Course code- ENGH 103 &amp; 104</b>
<b>Title : Literature In English (1660-1750 )</b>
<ol style="list-style-type: none"> <li>3. To acquaint the learners about various Literary Movements of the period</li> <li>4. To acquaint the learners about various Literary terms dominating the period</li> </ol>
<b>Semester – III</b>
<b>Course code- ENGH 201 &amp; 202</b>
<b>Title: Literature In English (1750-1830 )</b>
<ol style="list-style-type: none"> <li>1. Familiarity with the prominent poets and poetry.</li> <li>2. Introduction to related literary terms.</li> </ol>
<b>Course code- ENGH 203</b>
<b>Title: Grammar And Contemporary English Usage</b>
<ol style="list-style-type: none"> <li>1. Understanding of technical aspects of Grammar.</li> <li>2. Refers to rules that are specifically for writing skills.</li> <li>3. Lays Emphasizes the concept of grammatical correction.</li> <li>4. Determines the order in which the words are placed, how words change based on tense, subject, verbs and agreements etc</li> </ol>
<b>Semester – IV</b>
<b>Course code- ENGH 204 &amp; 205</b>
<b>Title: Literature In English (1830-1900)</b>
<ol style="list-style-type: none"> <li>1. A better idea of Indian Literature.</li> <li>2. Emphasizes on Literary and Artistic Movement based on Imagination and Emotions.</li> <li>3. In this Period refers to a literary movements and trends that are emerges in the late 18<sup>th</sup> and early 19<sup>th</sup> Centuries.</li> <li>4. Define as an aesthetic in literary criticism.</li> <li>5. Emphasizes on works and authors of the period.</li> </ol>

**Semester – V**

**Course Code: ENGH 301 & 304**

**Title: Modern British Literature - I & II**

1. To focus on the modern British Literature.
2. Major literary movements during this period.
3. To elicit an overall understanding of the text during this period.

**Course code- ENGH 302 & 305**

**Title: Indian Writing In English - I & II**

1. To impart the knowledge about the Indian Writing and Anglo Indian Writing.
2. To focus on the Indian Sensibility, Indian Authors and Indian Movements.
3. To express Indian Culture heritage and modernization of values and systems.

**Course code- ENGH 303 & 306**

**Title: Modern World Literature - I & II**

1. Learn about fusion literature, characteristics of modern and post modern literature.
2. To enhance the knowledge about interrogative the post colonialism by a self conscious separation from traditional ways of writing in both poetry and pose fiction.

## PROGRAM OUTCOMES OF B.Sc. ENGLISH

<b>Semester – I</b>
<b>Course Code: ENGB 101</b>
<b>Title: English Part – I</b>
<ol style="list-style-type: none"><li>1. The learner will acquire an intensive study of the poems and the text; refers to the context, short questions and essay-type questions.</li><li>2. The learners will learn English Grammar and Composition which will convert translation from Hindi to English, Paragraph Writing and Common Phrasal Verbs, Prepositions and Common Errors in English.</li></ol>
<b>Semester – II</b>
<b>Course code- ENGB 102</b>
<b>Title : English Part – II</b>
<ol style="list-style-type: none"><li>1. The learners will learn to understand the explanation of the context will reference from the text look.</li><li>2. The learners will learn to answer the comprehension question based on an extract from the text-look.</li><li>3. The learners will learn to translate passage from English to Hindi and to summarize a given passage in contemporary English of about 250 words to one- third of its length and also give it a suitable heading.</li><li>4. The learners will learn to write an official letter.</li></ol>

