

COURSE OUTCOME

COURSE	COURSE OUTCOME
B.COM	<p>Course Outcome of Business Statistics (B.Com under NEP 2020)</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none"> • Organize, manage and present data • Analyse data through formation of Frequency Distribution and Cumulative Frequency Distribution • Graphically Representation of data • Analyze Statistical data using Statistical tools like Measures of Central Tendency, Dispersion and Skewness • Bivariate Analysis and comparison of data series using Correlation theory • Clear understanding of Index Numbers as Economic Barometers and study changes in prices of commodities • Estimation of future production and profits using Time Series Analysis • In-depth study of Indian Statistical Organizations like CSO and NSSO; Indian Population Census and methods of collection of data. <p>I Semester</p> <p>Paper 1</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none"> • To familiarize the students with the nature and types of business organizations and office management for the formation of a business. • Acquire the knowledge of business, profession, partnership firm and joint stock company, source of finance, functions of SEBI and office organization and management. • Understand the importance of business and its types, factors influencing the size of firms, classifications and importance of office layout and equipments. • Analyze the cooperative organization. Analyze the various source of finance and role of chamber of commerce in business promotions. Develop the analytical skill of business finance and listing the securities in stock exchange. • Evaluate the role of mechanical devices in ensuring greater efficiency with economy. • To evaluate the different types of business, sources of finance, procedure the listing of securities and data processing system. <p>Paper 2</p> <p>On successful completion of this course,</p>

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	<p>students will be able to –</p> <ul style="list-style-type: none">• Organize, manage and present data• Analyse data through formation of Frequency Distribution and Cumulative Frequency Distribution• Graphically Representation of data• Analyze Statistical data using Statistical tools like Measures of Central Tendency, Dispersion and Skewness• Bivariate Analysis and comparison of data series using Correlation theory <p>Class : B.Com Ist Semester Paper : Major Course Course Title : Business Organization Course Code : C010101T</p> <p>Course Type : Theory Course Credits : 6 Class : B.Com Ist Semester Paper : Major Course Course Title : Business Statistics Course Code : C010102T</p> <p>Course Type : Theory Course Credits : 6</p> <ul style="list-style-type: none">• Clear understanding of Index Numbers as Economic Barometers and study changes in prices of commodities• Estimation of future production and profits using Time Series Analysis• In-depth study of Indian Statistical Organizations like CSO and NSSO; Indian Population Census and methods of collection of data. <p>Paper 3 Class : B.Com Ist Sem Paper : Major Course Course Title : Business Communication Course Code : C010103T</p> <p>Course Type : Theory Course Credits : 6</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none">• To enrich the skill to draft business letters, banking and company correspondence effectively.• Acquire the knowledge of Business communication, application letters, resume writing, Testimonials and references.• Understand the importance, objectives, media and barriers of communication. Further to understand the types of business letter, duties of company secretary, preparation of Agenda and minutes.• Analyze the effectiveness of media of communication and to make trade enquiries, execution of orders, drafting sales and circular letters, bank and agency correspondence and company correspondence.• Enrich the analytical skills on drafting letter of offers and quotations.• Evaluation of Pro's and con's of modern
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	<p>communication methods.</p> <ul style="list-style-type: none">• Gain confidence in the preparation of notice, agenda, minutes, reports of company meetings and write resume independently. <p>II Semester</p> <p>Paper 1</p> <p>Class : B.Com II Sem Paper : Major Course Course Title : Business Management Course Code : C010201T</p> <p>Course Type : Theory Course Credits : 6</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none">• To make the students to understand the concept in planning, organizing, directing, co-ordinating and controlling an organization.• Acquire the basic knowledge on nature, scope and functions of management, types of plans and organization structure, units of command and direction, communication, span of control, delegation and decentralization.• Understanding the importance of planning methods, Principles of organization, techniques of control and communication in management.• Familiarize the concept with methods and types of plans, develop the concepts of departmentation, delegation, decentralization, MBO & MBE.• Analyze the need for motivation theories, leadership styles.• Evaluate the techniques in co-ordination & control <p>Paper 2</p> <p>Class : B.Com II Sem Paper : Major Course Course Title : Financial Accounting Course Code : C010202T</p> <p>Course Type : Theory Course Credits : 4</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none">• Acquire the basic knowledge of the terms such as, single entry system, statement of affairs, departmental accounts, inter departmental transfer, branch accounting, stock and debtors system, depreciation, hire purchase and installment purchase, down payment.• Prepare accounts of a Partnership Firm.• Prepare accounts of special kind like - Royalty Accounts, Voyage Accounts and Branch Accounts• Prepare accounts as per norms in Hire Purchase and Installment Purchase as well as Inventory of the Business units.• Gain insights on the national and international accounting standards as well as IFRS.
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	<ul style="list-style-type: none">• Develop skills in understanding the process of Insolvency and their Books of Accounts.• Evaluate the cost of departmental purchase, consolidated final accounts and default and repossession of goods under hire purchase system.• Gain practical exposure in operating a branch independently with the knowledge of branch and departmental accounts. <p>Paper 3 Class : B.Com II Sem Paper : Major Course Course Title : Computerised Accounting Course Code : C010203P Course Type : Practical Course Credits : 2</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none">• Acquire knowledge on types of Accounting information, concepts, objectives and advantages of Computerised accounting systems• Gain understanding on importance of accounting systems in business.• Gain insights on fundamentals of computers and various Accounting Information Systems (AIS).• Practical knowledge of computerised accounting using popular Accounting Softwares from creation of company to resoration of Data of a company. <p>Paper 4 Class : B.Com II Sem Paper : Major Course Course Title : Business Economics Course Code : C010205T Course Type : Theory Course Credits : 6</p> <p>On successful completion of this course, students will be able to –</p> <ul style="list-style-type: none">• understand and identify the economic variables in general business atmosphere.• Acquire knowledge about Economics at Micro level and various economic concepts such as Opportunity cost, Marginal Concepts, Demand Function and Law of Variable Proportion.• Accomplish the identical Short Run and Long Run Equilibrium of a firm and industry and also about different market structure and various pricing techniques• Able to analyze the concept of price and non-price competition trends used in markets.
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To gain an understanding of the concept, meaning, and aims of education and the inter-relation of education and philosophy.

To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices

To promote reflective thinking among students.

To build up their capacity to be able to formulate their response to the concerns in education.

The pupil-teacher will be able to:

- Establish the interrelationship between meaning and functions of education and philosophy.
- Discuss the epistemological basis of education.
- Analyse the philosophical perspective of various schools of thought viz. idealism, realism, naturalism, pragmatism and existentialism.
- Analyse the educational thoughts of Indian and western thinkers in contemporary education system

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	<ul style="list-style-type: none">● Understand the relationship between philosophy and education and the impact of philosophy on education. <p>B.Ed. 1st year</p> <ul style="list-style-type: none">● Understand the importance and role of education in the progress of Indian society.● Understand the need to study the context of education.● Understand the process of social change and socialization.● Understand their role in building a new social order in the country and various social welfare opportunities● Bring a new thinking towards promotion of national integration and protection of human rights. <p>Unit I : Education in India Vedic Period, Buddhist Period and Medieval Period.</p> <p>Unit II : Policy Framework of Education in Pre-Independent Period Macaulay's, Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sargent Report (1944) :</p> <p>Unit III : Policy Framework of Education in Post-Independent Period</p> <ul style="list-style-type: none">● University Education Commission (1948-49)● Secondary Education Commission (1952-53)● Indian Education Commission (1964-66) in the context of Industrialisation● National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy.● National Curriculum Framework -2005. <p>Unit IV : Elementary Education</p> <ul style="list-style-type: none">● Universalization of Education (Provision, Enrolment, Retention, Success).● Wastage & Stagnation.● Education for all (Sarva Shiksha Abhiyan).● Minimum Level of Learning (MLL).● Review of Mid-Day Meal Programme.● Kasturba Balika Yojna.● RTE (2009). <p>Unit V : Secondary Education</p> <ul style="list-style-type: none">● Expansion & Differentiation of Curricula between boys and girls● Discrimination of Curricula● Vocationalization of Education. <p>Unit VI : Current Issues</p> <ul style="list-style-type: none">● University Autonomy, Privatisation of
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	<p>Education, Commercialization of Education.</p> <ul style="list-style-type: none">● Medium of Schooling- Three Language Formula.● Population Education. <p>Task and Assignments (any one)</p> <ul style="list-style-type: none">● Review of Sarva Shiksha Abhiyan● Review of Mid-day meal programme.● Review of Kasturba Balika Yojna.● Review of the New Education Policy (1986). <ul style="list-style-type: none">● Critical analysis of any theme of the course content in about eight to ten pages. <p>Course Status Core Course (CC-3) Course Number III Course Title GROWING UP AS A LEARNER</p> <p>Unit I : Education and knowledge</p> <ul style="list-style-type: none">● Education – meaning, nature and modes- formal, Informal and Nonformal● Purposes of Education-Individual Development or social Transformation● Knowledge-meaning and ways of knowing,● Forms of knowledge-Local & universal, concrete & Abstract, Theoretical & Practical, Contextual & Textual, School & out-of-school. <p>Unit II : Education and Philosophy</p> <ul style="list-style-type: none">● Philosophy of Education-meaning and significance in the context of Aims of Education, Curriculum, methods of Teaching & discipline etc.● Major schools of thoughts and their Impact of an Education.(i) Idealism , Naturalism, Realism, Pragmatism and Humanism.(ii) Sankhya ,Yoga &Advaita Philosophy. <p>Unit III : Education and Society</p> <ul style="list-style-type: none">● Educational Sociology – meaning & nature & socialization of the child.● Education as a means of social change and social welfare● Education as a means of Human Resource Development & Economical Development.● Meaning of a new social order and modernization of Education. <p>Unit IV : Educational Thoughts : Indian & Western Thinkers</p> <ul style="list-style-type: none">● MK Gandhi ,Tagore, Aurobindo, Vivekanand, Giju Bhai.● Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel, Montessori. <p>Unit V : Education and Values</p> <ul style="list-style-type: none">● Values – Meaning, Nature & Types.● Source of values – The Constitution of India, Democracy, Secularism, etc., Fundamental Rights & Duties, Directive principles, Constitutional provisions for Education.● Education for peace – Issues of National & International conflicts, social injustice, communal conflicts harmony, Individual
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	<p>Alienation, Role of Individuals in making peace : A way of life.</p> <p>Unit VI : Education for National Integration</p> <ul style="list-style-type: none">● National Integration – meaning & Need, Role of Teacher, Institutions & Cultural Heitage, Regional expectation and aspiration.● Role of celebration of Indian Festivals <p>Task and Assignment (any one)</p> <ul style="list-style-type: none">● To compare the educational ideas of any two thinkers.● To study impact of education on population-Increase & Un-employment in near-by village or region.● To study different cultures & identifying the points of unity in diversity.● To study different religions and identify the common points of humanity and spiritualism.● Critical analysis of any theme of the course content in about eight to ten pages <p>Course Status Core Course (CC-4) Course Number IV Course Title TEACHER, TEACHING AND TECHNOLOGY</p> <p>Unit I : Psychology and learner</p> <ul style="list-style-type: none">● Psychology – Its meaning, Nature & scope.● Educational Psychology – Meaning, Scope and its relevance for teachers, teaching and learning.● Individual Differences-Concept and Nature.● Exceptional Children-Mentally retarded, Backward, Delinquent, Gifted & Slow learner. <p>Unit II : Human Development</p> <ul style="list-style-type: none">● Concept & Stages of Development – Infancy, Childhood, Adolescence● Types of Development- Physical, Cognitive social, Emotional, moral with reference to Piaget. <p>Unit III : Learning and Motivation</p> <ul style="list-style-type: none">● Concept & Theories of Learning and its Implications – Thorndike, Pavlov, Kohler, Skinner, Lewin.● Factors affecting Learning.● Motivation- Concept, Sources and its Importance for teaching-learning process. <p>Unit IV : Mental Health</p> <ul style="list-style-type: none">● Concepts & Factors affecting Mental Health, ways of improving Mental Health.● Adjustment & ways for reducing Maladjustment, Defence mechanism. <p>Unit V : Personality</p> <ul style="list-style-type: none">● Concept, Dimensions & Theories of personality- psycho-analytic, Trait, Type● Measurement of personality-projective techniques, etc. <p>Unit VI : Intelligence & Creativity</p> <ul style="list-style-type: none">● Intelligence-Meaning, Nature & Types of Intelligence with reference to multiple
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	<p>Intelligence, Emotional Intelligence & Social Intelligence.</p> <ul style="list-style-type: none">● Theories of Intelligence- Two-factor, Multi-factor, Group factor and Three-dimensional Guilford model.● Measurement of Intelligence.● Creativity – Meaning, Nature and Measurement, Techniques for fostering creativity. <p>Task and Assignments (any one)</p> <ul style="list-style-type: none">● Observation of Adolescent Behaviour in urban slum/dalit household● Administration & Interpretation of two psychological tests- Intelligence, Personality, Creativity etc.● Critical Analysis of school situation in terms of its role in promoting learners cognitive & non-cognitive learning output.● Preparation of learner's profile based on cognitive and Non-cognitive characteristics to depict their inter and intra individual differences. <p>: Technology and Teaching</p> <ul style="list-style-type: none">● Educational Technology-meaning, concept & types-hardware, software, systems approach● Types of Educational Technology-Teaching technology, Instructional technology, Behavioural technology, Information and Communication Technology. <p>Unit II : Task of Teaching</p> <ul style="list-style-type: none">● Phases of Teaching and its Operations- Pre-active, Inter-active & Post-active.● Levels of Teaching-Memory, Understanding & Reflective. <p>Unit III : Teaching Aids & Teaching</p> <ul style="list-style-type: none">● Teaching Aids-Meaning, Need, Types- Projected, Non-projected & Electronic.● Edgar Dale's Cone of experience● Audio-visual Equipments-OHP, Radio, Television, Computer, LCD Projector, etc. <ul style="list-style-type: none">● Use of New Technologies – Tele-conferencing (Face to Face Distance mode of Education) Language Laboratory, e-mail, internet, Smart classes, CAI, etc. <p>Unit IV : Management of Learning and Teaching</p> <ul style="list-style-type: none">● Planning● Organising● Leading● Controlling <p>Unit V : Strategies of Teaching & Modification of Teacher Behaviour</p> <ul style="list-style-type: none">● Concept & classification of different Teaching Strategies- Lecture, Demonstration, Heurism, Discovery, Project, Assignment, Tutorial Group, Brain-Storming, Role Playing, Team Teaching.● Modification of Teacher Behaviour
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	<ul style="list-style-type: none">- Micro Teaching with special reference to components of various teaching skills like - Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.- Simulation Teaching, T-Group Training, Action Research, <p>Unit VI : Professional Development of Teachers</p> <ul style="list-style-type: none">● Teacher Evaluation, Teacher Autonomy, Teacher Accountability, Code of Ethics for Teachers.● Strategies for professional development of Teachers. <p>Task and Assignments (any one)</p> <ul style="list-style-type: none">● Operation of Audio-Visual Aids and Equipments.● Review of Radio/T.V. programmes of NCERT, IGNOU, UGC, etc.● Preparation for power-point presentation on the relevance of Technology in Education. <p>Course Status Pedagogy Courses : PC1 & PC2 Course Number V & VI Course Contents</p> <p>इकाई 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा । • भाषा का अर्थ प्रकृति एवं भाषा अधिगम के सिद्धान्त । • मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्त्व मातृभाषा, राष्ट्रभाषा शिक्षण ।</p> <p>Q एवं विदेशी भाषा के रूप में हिन्दी</p> <p>इकाई 2 : हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य • जूनियर तथा माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य (प) एवं लक्ष्य</p> <p>इकाई 3 भाषायी कौशल - शिक्षण, उद्देश्य एवं प्रक्रिया । • श्रवण (तपदह) कौशल - अर्थ उद्देश्य एवं विकास हेतु उपाय । • वाचन (चमापदह) कौशल - अर्थ, उद्देश्य एवं विकास हेतु उपाय । • पठन (त्मकपदह) कौशल - अर्थ, उद्देश्य एवं विकास हेतु उपाय। • लेखन (तपजपदह) कौशल - अर्थ, उद्देश्य एवं विकास हेतु उपाय । • सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण- (i) प्रस्तावना कौशल (ii) प्रश्न कौशल (iii) व्याख्या कौशल (iv) पुनर्बलन कौशल (v) उद्दीपन परिवर्तन कौशल</p> <p>B.Ed. Course Outcomes</p> <p>इकाई 4 : हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण पाठयोजना एवं इकाई योजना का अर्थ उद्देश्य एवं निर्माण । हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य विधियाँ एवं पाठ नियोजन गहन पाठ एवं द्रुत पाठ V- गद्य vi- ब.</p>
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	<p>पद्य स. व्याकरण द. रचना शिक्षण हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता । इकाई 5: हिन्दी में दक्षता विकसित करने वाले घटक हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई०सी०टी० एवं अन्य उपकरणों का प्रयोग । पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट प्रस्तुतिकरण, मृदु उपागम आदि । इकाई 6 परीक्षण एवं मूल्यांकन • हिन्दी में मूल्यांकन सतत एवं समग्र • हिन्दी में अच्छे परीक्षण की विशेषताएँ एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय निबन्धात्मक) • हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न-पत्र का निर्माण • उपचारात्मक एवं निदानात्मक शिक्षण क्रियात्मक अनुसंधान</p> <p>Course Status Pedagogy Course : PC-1 & PC-2</p> <p>Course Number V & VI Course Title PEDAGOGY OF ENGLISH</p> <p>Unit-I : Background to the Study of English</p> <ul style="list-style-type: none">● Role of English in the present day; Position of English in the Indian school curriculum in the context of the three language formula.● English as a second Language.● Functions of language.● Linguistic principles.● Aims and objectives of teaching of English at Junior and Secondary level. <p>Unit-II : Content and pedagogical analysis</p> <ul style="list-style-type: none">● Teaching of prose, poetry, composition and grammar.● Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar.● Preparation of micro lessons based on the following skills : <ol style="list-style-type: none">(i) Introduction.(ii) Questioning.(iii) Explaining(iv) Illustration(v) Stimulus variation <p>Unit-III : Methods of Teaching and Skills of Teaching</p> <ul style="list-style-type: none">● Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.● Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach.● Development of following linguistic skills <ol style="list-style-type: none">(i) Listening and understanding(ii) Speaking
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	<p>(iii) Reading (iv) Writing</p> <p>Unit IV : Unit and Lesson Planning</p> <ul style="list-style-type: none">● Unit Planning● Lesson Planning; concept importance & preparation <p>(a) Prose, its importance, planning and teaching (b) Grammar, its importance, planning and teaching (c) Composition, its importance, planning and teaching (d) Poetry, its importance, planning and teaching.</p> <p>Unit V : Teaching Aids and Text-Books</p> <ul style="list-style-type: none">● Importance of Instructional material and their Effective use.● Use of following aids : <p>(i) Chalk board (vii) Record-Player (linguaphones) (ii) Flannel board (viii) Radio (iii) Pictures. (ix) Television (iv) Picture cut-out (x) Film and filmstrips (v) Charts (xi) Overhead Projector (vi) Tape-recorder. (xii) Language laboratory<ul style="list-style-type: none">● Qualities of a Good English Text-Book<p>Unit-VI: Evaluation in English</p><ul style="list-style-type: none">● Basic principles of testing English, Tools and Techniques of Evaluation.● The Meaning and Significance of Comprehensive and Continuous Evaluation in English.● Development of good test items in English (objectives type, short answer type, essay type).● Construction of an achievement test● Diagnostic testing & Remedial teaching in English.<p>Course Status Pedagogy Course : PC-1 & PC-2 Course Number V & VI Course Contents</p><p>इकाई 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा । • भाषा का अर्थ प्रकृति एवं भाषा अधिगम के सिद्धान्त । • मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व मातृभाषा, राष्ट्रभाषा शिक्षण ।</p><p>Q एवं विदेशी भाषा के रूप में हिन्दी</p><p>इकाई 2 : हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य • जूनियर तथा माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य (प) एवं लक्ष्य</p><p>इकाई 3 भाषायी कौशल - शिक्षण, उद्देश्य एवं प्रक्रिया । • श्रवण (तपदह) कौशल - अर्थ उद्देश्य एवं विकास हेतु उपाय । • वाचन (चमापदह) कौशल - अर्थ, उद्देश्य एवं विकास हेतु उपाय । • पठन (त्मकपदह) कौशल - अर्थ, उद्देश्य एवं विकास</p></p>
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COURSE OUTCOME

	<p>हेतु उपाय।</p> <ul style="list-style-type: none">• लेखन (तपजपदह) कौशल - अर्थ, उद्देश्य एवं विकास हेतु उपाय।• सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण- <p>(i) प्रस्तावना कौशल (ii) प्रश्न कौशल (iii) व्याख्या कौशल (iv) पुनर्बलन कौशल (v) उद्दीपन परिवर्तन कौशल</p> <p>B.Ed. Course Outcomes</p> <p>इकाई 4 : हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण पाठयोजना एवं इकाई योजना का अर्थ उद्देश्य एवं निर्माण। हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य विधियाँ एवं पाठ नियोजन गहन पाठ एवं द्रुत पाठ</p> <p>v- गद्य vi- ब. पद्य स. व्याकरण द. रचना शिक्षण</p> <p>हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता। इकाई 5: हिन्दी में दक्षता विकसित करने वाले घटक हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई०सी०टी० एवं अन्य उपकरणों का प्रयोग। पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट प्रस्तुतिकरण, मृदु उपागम आदि। इकाई 6 परीक्षण एवं मूल्यांकन</p> <ul style="list-style-type: none">• हिन्दी में मूल्यांकन सतत एवं समग्र• हिन्दी में अच्छे परीक्षण की विशेषताएँ एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय निबन्धात्मक)• हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न-पत्र का निर्माण <p>● उपचारात्मक एवं निदानात्मक शिक्षण क्रियात्मक अनुसंधान</p> <p>सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ। उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।</p> <p>स. पाठ्य पुस्तक का मूल प्रत्यय पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया। द. य. उत्तर प्रदेश के विद्यालयी संस्कृत पाठ्यक्रम व शिक्षण हेतु चयनित पाठ्य पुस्तकों का मूल्यांकन। अच्छी संस्कृत पाठ्य पुस्तक की विशेषताएँ। यूनिट 5 : संस्कृत भाषा में मूल्यांकन। अ. मूल्यांकन मूल्यांकन। ब. स. का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक परीक्षणों / मूल्यांकन की प्राचीन एवं नवीन विधियाँ।</p>
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COURSE OUTCOME