## PROGRAM OUTCOMES OF M.A. ENGLISH

<b>Semester – I &amp; II</b>
<b>Course Code: MAENG 101 &amp; 201</b>
<b>Title: Literature In English (1550 -1660) Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To acquaint the learners about the concerned literary period.</li> <li>2. To acquaint the learners about various literary writing of the period.</li> </ol>
<b>Course code- MAENG 102 &amp; 202</b>
<b>Title: Literature In English (1660 – 1798) Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To acquaint the learners about various Literary Movements of the period.</li> <li>2. To acquaint the learners about various literary terms dominating the period.</li> </ol>
<b>Course code- MAENG 103 &amp; 203</b>
<b>Title: Literature In English (1798– 1914) Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To help the students learn the evolution of language and the politics</li> <li>2. To enhance critical thinking of students.</li> <li>3. To cultivates language skills of students by introducing them to structures of language through a wide variety of literary works.</li> </ol>
<b>Course code- MAENG 104 &amp; 204</b>
<b>Title: Literature In English (1914– 2000) Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To hones the writing skills of students and they learn the conventions of academic writing.</li> <li>2. To introduce the students with different literary periods and trends of each of these periods.</li> <li>3. To introduces works written by different sections of people (gender, racial and ethnic minorities) and makes the students give critical responses from different perspectives.</li> </ol>
<b>Course code- MAENG 105 &amp; 205</b>
<b>Title: Study of a Genre fiction Part – I &amp; II ( Option I )</b>
<ol style="list-style-type: none"> <li>1. To acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.</li> <li>2. To develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.</li> <li>3. To acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.</li> <li>4. To develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory</li> </ol>
<b>Course code- MAENG 105 &amp; 205 ( Option II )</b>
<b>Title: : Study of a Genre Drama Part – II ( Option II )</b>
<ol style="list-style-type: none"> <li>1. To introduce students to major movements related to drama and dramatists through the study of selected texts.</li> <li>2. To create literary sensibility in students and expose them to artistic and innovative use of language by writers and to various worldviews.</li> <li>3. To enhance literary and linguistic competence of students.</li> </ol>

<b>Semester – I &amp; II</b>
<b>Course Code: MAENG 105 &amp; 205</b>
<b>Title: Study of a Genre Poetry Part – I (Option III)</b>
<ol style="list-style-type: none"> <li>1. To introduce students to major movements related to poetry in English, works and poets through study of selected texts.</li> <li>2. To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews.</li> <li>3. To instill values and develop human concern in students through exposure to literary texts.</li> <li>4. To enhance literary and linguistic competence of students.</li> </ol>
<b>Semester – III &amp; IV</b>
<b>Course code- MAENG 301 &amp; 401</b>
<b>Title: Critical Theory Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To study literary theory as an intellectual and critical activity in the 20th Century.</li> <li>2. To analysis of some of the major essays that are central to the understanding of these literary and critical theories.</li> <li>3. To know major strands of modern literary theory and provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.</li> </ol>
<b>Course code- MAENG 302 &amp; 402</b>
<b>Title: American Literature Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To introduce the students to the literature of the United States of America.</li> <li>2. To familiarize her/ him with important movements of these centuries.</li> <li>3. To give her/him firsthand knowledge of some of the outstanding works and Authors.</li> </ol>
<b>Course code- MAENG 303 &amp; 403</b>
<b>Title: Indian Writing In English Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary text.</li> <li>2. To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.</li> <li>3. To expose students to the artistic and innovative use of language employed by the writers</li> <li>4. To instill values and develop human concern in students through exposure to literary texts.</li> </ol>
<b>Course code- MAENG 304 &amp; 404 (Option I )</b>
<b>Title: Colonial And Post Colonial Study Part – I &amp; II (Option I )</b>
<ol style="list-style-type: none"> <li>1. To intends to familiarize students with literatures of two erstwhile colonies – Asia and Africa– which have remained outside discourse making for a long time.</li> <li>2. To give a voice to the indigenous efforts towards decolonizing the local people from colonial and neocolonial hegemonies.</li> <li>3. To introduced as a revisionary discipline which primarily focuses on interrogating the Western canon.</li> </ol>
<b>Course code- MAENG 304 &amp; 404 (Option II )</b>
<b>Title: English Language Part – I &amp; II ( Option II )</b>
<ol style="list-style-type: none"> <li>1. To identify literary techniques and creative uses of language in literary texts.</li> <li>2. To adapt their texts to particular audiences and purposes.</li> <li>3. To articulate a thesis and present evidence to support it.</li> </ol>

**Semester – III & IV**

**Course Code: MAENG 305 & 405 (Option I)**

**Title: Literature And Gender Part – I & II ( Option I)**

1. To make the students aware of the ways gender has historically determined one's position in society and how class and race complicate such determinations.
2. To familiarize the students with the different debates and developments in the study of gender.

**Course code- MAENG 305 & 405 (Option II)**

**Title: Literature And Philosophy Part – I & II ( Option II)**

1. To acquaint the students with this relationship. Further, philosophy opens new horizons for new thinking.
2. To develop philosophical attitude in the learners.
3. To produce students who can use their linguistic and communicative competence and literary awareness for effective literary appreciation.

**Course code- MAENG 305 & 405 (Option III)**

**Title: New Literature Part – I & II ( Option III)**

1. To introduce the students to the social, political and cultural milieu of the age.
2. To familiarize the students with the representative texts of the period.

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## COURSE OUTCOMES OF B.A. ENGLISH

<b>Semester – I</b>
<b>Course Code: ENGC 101</b>
<b>Title: Literature and Language 1</b>
<ol style="list-style-type: none"><li>1. Acquainted with elementary phonology.</li><li>2. Students get a better understanding of the genres of Literature i.e., Prose.</li><li>3. Students develop a comprehensive understanding of vocabulary in a better manner.</li><li>4. Basic grammar prescribed in a sequential pattern enables the students for its usage.</li></ol>
<b>Semester –II</b>
<b>Course code- ENGH 102</b>
<b>Title: Literature and Language II</b>
<ol style="list-style-type: none"><li>1. Familiarity with story as an effective and interesting genre of Literature with a better understanding of its elements.</li><li>2. Development of a critical perspective to read Literary works of the period.</li><li>3. Ability to situate literary texts within historical and cultural contexts.</li><li>4. Enables students to develop an eye and an ear for appreciating Literatures.</li></ol>
<b>Semester –III</b>
<b>Course code- ENGC 201</b>
<b>Title: Fragrances</b>
<ol style="list-style-type: none"><li>1. Familiarity with the prominent poets and poetry.</li><li>2. Introduction to related Literary terms.</li><li>3. Learning of mechanics of writing of English Language.</li><li>4. Better communication skills- both spoken and written.</li></ol>
<b>Semester –IV</b>
<b>Course code- ENGC 202</b>
<b>Title: Centre Stage</b>
<ol style="list-style-type: none"><li>1. Understanding of different forms of drama: One Act Play</li><li>2. Understanding of technical aspects of drama</li><li>3. Primary skills to appreciate drama stylistically and contextually</li></ol>
<b>Semester –V</b>
<b>Course code- ENGC 301</b>
<b>Title: Kanthapura : A Novel by Raja Rao</b>
<ol style="list-style-type: none"><li>1. A better idea of Indian Literature.</li><li>2. Introduction to Novel as an Effective and Communicative form of Literature.</li></ol>
<ol style="list-style-type: none"><li>3. Learning of Literary and Prosodic features of Prose.</li><li>4. Ability to appreciate novel as a Literary production stylistically and contextually.</li></ol>



**Semester –VI**

**Course code- ENGC 302**

**Title: The Merchant of Venice: A Play by William Shakespeare**

1. Knowledge of elements of Drama as a literary form.
2. Acquisition of English language used in the professional world.
3. Enhances communicative skills – both general and academic.
4. Functional and advanced grammar prescribed in the syllabus avails the chance for students to solve complex issues related to language usage.