	<p>उद्देश्य केन्द्रित (व्हरमबजपअम मदजतमक) परीक्षाओं की निर्माण प्रक्रिया तथा परीक्षण के समय ध्यान रखने योग्य सावधानियाँ।</p> <p>रचना</p> <p>द. अच्छे परीक्षाओं की विशेषताएँ।</p> <p>य. विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।</p> <p>यूनिट 6 : संस्कृत शिक्षण में दक्षता के प्रभावी घटक।</p> <p>अ. ब. य. क. द. संस्कृत अध्यापक की विशेषताएँ। संस्कृत-कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण। स. संस्कृत शिक्षण में पाठ्य सहगामी क्रियाएँ। संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण। संस्कृत शिक्षण - गृह कार्य के प्रकार एवं महत्व। क्रियात्मक अनुसन्धान एवं संस्कृत शिक्षण में उसकी उपयोगिता।</p> <p>Course Status Pedagogy Courses : PC-1 & PC -2 Course Number V & VI Course Title PEDAGOGY OF SOCIAL SCIENCES</p> <p>Unit I : Nature and Scope of Social Sciences</p> <ul style="list-style-type: none">● Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them.● Rational for including these area in school curriculum.● Instructional objectives of Teaching Social Sciences at Secondary level. <p>Unit II : Methodology for Social Science Pedagogy</p> <ul style="list-style-type: none">● Strategies for teaching Social Science in terms of specifics methods like Lecture, Question- Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials.● Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc.● Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope. <p>Unit III : Content Analysis and Lesson Planning</p> <ul style="list-style-type: none">● Content analysis● Unit Planning● Lesson Planning. <p>Unit IV : Curriculum and Text-Books</p> <ul style="list-style-type: none">● Place of social Studies in Secondary
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COURSE OUTCOME

	<p>School Curriculum. Principles of Curriculum Construction for Social science.</p> <ul style="list-style-type: none">● Characteristics of good text-book, Evaluation of Social Science Textbooks <p>Unit V : Social Science Teacher and co-curricular activities</p> <ul style="list-style-type: none">● Qualities of Social Science teacher● Principles of organizing co-curricular activities.● Formation and management of Social Science clubs.● Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine.● Using Community Resources● Organizing field trips● Social Science Room <p>Unit VI : Transaction mode and Evaluation</p> <ul style="list-style-type: none">● Objectives of evaluation in social science.● Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.● Construction of achievement test in Social Science.● Continuous evaluation using feedback for improvement of teaching and learning in Social Science.● Diagnostic testing and Remedial teaching. <p>Course Status PEDAGOGY COURSES : PC1 & PC2 Course Number V & VI Course Title PEDAGOGY OF MATHEMATICS</p> <p>Unit I : Entering into the Discipline</p> <ul style="list-style-type: none">● Meaning & nature of mathematics, Use & Significance of Mathematics.● Contribution of some great mathematicians - Aryabhatta, Bhaskaracharya, Ramanujam, Euclid, Pythagorus & Rene Decarte. <p>Unit II: Aims and Objectives of Mathematics Teaching</p> <ul style="list-style-type: none">● Aims and objectives of teaching mathematics at secondary and senior secondary levels.● Taxonomy of Educational Objectives.● Objectives of teaching mathematics in terms of behaviour outcomes. <p>Unit III : Methodology for Mathematics Teaching</p> <ul style="list-style-type: none">● Methods of Teaching: Inductive-Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.● Techniques of Teaching: Oral, Written, Drill, Home-Assignment, Supervised study.● Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Board Writing etc. <p>Unit IV: Developing Unit Plan, Lesson Plan and Material Aids</p>
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COURSE OUTCOME

	<ul style="list-style-type: none">● Unit plan – Meaning and purpose of unit plan.● Lesson plan - Meaning, purpose and Performa of lesson plan and its rationality.● Teaching –Aids importance and classification.● Developing/preparing low cost improvised teaching aids, relevant to local ethos.● Application of computer in teaching of Mathematics. <p>Unit V: Development of Curriculum, Text Book and Activities of Mathematics</p> <ul style="list-style-type: none">● Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.● Organization of Mathematics Laboratory.● Text book of Mathematics- Qualities of a good text book of mathematics.● Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.● Learning about the short cuts mentioned in Vedic mathematics <p>Unit VI: Evaluation in Mathematics</p> <ul style="list-style-type: none">● Meaning and needs of Evaluation.● Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development.● Comprehensive and continuous evaluation (C.C.E.) in Mathematics.● Development of test item (short answer and objective type).● Preparation of an Achievement test. <p>Course Status PEDAGOGY COURSES : PC1 & PC2 Course Number V & VI Course Title PEDAGOGY OF PHYSICAL SCIENCE</p> <p>Unit I: Concept, Nature and Importance</p> <ul style="list-style-type: none">● Meaning and nature of physical science, Path tracking discoveries and land mark development in science, Impact of science on modern communities, Globalization and Science.● Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists - an introduction, Professions in the area of science. <p>Unit II: Aims and Objectives of Teaching Physical Science</p> <ul style="list-style-type: none">● General aims and objectives of teaching physical science at secondary and senior secondary school stage. Instructional objectives with special emphasis on Bloom's Taxonomy.● Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of
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COURSE OUTCOME

	<p>education like primary, upper primary, secondary and senior secondary.</p> <p>Unit III: Methodology of Teaching Physical Science</p> <ul style="list-style-type: none">● Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving.● Techniques – Team-Teaching, Computer Assistance Teaching.● Excursion, Science – museums, Science – club, Science – fair, Science projects.● Micro Teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.● Use of ICT in Teaching-Learning process of Physical Science with computer-aided methods like-Power Point, Multimedia, Simulation, Webinars etc. <p>Unit IV: Curriculum & Instructional Material Development</p> <ul style="list-style-type: none">● Meaning, definition and Principles of Curriculum Construction and its types.● Curriculum organization using procedure like concentric, topical, process and integrated approaches, Adaptation of the curriculum according to the local needs and the availability of local resources.● Development of Physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary● Current trends in science curriculum.● Preparation, selection and use of teaching aids● Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials. <p>Unit V: Content Analysis and Lesson Planning</p> <ul style="list-style-type: none">● Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –<ul style="list-style-type: none">- Identification of minor and major concepts.- Listing behavioral outcomes.- Listing activity and experiments.- Listing evaluation procedure.● Developing unit plans and lesson plans. <p>Unit VI: Evaluation in Science Teaching</p> <ul style="list-style-type: none">● Evaluation: Meaning and needs, Formative and summative evaluation.● Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.● Diagnostic testing and Remedial teaching.● Preparation of achievement test,
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COURSE OUTCOME

	<p>development of improvised apparatus.</p> <p>Course Status PEDAGOGY COURSES : PC-1 & PC-2</p> <p>Course Number V & VI</p> <p>Course Title PEDAGOGY OF BIOLOGICAL SCIENCES</p> <p>Unit I : Nature, concepts and importance</p> <ul style="list-style-type: none">● History and nature of biological science.● Importance of biological science for environment, health and peace.● Interdisciplinary linkage of biological science and other school subjects.● Value of biology in our lives.● Four Indian eminent biologists and their discoveries. <p>Unit II : Objectives of Biology Teaching</p> <ul style="list-style-type: none">● General aims and objectives of teaching biology difference between aims and objectives. Bloom's taxonomy of educational objectives.● Writing objectives in terms of learning outcomes (behavioural term) for different levels of school teaching VIII, IX and X classes-RCEM approach of writing objectives. <p>Unit III : Exploring learning</p> <ul style="list-style-type: none">● Inductive and deductive approach. Different methods and techniques of teaching biology.● Teacher centered approaches-lecture, demonstration, lecture cum demonstration.● Child centered approach-project method, heuristic, problem solving, assignment.● Use of ICT in Teaching-Learning process of Biological Science with computer-aided methods like-Power Point, Simulation, Webinars etc.● Micro-teaching skills- Introduction, Explaining, Probing questioning, Illustration and stimulus variation etc. <p>Unit IV: Content Analysis and Lesson Planning</p> <ul style="list-style-type: none">● Content analysis, pedagogical analysis of content (Taking an example of any one topic of Biological science). Following points should be followed for pedagogical analysis –<ul style="list-style-type: none">- Identification of minor and major concepts.- Listing behavioral outcomes.- Listing activity and experiments.- Listing evaluation procedure.● Developing unit plans and lesson plans. <p>Unit V : Learner centered school curriculum.</p> <ul style="list-style-type: none">● Principles of development of biological science curriculum. Trends in science curriculum.● Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes.● Importance and type of teaching aids. Use
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COURSE OUTCOME

	<p>of audiovisual aids and improvised apparatus in teaching biology, biology laboratory.</p> <ul style="list-style-type: none">● Biology museum, biology club, field trips, aquarium herbarium and vivarium exhibition. <p>Unit VI: Concept of evaluation and measurement</p> <ul style="list-style-type: none">● Meaning and nature of evaluation and measurement.● Tools and techniques of evaluation in biological science.● Characteristics of a good test-reliability, validity, usability and norms of a test.● Essay type, Short answer and objective type tests, Their Merits and demerits.● Concept of formative, summative and diagnostic test.● Construction of Achievement test.● Diagnostic testing and Remedial teaching. <p>Course Status PEDAGOGY Course :PC-1 & PC-2 Course Number V & VI Course Title PEDAGOGY OF COMPUTER SCIENCE</p> <p>Unit I: Historical perspective, Aims and Objectives of Computer Science</p> <ul style="list-style-type: none">● Historical Development of Computer (hardware and software)● Present status of computer science as a school subject.● Significance of teaching computer science at secondary/senior secondary schools.● Aims and Objectives of teaching computer science-- Aims and Objectives of teaching computer science.- Classification of educational objectives (Bloom's taxonomy).- Statement of specific objectives in behavioral terms. <p>Unit II: Development of Curriculum in Computer Science</p> <ul style="list-style-type: none">● Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.● Organization of Computer Science Laboratory.● Text book of Computer Science - qualities of a good text book of Computer Science. <p>Unit III: Methods of Teaching Computer Science</p> <ul style="list-style-type: none">● Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.● CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc.● Co-operative Learning Approach, System Approach, Multimedia Approach.● Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation,
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COURSE OUTCOME