## **COURSE OUTCOMES OF B.A. ENGLISH (Hons.)**

<b>Semester – I</b>
<b>Course Code: ENGH 101 &amp; 102</b>
<b>Title: Literature In English (1550-1660 )</b>
<ol style="list-style-type: none"><li>1. To acquaint the learners about the concerned Literary Period.</li><li>2. To acquaint the learners about various literary writing of the period.</li></ol>
<b>Semester – II</b>
<b>Course code- ENGH 103 &amp; 104</b>
<b>Title : Literature In English (1660-1750 )</b>
<ol style="list-style-type: none"><li>3. To acquaint the learners about various Literary Movements of the period</li><li>4. To acquaint the learners about various Literary terms dominating the period</li></ol>
<b>Semester – III</b>
<b>Course code- ENGH 201 &amp; 202</b>
<b>Title: Literature In English (1750-1830 )</b>
<ol style="list-style-type: none"><li>1. Familiarity with the prominent poets and poetry.</li><li>2. Introduction to related literary terms.</li></ol>
<b>Course code- ENGH 203</b>
<b>Title: Grammar And Contemporary English Usage</b>
<ol style="list-style-type: none"><li>1. Understanding of technical aspects of Grammar.</li><li>2. Refers to rules that are specifically for writing skills.</li><li>3. Lays Emphasizes the concept of grammatical correction.</li><li>4. Determines the order in which the words are placed, how words change based on tense, subject, verbs and agreements etc</li></ol>
<b>Semester – IV</b>
<b>Course code- ENGH 204 &amp; 205</b>
<b>Title: Literature In English (1830-1900)</b>
<ol style="list-style-type: none"><li>1. A better idea of Indian Literature.</li><li>2. Emphasizes on Literary and Artistic Movement based on Imagination and Emotions.</li><li>3. In this Period refers to a literary movements and trends that are emerges in the late 18<sup>th</sup> and early 19<sup>th</sup> Centuries.</li><li>4. Define as an aesthetic in literary criticism.</li><li>5. Emphasizes on works and authors of the period.</li></ol>

**Semester – V**

**Course Code: ENGH 301 & 304**

**Title: Modern British Literature - I & II**

1. To focus on the modern British Literature.
2. Major literary movements during this period.
3. To elicit an overall understanding of the text during this period.

**Course code- ENGH 302 & 305**

**Title: Indian Writing In English - I & II**

1. To impart the knowledge about the Indian Writing and Anglo Indian Writing.
2. To focus on the Indian Sensibility, Indian Authors and Indian Movements.
3. To express Indian Culture heritage and modernization of values and systems.

**Course code- ENGH 303 & 306**

**Title: Modern World Literature - I & II**

1. Learn about fusion literature, characteristics of modern and post modern literature.
2. To enhance the knowledge about interrogative the post colonialism by a self conscious separation from traditional ways of writing in both poetry and pose fiction.

## **COURSE OUTCOMES OF B.Sc. ENGLISH**

<b>Semester – I</b>
<b>Course Code: ENGB 101</b>
<b>Title: English Part – I</b>
<ol style="list-style-type: none"><li>1. The learner will acquire an intensive study of the poems and the text; refers to the context, short questions and essay-type questions.</li><li>2. The learners will learn English Grammar and Composition which will convert translation from Hindi to English, Paragraph Writing and Common Phrasal Verbs, Prepositions and Common Errors in English.</li></ol>
<b>Semester – II</b>
<b>Course code- ENGB 102</b>
<b>Title : English Part – II</b>
<ol style="list-style-type: none"><li>1. The learners will learn to understand the explanation of the context will reference from the text look.</li><li>2. The learners will learn to answer the comprehension question based on an extract from the text-look.</li><li>3. The learners will learn to translate passage from English to Hindi and to summarize a given passage in contemporary English of about 250 words to one- third of its length and also give it a suitable heading.</li><li>4. The learners will learn to write an official letter.</li></ol>

## COURSE OUTCOMES OF M.A. ENGLISH

<b>Semester – I &amp; II</b>
<b>Course Code: MAENG 101 &amp; 201</b>
<b>Title: Literature In English (1550 -1660) Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To acquaint the learners about the concerned literary period.</li> <li>2. To acquaint the learners about various literary writing of the period.</li> </ol>
<b>Course code- MAENG 102 &amp; 202</b>
<b>Title: Literature In English (1660 – 1798) Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To acquaint the learners about various Literary Movements of the period.</li> <li>2. To acquaint the learners about various literary terms dominating the period.</li> </ol>
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<ol style="list-style-type: none"> <li>1. To help the students learn the evolution of language and the politics</li> <li>2. To enhance critical thinking of students.</li> <li>3. To cultivates language skills of students by introducing them to structures of language through a wide variety of literary works.</li> </ol>
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<ol style="list-style-type: none"> <li>1. To acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.</li> <li>2. To develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.</li> <li>3. To acquaint the students with the major novelists in English Literature through a study of the novels representative of the age and of the novelist.</li> <li>4. To develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory</li> </ol>
<b>Course code- MAENG 105 &amp; 205 ( Option II )</b>
<b>Title: : Study of a Genre Drama Part – II ( Option II )</b>
<ol style="list-style-type: none"> <li>1. To introduce students to major movements related to drama and dramatists through the study of selected texts.</li> <li>2. To create literary sensibility in students and expose them to artistic and innovative use of language by writers and to various worldviews.</li> <li>3. To enhance literary and linguistic competence of students.</li> </ol>

<b>Semester – I &amp; II</b>
<b>Course Code: MAENG 105 &amp; 205</b>
<b>Title: Study of a Genre Poetry Part – I (Option III)</b>
<ol style="list-style-type: none"> <li>1. To introduce students to major movements related to poetry in English, works and poets through study of selected texts.</li> <li>2. To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews.</li> <li>3. To instill values and develop human concern in students through exposure to literary texts.</li> <li>4. To enhance literary and linguistic competence of students.</li> </ol>
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<b>Title: Critical Theory Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To study literary theory as an intellectual and critical activity in the 20th Century.</li> <li>2. To analysis of some of the major essays that are central to the understanding of these literary and critical theories.</li> <li>3. To know major strands of modern literary theory and provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.</li> </ol>
<b>Course code- MAENG 302 &amp; 402</b>
<b>Title: American Literature Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To introduce the students to the literature of the United States of America.</li> <li>2. To familiarize her/ him with important movements of these centuries.</li> <li>3. To give her/him firsthand knowledge of some of the outstanding works and Authors.</li> </ol>
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<b>Title: Indian Writing In English Part – I &amp; II</b>
<ol style="list-style-type: none"> <li>1. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary text.</li> <li>2. To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.</li> <li>3. To expose students to the artistic and innovative use of language employed by the writers</li> <li>4. To instill values and develop human concern in students through exposure to literary texts.</li> </ol>
<b>Course code- MAENG 304 &amp; 404 (Option I)</b>
<b>Title: Colonial And Post Colonial Study Part – I &amp; II (Option I)</b>
<ol style="list-style-type: none"> <li>1. To intends to familiarize students with literatures of two erstwhile colonies – Asia and Africa– which have remained outside discourse making for a long time.</li> <li>2. To give a voice to the indigenous efforts towards decolonizing the local people from colonial and neocolonial hegemonies.</li> <li>3. To introduced as a revisionary discipline which primarily focuses on interrogating the Western canon.</li> </ol>
<b>Course code- MAENG 304 &amp; 404 (Option II)</b>
<b>Title: English Language Part – I &amp; II ( Option II )</b>
<ol style="list-style-type: none"> <li>1. To identify literary techniques and creative uses of language in literary texts.</li> <li>2. To adapt their texts to particular audiences and purposes.</li> <li>3. To articulate a thesis and present evidence to support it.</li> </ol>

**Semester – III & IV**

**Course Code: MAENG 305 & 405 (Option I)**

**Title: Literature And Gender Part – I & II ( Option I)**

1. To make the students aware of the ways gender has historically determined one's position in society and how class and race complicate such determinations.
2. To familiarize the students with the different debates and developments in the study of gender.

**Course code- MAENG 305 & 405 (Option II)**

**Title: Literature And Philosophy Part – I & II ( Option II )**

1. To acquaint the students with this relationship. Further, philosophy opens new horizons for new thinking.
2. To develop philosophical attitude in the learners.
3. To produce students who can use their linguistic and communicative competence and literary awareness for effective literary appreciation.

**Course code- MAENG 305 & 405 (Option III)**

**Title: New Literature Part – I & II ( Option III )**

1. To introduce the students to the social, political and cultural milieu of the age.
2. To familiarize the students with the representative texts of the period.

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