	<p>Explaining, Black Board-Writing etc.</p> <p>Unit IV: Unit Planning, Lesson Planning and Teaching Aids:</p> <ul style="list-style-type: none">● Meaning and Definition of unit plan and lesson plan● Importance and steps of planning a lesson.● Need, Importance, Preparation and using of Teaching Aids in Computer Science.● Organization of Computer Laboratory. <p>Unit V: Basic Processes in Computer Science:</p> <ul style="list-style-type: none">● Basic Programming.● Data Representation.● Computer Organization● Operating Environment.● Computer Network. <p>Unit VI: Evaluation in Computer Science:</p> <ul style="list-style-type: none">● Meaning and importance of evaluation.● Comprehensive and continuous evaluation (CCE) in computer science.● Development of test items objective type, short answer type, essay type.● Preparation of an Achievement Test.● Analysis and Interpretation of Test results.● Diagnostic testing and Remedial teaching <p>Course Status PEDAGOGY Course : PC-1 & PC-2 Course Number V & VI Course Title PEDAGOGY OF HOME SCIENCE</p> <p>Unit I :Concepts</p> <ul style="list-style-type: none">● The concept of Home Science: Meaning and components; place of Home Science in secondary education.● Job opportunities in Home Science.● Aims and objectives of teaching of Home Science.● Correlation of Home Science with other school subjects. <p>Unit II: Pedagogical Analysis</p> <ul style="list-style-type: none">● Foods, Nutrition and Health● Child Care.● Fiber and Fabric.● Home Management-Importance of planning, principles of budget making.● Hygiene and sanitation. <p>Unit III : Methods of Teaching</p> <ul style="list-style-type: none">● Method of teaching as applied to Home Science (a) Teacher centred methods- lecture, demonstration (b) Child centred method- laboratory, project, assignment, discussion.● Micro-teaching skills-Intoduction, Explaining, Probing Questioning, Illustration, stimulus variaton ,etc.● Use of ICT in Teaching-Learning process of Home Science with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc. <p>Unit IV : Content Analysis and Lesson Planing</p> <ul style="list-style-type: none">● Content analysis, pedagogical analysis of
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COURSE OUTCOME

	<p>content (Taking an example of any one topic of Home science). Following points should be followed for pedagogical analysis –</p> <ul style="list-style-type: none">- Identification of minor and major concepts.- Listing behavioral outcomes.- Listing activity and experiments.- Listing evaluation procedure.● Developing unit plans and lesson plans. <p>Unit V : Equipments of Teaching</p> <ul style="list-style-type: none">● Development and designing of curriculum.● Teaching aids-classification and importance.● Development of text books.● Planning of space and equipment for Home Science laboratory. <p>Unit VI : Evaluation</p> <ul style="list-style-type: none">● Evaluation in Home Science-Meaning and importance of evaluation.● Characteristics of a good evaluation device.● Comprehensive and continuous evaluation. <ul style="list-style-type: none">● Evaluation devices-written, oral, observation, practical work, assignment.● Diagnostic testing and Remedial teaching. <p>Unit I :Concept, Aims and Objectives of Commerce Teaching</p> <ul style="list-style-type: none">● Meaning and scope of Commerce as a subject, Historical development of commerce education in India.● Place of commerce in Indian school Curriculum● Aims and Objectives of Commerce.● Instructional Objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy).● Objectives of Commerce education at High school and Intermediate levels (vocational & academic). <p>Course Status PEDAGOGY Courses :PC-1 & PC-2 Course Number V & VI Course Title PEDAGOGY OF COMMERCE</p> <p>Unit II : Methods and Techniques of Commerce Teaching</p> <ul style="list-style-type: none">● Various Methods of teaching Commerce-Lecture and discussion methods, Project method, Heuristics, Problem solving method etc.● Techniques of Commerce teaching-questioning & demonstration.● Approaches of book-keeping teaching (journal approach, ledger approach, cash- book & equation approach).● Plans of commercial practice teaching
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COURSE OUTCOME

	<p>(rotation, office model, battery and co-operative plan).</p> <ul style="list-style-type: none">● Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc.● Use of ICT in Teaching-Learning process of Commerce with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc. <p>Unit III : Teaching Aids and Text Books of Commerce Teaching</p> <ul style="list-style-type: none">● Teaching aids in Commerce● Co-curricular activities in Commerce.● Commerce Room● Text book of Commerce teaching <p>Unit IV: Content Analysis and Lesson Planning</p> <ul style="list-style-type: none">● Content Analysis● Unit Plan and Resource Plan● Lesson Planning <p>Unit V : Curriculum, Correlation with other Subjects, Commerce Teacher</p> <ul style="list-style-type: none">● Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus.● Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics.● Commerce teaching (i) Profile of a good Commerce teacher (ii) Professional growth of a Commerce teacher. <p>Unit VI : Evaluation in Commerce.</p> <ul style="list-style-type: none">● Concept, scope and importance of evaluation.● Tools and Techniques of evaluation and characteristics of a good test.● Construction and administration of an achievement test.● Diagnostic testing and Remedial teaching <p>GROUP C COURSES</p> <p>EPC 1 Strenghtening language proficiency</p> <p>Language is the medium for comprehending ideas, for reflection and thinking,as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vital need of student-teachers irrespective of the subject area that they are going to teach.</p> <p>Objectives: To enable student-teachers to-</p> <ul style="list-style-type: none">● Strengthen the ability to read correctly● Strengthen the ability to pronounce● Strengthen the ability to write correctly● Strengthen the ability to communicate correctly. <p>Activities :</p> <p>One or two workshops on Language proficiency course on Hindi and English of 7-10 day each, may be organized. It may course the following</p>
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COURSE OUTCOME

	<p>content.</p> <ul style="list-style-type: none">English Language – (i) Alphabet-Vowel & Consonant sounds (ii) word-synonym & Antonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence – Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc. <p>EPC 2 ARTS AND AESTHETIC</p> <p>The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National Curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all, & is not separated from the co-curricular or extra-curricular.</p> <p>Objectives : To enable student-teachers to-</p> <ul style="list-style-type: none">Gain direct experiencesDevelop motor skillMake students believe in the dignity of labourTo nurture children's creativity and aesthetic sensibilities. <p>Activities:</p> <p>An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories :-</p> <ol style="list-style-type: none">Paper meshingPot DecorationWall hangingPaper cutting,Flower makingCandle MakingStitchingKnittingEmbroiderySoft toys makingPaper framingMaking of posterWeaving or printing of textilesMaking of RangoliMaking of Puppets etc <p>EPC 3 LEARNING AND REFLECTING TEXT</p> <p>This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.</p> <p>Objectives : To enable student-teachers to-</p> <ul style="list-style-type: none">Develop study – habitsDevelop skill of reading & writingDevelop skill of summarizationDevelop skill of note-taking. <p>Activities:</p>
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COURSE OUTCOME

	<p>Student-teachers are expected to sit in the library regularly and to review at least 10- books of different categories in about 500 word each. These may be as follows –</p> <ul style="list-style-type: none">● Review of text books related to core courses● Review of reference Book related to core courses● Review of Text Books related to Pedagogy courses● Review of Reference to Book related to Pedagogy courses.● Review of Policy Documents, Autobiography, Commission Reports, etc.● Review of studies about school, historical books and other educational miscellaneous books.
ECONOMICS	<p>Course Outcome: M.A. ECONOMICS Economics as a subject is long-established discipline whose relevance to the world of business, government, international relations and academia is widely acknowledged. The M.A. Economics Programme reflects new developments and dimensions in the Economics discipline. The curriculum has a strong theoretical and quantitative focus with all students being trained in the use of computers and statistical software that they find useful in their professional careers in academics, research institutions, government, and other sectors of the economy. The MA Economics programme is semester-based under choice-based credit system (CBCS) implemented from the session 2024-25, earlier it was not under CBCS. It includes a large number of elective courses with specialization in different fields of choice. Entry into the MA Economics is based on merit list prepared by CCS University, Meerut, along with graduate degree in Economics and allied disciplines. After completing the master in economics, the student may have career/employment opportunities in academic and research institutions in the fields of economics, MNC's, industrial organization, banking and non-banking financial institutions, etc.</p> <p>PROGRAMME SPECIFIC OUTCOMES (PSO's) PSO-1: It is expected that a student after successful completion of MA Economics would be equipped with tools to generate knowledge,</p>

COURSE OUTCOME

	<p>understand the advances in economic theories and the knowledge-based decision making.</p> <p>PSO-2: The programme has a strong theoretical and quantitative focus with an emphasis on empirical applications, which are directly related to employment of the students.</p> <p>PSO-3: The students who undergo this programme are able to understand the challenges, problems & issues prevailing in economic matters, critically analyze policies and programmes of government and to develop appropriate practical skills suitable for public sector needs as well as private sector.</p> <p>PSO-4: After the completion, there are plenty opportunities to get employment in the various government and non-government institutions viz.; public sector organizations, professionals in the various field of the economy.</p> <p>PSO-5: Students of master in Economics can participate and succeed in competitive examinations namely; Indian Civil Services, Indian Economic Services (IES), Banking Services, Provincial Services, UGC-JRF/NET etc. and he/ she can also pursue higher research degrees i.e. Ph.D. in Economics and Development Economics.</p> <p>PSO-6: At the end of the Programme, the student should be able to bring to bear these skills to the Modeling and analysis of a wide range of theoretical and applied problems in Economics and to the understanding and solution of real world economic and social problems. These techniques will be helpful to generate the employability skills in the students.</p> <p>PROGRAMME OUTCOMES (PO's) B.A. ECONOMICS</p> <p>The program outcomes for a Bachelor of Arts (B.A.) in Economics generally reflect the knowledge, skills, and competencies that students are expected to acquire upon completing their degree. The programme aims to inculcate economic thinking among the students in economic decision making by comprehending economic theory. It aims to develop analytical view point in the students about the economic behavior of people. The objective is to nurture among students a view point of a socially responsible and ethical aware citizen. The undergraduate program has 10 courses in 6 semesters in 3 years. In the Fifth and the Sixth semester 01 paper is given as</p>
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COURSE OUTCOME

	<p>optional. In the fifth semester, students have Dissertation/ Project keeping in the spirit of the New Education Policy- 2020 to introduce research at the graduation level. On completion of each course, students will be able to develop the basic ideas of the course, its potential and its practicality in the day-today life.</p> <p>PROGRAMME SPECIFIC OUTCOMES (PSO's)</p> <p>PSO-1: Understanding of Economic Theories and Principles.</p> <p>PSO-2: Apply quantitative and qualitative analytical methods to evaluate economic data, trends, and policy issues.</p> <p>PSO-3: Develop the ability to critically assess economic arguments, evaluate evidence, and make informed decisions based on economic reasoning.</p> <p>PSO-4: Conduct independent research on economic topics, utilizing appropriate methodologies to collect, analyze, and interpret data.</p> <p>PSO-5: Analyse and evaluate economic policies and their impacts on individuals, businesses, and governments.</p> <p>PSO-6: Recognize and address ethical considerations in economic decision-making</p> <p>Microeconomics</p> <p>Course Learning Outcomes</p> <ol style="list-style-type: none">1. Introduction to Microeconomics: - Students will become familiar with fundamental concepts such as the laws of demand and supply, elasticity, and more, enabling them to comprehend and apply these concepts to everyday events.2. Consumer Behavior: - Students will understand and learn about consumer behavior through cardinal utility and ordinal utility analysis.3. Indifference Curve Analysis: - Students will learn to apply indifference curve analysis to derive demand curves, and understand the price effect, income effect, and substitution effect.4. Theory of Production: - Students will gain knowledge on the theory of production, including isoquants, laws of returns to scale, and the law of variable proportion.5. Cost Theory: Students will understand and compare traditional and modern theories of cost.
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COURSE OUTCOME

	<p>6. Application of Economic Principles: Students will demonstrate an understanding, usage, and application of basic economic principles.</p> <p>7. Analyzing Consumer Behavior: Students will describe and apply methods for analyzing consumer behavior through demand and supply, elasticity, and marginal utility.</p> <p>8. Behavioral Patterns of Economic Agents: - Students will analyze the behavioral patterns of different economic agents regarding profit, price, cost, etc.</p> <p>9. Decision-Making in Market Situations: Students will learn the decision-making processes in various market situations, such as perfect competition, monopolistic competition, monopoly, and oligopoly markets.</p> <p>10. Advanced Theoretical Issues and Practical Applications: Students will address advanced theoretical issues and their practical applications, including distribution, general equilibrium, economic efficiency, and market failure</p> <p>Macroeconomics</p> <p>Course Learning Outcomes</p> <p>1. National Income: Students will be able to explain national income, understand the methods of its calculation, and comprehend related concepts.</p> <p>2. Employment Theories: Students will gain an understanding of the classical theory of employment as well as the Keynesian approach.</p> <p>3. Multiplier Concept: Students will comprehend the concept of the multiplier and its functioning.</p> <p>4. Inflation and Employment: Students will understand the relationship between inflation and employment.</p> <p>5. Determinants of National Income: Students will relate and analyze factors determining national income such as consumption, saving, and investment.</p> <p>6. Trade Cycles: Students will analyze different phases of the trade cycle, demonstrate various trade cycle theories, understand the impact of cyclical fluctuations on business growth, and develop policies to control trade cycles.</p> <p>History of Economic Thought</p> <p>Course Outcomes:</p>
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COURSE OUTCOME

	<p>1. Evolution of Economic Thought: Students will learn and discuss, at an advanced undergraduate level, how economic thought has evolved over time.</p> <p>2. Comparison of Economic Schools: Students will critically compare the contributions of the main schools of economics.</p> <p>3. Indian Economic Thinkers: Students will be introduced to the valuable contributions of Indian economic thinkers in the field of economics.</p> <p>4. Key Economic Theories: Students will understand the classical theories, the marginal revolution and its application to theories of general and partial equilibrium, as well as the current macroeconomic debate between the neoclassical and Keynesian schools.</p> <p>Money, Banking, and Public Finance Course Outcomes</p> <p>1. Monetary Economics and Banking Theory: Students will understand fundamental concepts related to monetary economics and banking theory.</p> <p>2. Application to Current Events: Students will correlate and apply key models and concepts of monetary economics and banking theory to current events.</p> <p>3. Importance of Monetary Phenomena: Students will appreciate the potential importance of monetary phenomena in the economy.</p> <p>4. Sources of Finance: Students will understand the sources of finance, both public and private.</p> <p>5. Role of Government in Market Failures: Students will demonstrate the role of government in correcting market failures and the possible advantages of public financing.</p> <p>6. Taxation: Students will understand the burden, benefits, and distribution of various types of taxes among different classes of people, recognize general trends and impacts on welfare, and evaluate the characteristics of good and bad tax systems.</p> <p>Economic Growth and Development Course Outcomes:</p> <p>1. Understanding Economic Growth and Development: Students will comprehend</p>
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COURSE OUTCOME

	<p>the concepts and meanings of economic growth and economic development.</p> <p>2. Differentiating Economic Growth and Development: Students will distinguish between economic growth and economic development.</p> <p>3. Challenges in Economic Growth and Development: Students will understand the issues and challenges associated with economic growth and development.</p> <p>4. Poverty and Human Development: Students will comprehend and explain the concepts of poverty and human development, along with related concepts.</p> <p>5. Approaches to Development: Students will become familiar with various approaches to development.</p> <p>6. Factors and Variables of Economic Development: Students will understand and explain the factors and variables that influence economic development.</p> <p>7. International Factors in Economic Development: Students will understand how international factors can both facilitate and impede economic development.</p> <p>Environmental Economics</p> <p>Course Outcomes:</p> <p>1. Basic Concepts: Students will be familiar with the basic concepts of ecology, environment, and economy.</p> <p>2. Environmental Problem Solutions: Students will understand solutions to environmental problems, including the command and control approach, market-based methods, tradable pollution permits, and carbon trading.</p> <p>3. Sustainable Development and Impact Assessment: Students will become familiar with the concept of sustainable development and environmental impact assessment.</p> <p>4. Global and Local Environmental Concerns: Students will comprehend both global and local environmental concerns.</p> <p>5. Local Issues of Economic Bearing: Students will understand local issues related to the environment and development with economic implications.</p> <p>6. Environment and Economy: Students will realize the importance and influence of the environment on the economy, including its impact on the quality of manpower.</p>
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COURSE OUTCOME

	<p>7. Cleaner Environment for Development: Students will understand the importance of a cleaner environment to achieve harmonious development.</p> <p>8. Global Environmental Problems: Students will recognize that environmental problems are global issues, not confined to a single country or region.</p> <p>9. Economic Growth and Globalization: Students will demonstrate awareness of problems related to economic growth, issues in globalization, and major growth strategies and development approaches.</p> <p>International Economics Course Outcomes:</p> <ul style="list-style-type: none">o Students will understand and explain the concept, need, significance, and scope of international economics. <p>Elementary Statistics-based Project Course Outcomes:</p> <ul style="list-style-type: none">o Students will become familiar with basic statistical concepts.o Students will apply the statistical concepts they comprehend in practical scenarios.o Students will learn to prepare questionnaires and interview schedules and put them to practical use.o Students will collect information/data and analyze it using statistical tools to derive inferences.o Students will gain practical experience in applying the statistical theory taught in the classroom.o Students will be able to use statistical tools in real-life situations. <p>Indian Economy & Economy of Uttar Pradesh Course Outcomes:</p> <ul style="list-style-type: none">o Students will become familiar with the basic characteristics of the Indian economy.o Students will understand the potential of natural resources in the Indian economy and the economy of Uttar Pradesh.o Students will comprehend the importance, causes, and impact of population growth and its distribution, and relate these factors to economic development.o Students will develop an understanding of Uttar Pradesh's demographic
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COURSE OUTCOME

	<p>features, natural resources, and factors that stimulate its economic growth and development.</p> <ul style="list-style-type: none">o Students will become familiar with the rural development of Uttar Pradesh over time.o Students will understand the industrial development in India and Uttar Pradesh. <p>Agricultural Economics Course Outcomes:</p> <ol style="list-style-type: none">1. Approaches to Economic Development: Students will comprehend and explain approaches to economic development, particularly in relation to dualistic development.2. Basics of Agricultural Economics: Students will understand and explain the foundational concepts of agricultural economics.3. Labor Issues in Agriculture: Students will become familiar with labor issues within the agricultural sector.4. Agriculture's Role in Economic Growth: Students will explain the significance of agriculture in the economic growth and development of an economy, particularly in the context of the Indian economy.5. Institutional Frameworks for Agricultural Development: Students will understand institutional strategies to strengthen agricultural development and achieve selfsufficiency.6. Role of Credit in Agricultural Development: Students will comprehend the role of credit in the development of agriculture. <p>Elementary Mathematics Course Outcomes:</p> <ul style="list-style-type: none">o Students will become familiar with basic mathematical concepts and their application in economics.o Students will comprehend and explain concepts related to straight lines, slope, and their applications in economics.o Students will understand the basics of differentiation and its application in economic analysis.o Students will learn to work with matrices, including determining if a given square matrix is invertible.
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COURSE OUTCOME

	<ul style="list-style-type: none"> o Students will study and work with vector spaces and subspaces. o Students will understand and apply concepts of linear programming and graphical methods. <p>Project/Dissertation</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> o The course aims to familiarize students with local economic issues and their implications, focusing on economic well-being and consumer behavior. o Students will use and apply learned economic principles to address local economic issues. o Students will learn how to prepare questionnaires and interview schedules. o The dissertation/project template and format will be developed by the respective department. o The course is designed to develop students' economic thinking through direct experience with real-life economic situation. 												
<p>ENGLISH</p>	<p>MA English – Course Outcome</p> <p>The Syllabus in MA in English Consists of four semesters of two years duration (semesters 7-10 of years 4 and 5 of higher education).</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Semester VII</td> <td style="width: 55%;">Courses ENG-101</td> <td style="width: 30%;">To ENG 104</td> </tr> <tr> <td>Semester VIII</td> <td>Courses ENG-201</td> <td>To ENG 204 and ENG-RP01</td> </tr> <tr> <td>Semester IX</td> <td>Courses ENG-301</td> <td>To ENG 304</td> </tr> <tr> <td>Semester X</td> <td>Courses ENG-401</td> <td>To ENG 404 and ENG-RP02</td> </tr> </table> <p>Courses ENG-204, ENG-304, ENG-403 and ENG-404 offer options. The syllabus gives the students firsthand knowledge of the major literary works , literary movements, favoured genres and the evolution and development of various literary forms in different periods . The knowledge of the political, economic, social and intellectual background enables them to study the work as representative of the age. The course titled Dissertation/Project Report trains the students in research activities and instils research aptitude in them. The paper on linguistics enables the students understand the basic tools essential for a systematic study of language including Grammar which leads to</p>	Semester VII	Courses ENG-101	To ENG 104	Semester VIII	Courses ENG-201	To ENG 204 and ENG-RP01	Semester IX	Courses ENG-301	To ENG 304	Semester X	Courses ENG-401	To ENG 404 and ENG-RP02
Semester VII	Courses ENG-101	To ENG 104											
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Semester IX	Courses ENG-301	To ENG 304											
Semester X	Courses ENG-401	To ENG 404 and ENG-RP02											

COURSE OUTCOME

	<p>advanced linguistic or functional skills. The minor paper of Basic Communication Skills trains the students of other subjects in effective communication skills.</p> <p>The course outcomes for English in a Bachelor of Arts (BA) program typically include:</p> <ol style="list-style-type: none">1. Literary Analysis: Students will be able to analyze and interpret a variety of literary texts, including novels, poetry, drama, and essays, using critical theories and methodologies.2. Writing Skills: Students will develop strong writing skills, including the ability to craft coherent, well-organized, and stylistically effective essays and research papers.3. Critical Thinking: Students will enhance their critical thinking abilities by evaluating arguments, identifying biases, and constructing well-reasoned arguments.4. Historical and Cultural Context: Students will gain an understanding of the historical and cultural contexts of different literary periods and movements.5. Communication Skills: Students will improve their oral and written communication skills, including the ability to present ideas clearly and effectively.6. Research Skills: Students will be proficient in conducting research, utilizing academic sources, and integrating evidence into their analyses and arguments.7. Interdisciplinary Connections: Students will explore how literature intersects with other disciplines, such as history, philosophy, and the arts. <p>These outcomes aim to prepare students for various careers and further academic pursuits by providing a solid foundation in English studies.</p>
GEOGRAPHY	<p>B.A. Geography 3 year Course Outcome: The programme learning outcomes relating to B.A. Programmes in geography are as follows:</p>

COURSE OUTCOME

	<p>After the completion of B.A. Programme in Geography, students should be able</p> <ol style="list-style-type: none">1. To understand the basic concepts in geography and understand the relevance of geographical knowledge to everyday life.2. To understand and analyse systematic knowledge in the discipline of geography to deal with current issues and their solution.3. To understand and analyse the regional Geography of the world and India and be able to deal with interdisciplinary issues at the micro, meso and macro level4. To read and understand maps and topographic sheets to look at the various aspects of the space.5. To understand different survey methods and gain skills in surveying6. To understand basic statistical analysis and its use in geography.7. To Recognize the skill development in the Geographical studies programme as part of career avenues in various fields like teaching, research and administration with the ability to evaluate geographical problems effectively. <p>Elements of Map and Surveying 1 ST SEM : Course Outcomes</p> <ul style="list-style-type: none">• Comprehend the concept of scales and representation of data through cartograms.• Interpret geological and weather maps.<ul style="list-style-type: none">• Learn the usage of survey instruments.• Brings direct interaction of different types of surveying instruments like Dumpy level and Theodolite with the environment.• Develop an idea about different types of thematic mapping techniques. Environment, Disaster Management and Climate Change 3 RD SEM : Course Outcomes• Understand climate change concerning the geological time scale.• Assess the Origin of Greenhouse gases and global warming.• To analyze the dynamics of the Earth's atmosphere and global climate. Assessing the role of man in global climate change.<ul style="list-style-type: none">• Prepare various climatic maps and charts and interpret them. Regional Geography BA 5TH SEM : Course Outcomes• Understand and identify regions as an integral part of geographical study.
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COURSE OUTCOME

- Appreciate the varied aspects of development and regional disparity to formulate measures of balanced growth.
- Analyzing the concept of regions and regionalisation.
- Gain knowledge about the definition of region, evolution and types of regional planning.
- Build an idea about theories and models for regional planning.

Physical Geography (A110101T)-First Semester

1. The Earth geomorphic transition from beginning to a present day.
2. Plate tectonics and related movements.
3. Landforms carved by various agents of erosion
4. Earth's climate and that factors that influence it.
5. Oceans system and biogeography of the world

Human Geography((A110201T)- Second Semester

1. To understand the concept, nature, meaning , and Scope of Human Geography
2. To understand the natural and cultural changes in and around the human environments and their relationship.

Statistical Techniques and Surveying(A110302P)- Third Semester

1. To differentiate between qualitative and quantitative information.
2. To understand the nature of various data.
3. To understand the sampling methods for data collection.
4. To present data through graphical and diagrammatic formats.

Weather Maps, Geological Maps and Surveying(A110402P)-Fourth semester

1. To identify the various survey operations and survey instruments.
2. To understand the idea of basic and applied instrumental surveying.

Basics of Remote Sensing and GIS(A110502)- Fifth Semester

1. Understand the Basic idea and application of Remote Sensing Techniques and Geographical Information System.

Tour and Tour Report (110503R)-Fifth Semester

1. The variation among geographical locations.
2. Interaction with people with different natural and cultural setting.
3. Study Physical and Human Geography of area being visited.

Geography of India(A110601T)- Sixth

COURSE OUTCOME

	<p>Semester</p> <p>1.Understand the importance of “Ek Bharat Shrestha Bharat”.</p> <p>2.Understand the wider aspect of Geography of India.</p> <p>Remote Sensing and GIS(A110603P)-Sixth Semester</p> <p>1. Understand and conceptualize Remote Sensing and GIS Technique.</p> <p>2. Understand the uses of various image processing software</p> <p>3. Basics idea of GIS</p> <p>Project Report-1(A110504)-Sixth Semester</p> <p>1.In depth knowledge of research methodology.</p> <p>2. Learn to prepare Project Report.</p>
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COURSE OUTCOME

<p>HINDI</p>	<p>प्राचीन एवम पूर्व मध्यकालीन काव्य हिंदी साहित्य का प्रारंभिक साहित्य तत्कालीन राजनीतिक, सामाजिक, एवम सांस्कृतिक विमर्शों पर आधृत है। भाषा का लालित्य और सौंदर्य अद्भुत है। विदार्थी को विविध वर्णी रचनाएं समझने का अवसर देता है। उत्तर मध्यकालीन काव्य यह साहित्य राजनिनिक उठापटक, सामाजिक विद्वेष, संस्कृति पतन का सही चित्रण करता है। घोर श्रंगारिक स्वरूप, नायिका भेद निरूपण, प्रेम में अश्लीलता दिखाई देती है। विदार्थी साहित्य के एक अलग रूप से परिचित होते हैं।</p> <p>काव्यशास्त्र भारतीय एवम पाश्चात्य काव्यशास्त्र के सिद्धांतों को समझने जानने एवम विवेचन करने का अवसर विदार्थी को दिया जाता है। यह रस, ध्वनि, रीति, वक्रोक्ति के साथ ही अनुकरण, विरेचन, संप्रेषण, उद्घात तत्व को समझने का सही साधन है।</p> <p>पेपरस 1. आधुनिक काव्य (छायावाद पर्यन्त) एम० ए० 2. छायावादोत्तर काव्य, एम० ए० 3. हिन्दी काव्य, बी० ए०</p> <p>काव्य को ललित कलाओं में सर्वोत्कृष्ट कला माना जाता है, जो मनुष्य को चिरंतन आनंद प्रदान करती है। यही कारण है कि हिंदी साहित्य में काव्य शिक्षण स्नातक स्तर से लेकर स्नातकोत्तर स्तर तक किया जाता है। प्राचीन एवं मध्यकालीन काव्य से लेकर छायावादोत्तर काव्य तक विभिन्न स्तरों पर हिंदी काव्य पढ़ाया जाता है। काव्य पढ़ने से विद्यार्थियों की भावनाओं का परिष्कार होता है। उनमें करुणा, दया, उदारता, प्रेम, सहानुभूति, साहस जैसी अमूल्य भावनाओं का विकास होता है। साथ ही काव्य के पठन-पाठन से विद्यार्थियों में सहजता और सरलता भी उत्पन्न होती है। काव्य का पठन-पाठन विद्यार्थियों को एक अंतर्दृष्टि प्रदान करता है जो देश और समाज के विकास के लिए अत्यावश्यक है। रामचरितमानस साकेत, प्रियप्रवास, कामायनी जैसे अनेक महाकाव्य उनमें आदर्श चरित्र का निर्माण करते हैं। काव्य के प्रत्येक शब्द में उनके लिए एक आदर्श होता है जो उन्हें जीवन के चिरंतन सत्य की ओर ले जाता है।</p> <p>Program Outcome हिन्दी आलोचना एम ए चतुर्थ सेमेस्टर हिन्दी साहित्य अध्ययन, मूल्यांकन की दिशा में यह प्रश्नपत्र अति आवश्यक है- साहित्य सैद्धांतिकी, वैचारिकी, सामाजिकी के बीच अंतसंबंध को जाने बिना साहित्य के प्रदेय को समझा नहीं सकता। यह प्रश्न पत्र विद्यार्थियों को साहित्य रचना, रचनाकार के विजन को व्यापक फलक</p>
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COURSE OUTCOME

<p>पर समझने की दृष्टि देता है। प्रयोजनमूलक हिन्दी एमए प्रथम सेमेस्टर साहित्य की रचनात्मकता के अलावा हिन्दी की रोजगार परक व्यवसायिक आवश्यकता आज की मांग हैं। राजभाषा के रूप हिन्दी के प्रयोग के कारण उसकी कार्यालयी प्रयोगधर्मिता बढ़ी है। अनुवाद, पारिभाषिक शब्दावली के अनुप्रयोग के सही बर्ताव की समझ, सौख दोनों ही इस प्रश्न पत्र को पढ़कर जाना जा सकता है। हिन्दी के प्रयोजनीयता के बढ़ती संभावनाएं इस प्रश्न पत्र की अहमियत को बढ़ाता है। इसलिए रोजगार के आधुनिक अवसरों को मुहैया कराने के लिए इस प्रश्न पत्र का पढ़ाया जाना जरूरी है। सूरदास एमए द्वितीय सत्र भक्ति काव्य का महत्व भारतीय संस्कृति, दर्शन के व्याख्याता के रूप में सिद्ध है। भक्ति कवियों में सूरदास प्रेम, श्रृंगार, वियोग, वात्सल्य, वैष्णव दर्शन परम्परा के कवि हैं। सूरदास कृषि संस्कृति के अधिष्ठाता कति है साथ ही वे कृष्ण के लोकरंजक स्वरूप को अभिव्यक्त करते हैं। सूरदास का काव्य हमें जीवन अनुराग की उन्मुख करता है। अतः इसका पठन-पाठन आवश्यक है पत्रकारिता एम ए तृतीय सेमेस्टर आज की दुनिया सूचना प्रौद्योगिकी की दुनिया है। पत्रकारिता इस दुनिया का सशक्त हथियार है। पत्रकारिता कर यह प्रश्न पत्र हिन्दी और विद्यार्थियों को रोजगार परख दिशा में उन्मुख करता है। साथ ही ये समझ भी कि पत्रकारिता की सही दिशा क्या होगी? साथ ही यह हिन्दी को वैश्विक परिहश्य में समझने की समझदारी देता है। प्राचीन एवम पूर्व मध्यकालीन काव्य हिंदी साहित्य का प्रारंभिक साहित्य तत्कालीन राजनीतिक, सामाजिक एवम सांस्कृतिक विमर्शी पर आधत है। भाषा का लालित्य और सौंदर्य अद्भुत है। विदार्थी को विविध वर्णों रचनाएं समझने का अवसर देता है। उत्तर मध्यकालीन काव्य यह साहित्य राजनितिक उठापटक, सामाजिक विद्वेष, संस्कृति पतन का सही चित्रण करता है। घोर श्रृंगारिक स्वरूप नायिका भेद निरुपण, प्रेम में अश्लीलता दिखाई देती है। विधार्थी साहित्य के एक अलग रूप से परिचित होते है। रस अलंकार छंद का सौन्दर्य अप्रतिम एवं अभूतपूर्व है। साथ ही तत्कालीन परिवेश से भी परिचित होते हैं। काव्यशास्त्र भारतीय एवम पाश्चात्य काव्यशास्त्र के सिद्धांतों को समझने जानने एवम विवेचन करने का अवसर विधार्थी को दिया जाता है। यह रस, ध्वनि, रीति, वक्रोक्ति के साथ ही अनुकरण, विरेचन, संप्रेषण, उद्घात तत्व को समझने का सही साधन है। साहित्य के अनुभूति एवं अभिव्यक्ति</p>
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COURSE OUTCOME

	<p>पक्ष से परिचित होना आवश्यक है। यही समन्वय साहित्य के विद्यार्थी के लिए जानना महत्वपूर्ण है।</p> <p>हिंदी साहित्य का इतिहास</p> <p>साहित्य का संबंध मानव सभ्यता से है हर युग ने अपनी परिवेश जनित स्थितियों को अभिव्यक्ति के माध्यम से व्यक्त किया है। इसी श्रृंखला में हिंदी साहित्य के इतिहासकारों ने देश की महत्वपूर्ण घटनाओं परिस्थितियां तथ्यों को कालक्रमानुसार आज हमारे समक्ष रखा है। हिंदी साहित्य के इतिहास का पाठ्यक्रम जहाँ अपने अधेताओं को देश में समय समय पर हुए परिवर्तन एवं विकास के अध्ययन की सुविधापूर्ण जानकारी प्रदान करता है वहीं विभिन्न विचारधाराओं संस्कृतियों सत्ता के प्रभावों देश के राष्ट्रीय आंदोलन में साहित्य की भूमिका व उसकी उपयोगिता एवं समाज के परिवर्तनशील प्रारूप की ओर भी व्यापक प्रकाश डालता है।</p> <p>साहित्य की विभिन्न विधाओं के कालखंड को साहित्य के इतिहासकारों ने प्रमाण सिद्ध किया है। बौद्धिकता एवं कल्पना का विकास, भाषा का विकास, मानव जीवन का विकास क्रम इतिहास के जरिए पाठकों के मध्य रखा गया है। विभिन्न इतिहासकारों की पुस्तकें व ग्रंथ इस बात का पर्याप्त प्रमाण देते हैं जिनके माध्यम से साहित्य इतिहास को सुनिश्चित कालखंडों में अध्ययन करना सरल और ज्ञानवर्धक है।</p> <p>कथा साहित्य</p> <p>कथा साहित्य का पाठ्यक्रम अपनी उपयोगिता को कक्षाओं तक सीमित न रखकर साहित्यप्रेमी विद्यार्थियों के मध्यस्थ काल की सीमा को लांघते हुए चिरकाल तक संचित रह जाता है। पाठ्यक्रम में निहित उपन्यास मसलन गोदान, मैला आंचल तथा नए पुराने कथाकारों की कहानियों अपने समय एवं समाज से रूबरू कराती है इस प्रकार के पाठ्यक्रम से भाषिक संरचना, कल्पना एवं यथार्थ की जानकारी जहाँ मिलती है वही यह पाठ्यक्रम रोचकता बनाए रखते हुए विद्यार्थियों की पहली पसंद का पाठ्यक्रम बन जाता है यही वह पाठ्यक्रम है जो विद्यार्थियों को उनकी रचनात्मकता से जोड़ते हुए उनके हाथ में कलम पकड़ा जाता है जिसका अध्ययन करते हुए इन सबके बीच से कोई विद्यार्थी साहित्य की किसी विधा में लिखने का उपक्रम करते हुए साहित्य सृजन की ओर बढ़ जाता है। अस्तु, साहित्य की कक्षा में कथा साहित्य का पाठ्यक्रम अत्यंत उपयोगी है। यह मील का पत्थर है, साहित्य की रीढ़ है।</p> <p>कौरवी लोक साहित्य</p> <p>कौरवी लोक साहित्य पाठ्यक्रम का सीधा संबंध किसी भी समाज की जड़ों की ओर जाने का एक प्रयास है हम जिस समाज में रह रहे होते हैं उसकी लोकभाषा, सामाजिक व्यवहार, सामाजिक परंपराएँ, धारणाएँ मानवीय विश्वास को जानना अत्यंत आवश्यक है इसके माध्यम से हम अपनी लोक भाषा की धरोहर का अवलोकन करते हैं और लोक भाषा का संरक्षण भी करते हैं। गौरतलब है कि लोकसाहित्य पाठ्यक्रम लोक संस्कृति</p>
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COURSE OUTCOME

	<p>की अवधारणा के भाषिक एवं संवेदना पक्ष को उकेरने का प्रयास करता है इस पाठ्यक्रम के अंतर्गत एकांकी "सतलड़ा", गिरिराज किशोर का "लोग" उपन्यास, स्वांग, गीत संग्रह, "गाम्मेलभास" दोहा संग्रह निहित हैं जो लोकाचार की परिपाटी, सामाजिक सांस्कृतिक परंपरा, कृषक जीवन की झांकियां, आर्थिक राजनीतिक जीवन के विभिन्न पक्षों का साहित्य में अध्ययन करने का अवसर प्रदान करता है जिसके माध्यम से अभिजात्य का संस्कार, शास्त्रीयता एवं उसकी पांडित्य की अहंकारशून्यता तो देखने को मिलती ही है दूसरी ओर लोक भाषा का संस्कार अपने सौंदर्य एवं मिट्टी की गंध के साथ की स्वाभाविक स्थिति को अपने अध्ययनकर्ताओं को देता है निश्चित रूप से यह पाठ्यक्रम बहुत अंशों में मौखिक परंपरा से निकलने वाले कई आयामों को एक पीढ़ी से दूसरी पीढ़ी तक पहुंचाने का प्रयास है।</p> <ol style="list-style-type: none">1. आधुनिक काव्य (छायावाद पर्यन्त) एम० ए०2. छायावादोत्तर काव्य, एम० ए०3. हिन्दी काव्य, बी०ए० <p>काव्य को ललित कलाओं में सर्वोत्कृष्ट कला माना जाता है, जो मनुष्य को चिरंतन आनंद प्रदान करती है। यही कारण है कि हिंदी साहित्य में काव्य शिक्षण स्नातक स्तर से लेकर स्नातकोत्तर स्तर तक किया जाता है। प्राचीन एवं मध्यकालीन काव्य से लेकर छायावादोत्तर काव्य तक विभिन्न स्तरों पर हिंदी काव्य पढ़ाया जाता है। काव्य पढ़ने से विद्यार्थियों की भावनाओं का परिष्कार होता है। उनमें करुणा, दया, उदारता, प्रेम, सहानुभूति, साहस जैसी अमूल्य भावनाओं का विकास होता है। साथ ही काव्य के पठन- पाठन से विद्यार्थियों में सहजता और सरलता भी उत्पन्न होती है। काव्य का पठन-पाठन विद्यार्थियों को एक अंतर्दृष्टि प्रदान करता है जो देश और समाज के विकास के लिए अत्यावश्यक है। रामचरितमानस साकेत, प्रियप्रवास, कामायनी जैसे अनेक महाकाव्य उनमें आदर्श चरित्र का निर्माण करते हैं। काव्य के प्रत्येक शब्द में उनके लिए एक आदर्श होता है जो उन्हें जीवन के चिरंतन सत्य की ओर ले जाता है।</p>
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COURSE OUTCOME

<p>HISTORY</p>	<p>COURSE1: HISTORIOGRAPHY: CONCEPTS, METHODS, APPROACHES AND TOOLS The Course On Historiography aims to fulfil the following outcomes: •Learn the growth and evolution of Historiography.</p> <ul style="list-style-type: none"> •Understand the different traditions of historical writings. •Understand interdisciplinary approaches and their usage in historical research. •Acquire basic historical research skills, including the effective use of libraries, archives and databases. •Develop the ability to critically analyse historical source <p>COURSE2:RESEARCHMETHODOLOGY</p> <p>The course on research methodology aims to acquire the Following outcomes:</p> <ul style="list-style-type: none"> •Develop areas earchorientation and acquaint them with Fundamental so research methods. •Develop the skill to critically evaluate primary and Secondary sources. •Acquire proficiency in historical research methods <p>Including qualitative and quantitative approaches.</p> <ul style="list-style-type: none"> •Develop understanding of research. •Carry out comprehensive literature reviews and to <p>Evaluate existing research and identify gaps in the literature.</p> <ul style="list-style-type: none"> •Develop skills in writing research reports ,research Proposal and thesis.
<p>PSYCHOLOGY</p>	<p>Psychology</p> <p>The outcomes that a student should be able to exhibit on completion of a degree level program in Psychology are as follows:</p> <p>“Comprehension about the Discipline, its research methods. Theories, and models. The flair to link up theory with individual experiences and varied applied settings. Capacity to practice professional skills in the area of psychological testing, assessment, and counselling. Development of skills in specific</p>

COURSE OUTCOME

	<p>Areas related to specific specialization (e.g. psycho diagnostics, counseling, learning disability, health, community mental health, and organizational behavior).</p> <p>"A general understanding about how knowledge of psychology can be applied to benefit the management and/or amendment of problems of mankind</p> <p>Capability to articulate ideas in appropriate manner, with scientific writing and authentic reporting.</p> <p>"Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups, and gender issues. Development of skills and attributes of empathy, team work, coordination, cooperation, conflict resolution, And congruence.</p> <p>Program Outcomes</p> <p>On the completion of this course, learners will be able to get:</p> <ul style="list-style-type: none">❖ Comprehensive Understanding: Students will possess a comprehensive understanding of psychological theories, concepts, and principles (including the biological basis of behavior, cognitive processes, and emotional intelligence); acquire knowledge of psychological test construction and research report writing; understanding of social psychology (principles, theories, and research methods, enabling them to analyse and interpret complex social behaviors); the students will be able to understand criteria of abnormality in one's own behavior and the behavior of others and will possess a comprehensive understanding of community and health psychology (principles, theories, and research methods). They will be able to summarize the symptoms, etiology, and valid and reliable treatment methods of various mental health disorders.❖ Research and Analytical Skills: Students will be able to design, conduct, and interpret psychological experiments, ensuring controlled conditions, data analysis, and report writing in APA style and will develop research and analytical skills (through survey research, field studies, and data analysis). At the end of the program, students will be able to understand how to establish rapport and use various approaches in counselling and will have an understanding about how to frame research objectives and questions, select, plan, and execute appropriate methods of research and data analysis, and thereafter interpret and discuss the findings.❖ Practical Application: Students will be able to apply psychological concepts to real-life situations, including attention, perception, learning, memory, emotions, and motivation. Students will apply counselling in various
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COURSE OUTCOME

	<p>settings, including schools, family counselling, grief counselling, and substance abuse counselling; would be able to diagnose a disorder, prescribe a treatment, and make a prognosis. Students will be competent in the administration, scoring, and interpretation of various psychological tests and assessments, including anxiety and depression tests, Mental Status Examination (MSE), and cognitive and neuropsychological function batteries.</p> <ul style="list-style-type: none">❖ Critical Thinking and Problem-Solving: Students will develop critical thinking and problem-solving skills, enabling them to analyse complex psychological issues and develop effective solutions; will develop critical thinking and analytical skills to evaluate social psychology theories, research applications and to develop evidence-based solutions to real-world problems. Develop critical thinking and problem-solving skills through identifying problems, issues, and good practices in community settings.❖ Effective Communication: Students will possess effective communication skills, both written and verbal, to convey psychological concepts, research findings, and practical applications, enabling them to work with diverse groups, convey social psychology concepts, and promote positive social change.❖ Preparation for Professional Pursuits: Students will be well-prepared for professional pursuits in psychology, including research, clinical practice, education, and industry, or for further education in psychology-related fields. Students will be well-prepared for professional pursuits in social psychology, including research, clinical practice, education, and industry, or for further education in social psychology-related fields. They would also get an insight into the skills which are required by a psychologist. Student will be able to identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues.❖ Social Responsibility and Ethics: Students will understand the ethical implications of social psychology research and practice and will demonstrate social responsibility in their personal and professional lives. Students will develop self-awareness and emotional intelligence through reflection and mindfulness practices. Develop empathy and prosocial skills, enabling them to understand and address social issues, promote social justice, and enhance community well-being.❖ Cultural Competence and Sensitivity: Students will understand the importance of cultural competence and sensitivity in human development and positive psychology, enabling them to work effectively with diverse populations.
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COURSE OUTCOME

❖ Leadership and Professionalism: Students will demonstrate leadership and professionalism in human development and positive psychology, including ethical practice and professional development. Students will demonstrate a commitment to lifelong learning and professional development, staying current with advances in social psychology research, theory, and practice.

❖ Interdisciplinary Collaboration: Students will understand the importance of interdisciplinary collaboration in human development and positive psychology, working effectively with professionals from diverse disciplines.

These program outcomes reflect the comprehensive education and training that students will receive in the program, preparing them for a wide range of career paths and opportunities in psychology, will encompass the skills, knowledge, and attitudes that students are expected to possess

I SEMESTER

PAPER - BASIC PSYCHOLOGICAL PROCESSES

Course Outcomes

- Learn a working knowledge of Psychological contents, approaches, scope, nature, areas and applications of psychology
- Knowledge of the fundamental physiological functional mechanism behind the Nervous system in the human body, brain structure, localization of brain, functions and impact of endocrine glands on human behaviour
- The learner will understand the psychological processes involved in Attention, learning, Memory & Forgetting, Intelligence, Personality, motivation and emotion
- Students will become aware of the many possible experiments in each area and will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, interpretations of the data, and report writing in APA style.
- Students will learn to apply practical application of psychological concept of attention/perception, learning/memory and emotions/motivation.

II SEMESTER

PAPER - BASIC RESEARCH METHODOLOGY and STATISTICS

Course Outcomes

- The learners will be able to comprehend psychological data and can put them on appropriate scaling method. Moreover, they will be getting hold of essentials of psychological

COURSE OUTCOME

	<p>testing along with various kinds of tests implemented.</p> <ul style="list-style-type: none">● The course will introduce the basic statistical methods that can be used to analyse the data collected.● To understand the meaning and types of psychological researches.● Understand the basic concept of statistics in psychology.● Explore and get introduced to the various statistical tools used for analysis.● Knowledge about hypothesis testing and the course will acquaint the learners with process and methods of quantitative and qualitative research. It will also explain about tools and methods of data collection, analysis and interpretation.● Students will be aware of a wide variety of possible experiments and tests and we an array of skills, such as designing and conducting psychological experiments ensuring controlled conditions, using psychological tests, and writing reports in APA Style● The student will get to understand the practical aspect of psychology and will also be able to measure the psychological traits by using standardised tools with minimum errors.● Students will follow the steps of scientific methods for research work. <p>III SEMESTER</p> <p>PAPER – PSYCHOLOGY OF SOCIAL BEHAVIOR</p> <p>Course Outcomes</p> <ul style="list-style-type: none">● The course aims to introduce the concept, Nature, Scope and Methods of social psychology to the learner● Develop insight and analyse the contribution of social psychologists to the understanding of human society.● Evaluate effective strategies in socialization, group processes and helping behavior.● Interpret attitude formation and various methods to be used to change the attitude.● Students will be exposed to the mixture of several skills such as how to conduct an experiment for understanding social behavior as well as measurement and scientific reporting of the data psychological studies.● Students will be able to analyse social behavior, including attribution of causality, interpersonal attraction, group dynamics, and aggression.● Students will be able to apply theoretical perspectives, such as social learning theory, frustration-aggression hypothesis, and general aggression model, to understand social behavior.● Students will recognize and critically
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COURSE OUTCOME

	<p>evaluate social influence processes, including conformity, compliance, and persuasion tactics.</p> <ul style="list-style-type: none">● Students will comprehend the dynamics of intergroup relations, including prejudice, discrimination, and strategies for improvement.● Students will understand the types and functions of leaders, factors in effective leadership, and develop leadership skills to promote positive social change. <p>IV SEMESTER</p> <p>PAPER – ABNORMAL PSYCHOLOGY</p> <p>Course Outcomes</p> <ul style="list-style-type: none">● Students will comprehend the concept and criteria of abnormal psychology, including classification systems (ICD-11 and DSM-5)● This course will impart in students an appreciation of the complex issues surrounding abnormal behaviour both as experts and novices think about it.● Students also learn to describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis and correlates of major mental disorders: anxiety disorders (including GAD, phobias, panic disorder, OCD) and Somatic and dissociative disorders (including somatic symptom disorders and dissociative disorders)● Students will understand the types, clinical picture, and etiology of depressive and bipolar disorders, schizophrenia, ADHD, autism spectrum disorders● Students will identify and understand the characteristics of learning disabilities (including reading, written expression, and mathematics disorders) and Understand Substance-Related Disorders (including substance abuse and dependence). <p>V SEMESTER</p> <p>PAPER – LIFE SPAN HUMAN DEVELOPMENT and POSITIVE PSYCHOLOGY</p> <p>Course Outcomes</p> <p>LIFE SPAN HUMAN DEVELOPMENT</p> <ul style="list-style-type: none">● Understand the Basic, Principles and Methods of studying human development.● Students will possess a comprehensive understanding of human development across the lifespan, including prenatal development, infancy, childhood, adolescence, adulthood, and late adulthood.● Appreciate principal theories of lifespan development.● Understand the role of family, peers and community in influencing development at different stages
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COURSE OUTCOME

	<p>POSITIVE PSYCHOLOGY</p> <ul style="list-style-type: none">● This course will introduce the students to the field of positive psychology and the related constructs. It will describe the models related to it and highlight the various intervention measures. Further, it will focus on the application of positive psychology in varied domains.● Students will understand the principles of positive psychology, including positive emotional states, cognitive states, and social competence.● Gain fundamental understanding of well-being and happiness in the context of positive psychology● Develop an awareness of applications and implications of positive psychology concepts and theories● Students will apply positive psychology concepts to real-life scenarios, including gratitude, forgiveness, empathy, and compassion. <p>VI SEMESTER</p> <p>PAPER – COMMUNITY and HEALTH PSYCHOLOGY and COUNSELLING PSYCHOLOGY</p> <p>Course Outcomes</p> <p>COMMUNITY and HEALTH PSYCHOLOGY</p> <ul style="list-style-type: none">● Students will comprehend the nature, historical development, and core values of community psychology.● The student will be able to recognize how Individuals relate to their communities and the reciprocal effect of communities on individuals● Students will analyse community intervention issues, including poverty, marginalization, and superstitions in Indian society.● Students will develop skills in community interventions, including community mental health, gender and discrimination issues, and rural development interventions.● Students will comprehend the nature, development, and goals of health psychology, including the biopsychosocial model of health.● Students will analyse health-compromising and health-enhancing behaviors, including theories of health behavior.● Students will understand the nature and types of stress, stress appraisal, and coping with stress.● They will be able to understand and resolve community issues, analyse the data, and recommend interventions that promote community wellness.● The course will provide an insight into how psychology can be used to understand important health issues for example – patient
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COURSE OUTCOME

	<p>adjustment to chronic illness, how to motivate patients to change their health-related behaviour or how lifespan influences shape our health beliefs and behaviours, arguments, and points of view in health psychology</p> <p>COUNSELLING PSYCHOLOGY</p> <ul style="list-style-type: none">● The course will introduce the students to the related concepts of counselling, guidance and psychotherapy.● Evaluate various psychotherapies and schools in counselling techniques; Develop skills of eclectic therapeutic plans; Evaluate counselling theories & their application to the outside world.● The course will include various psychotherapies and the ethical issues in counselling profession.● Students will develop counselling skills, including theoretical bases, counselling processes, and techniques.● Students will conduct research or internship projects, demonstrating diligence in writing reports as per APA guidelines.● Students will develop critical thinking and analytical skills to evaluate research, theories, and concepts in community psychology and health psychology.● Students will communicate effectively about community psychology and health psychology concepts, theories, and research findings through written and verbal means.
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COURSE OUTCOME

POLITICAL SCIENCE	<p>The Course Outcome of the paper 'Comparative Politics' aims at making students:</p> <ul style="list-style-type: none">• understand theoretical frameworks;• analyse political development and modernization;• explore political culture and socialisation;• Investigate political parties and civil society;• develop analytical skills. <p>The Program Outcome of the paper 'Comparative Politics' aims at inculcating following skills amongst the students:</p> <ul style="list-style-type: none">• comprehensive knowledge in political science;• Research Proficiency;• Critical and Analytical Thinking;• Communication Skills;• Ethical and Civic Responsibility;• Global Perspective <p>Course outcome- BA 1st sem Paper-1 Indian National movement & constitution of India-</p> <p>-----</p> <p>Every Indian should know the historical background of his country at graduate level . Students knew the background and Key concepts as well as current status of their political system .</p>
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COURSE OUTCOME

	<p>Paper-2 Awareness of rights and law ----- Graduate level students armed with basic digital & legal awareness. They are now capable to go in job market and helping others too.</p> <p>Semester 2nd Political theory and concepts ----- By studying political theory students are trained to understand the foundational issues of political theory which is integral and indispensable for comprehensive and critical study of political science. This coursework enabled students for in depth and research.</p> <p>BA 3rd semester Political process in India Paper-1 ----- Students studied the functioning of democratic system of Indian political system. They acclimatised with the Indian their political system in action and explained the working relationship between citizens and state and various units of the state. Now students are able to appreciate trajectory of the Indian political system since independence</p> <p>Paper-2 Field work tradition in political sciences ----- This paper sensitised students to the precautions that are required to carry a empirical study on socially relevant topics</p> <p>BA 4th semester Western political thought ----- By studying this paper students are introduced to the ancient, medieval and modern political thinking in the west. Now students are capable of understanding the ideas of ideal state,</p>
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COURSE OUTCOME

	<p>kingship, duties of the ruler and the ruled , rights, liberty, equality and justice.</p> <p>MA1 Tradition of political thinking</p> <p>Students of MA 1st evolved political thought of Classical -Medieval -Modern -Contemporary time . This enabled them to understand what men believed and what they hoped in the past.</p> <p>MA2nd semester Ancient Indian political thought It provided a detailed analysis of every aspect of a Welfare State existing in ancient India . Origin and nature of the state in ancient India along with stages and processes of state formation is examined by the students in this paper .</p> <p>MA 3rd semester State politics in India -----</p> <p>This course on the state politics in India developed an understanding in the students about the historical and emerging trends in political process in the India states. The students understood the federal process in India, the issues underlying political dynamics of regions, the changing power relations between centre and states over a period of time and the nature of party system and electoral politics at the state level.</p> <p>MA 4th semester Modern Indian political thought -----</p> <p>Modern Indian political thought is one of the fascinating areas of scholarly debates and discussions in contemporary India. It also signifies a shift away from excessive reliance upon Eurocentric views, methods and concepts to study and interpret Indian society and its politics. Students are introduced to some of the key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India.</p>
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COURSE OUTCOME

SOCIOLOGY	<p>M .A. SOCIOLOGY FIRST YEAR (1st & 2nd semester)</p> <ul style="list-style-type: none">• Able to demonstrate familiarities with tools and techniques and their application in sociology.• And to develop skills of observation, listening, interviewing and home visits, resource mobilization and recording.• To develop skills of facilitation, analytical thinking, leadership building, programme planning, evaluating of community development programmes.• Able to understand the sociological concepts and to understand the social problem and the theories of society.• Student will be able to explore role of sociology in different settings and will possess the skills required for field work. <p>M. A. FIRST SEMESTER- COURSE TITLE-SOCIOLOGICAL CONCEPTS COURSE OUTCOME- The introductory paper is intended to acquaint the students with sociology as social science and the distinctiveness of its approach among the social sciences. It is organized in such a way that even student without any previous exposure to sociology could acquire and interest in the subject and follow it.</p> <p>COURSE TITLE-CLASSICAL SOCIOLOGICAL THINKERS COURSE OUTCOME- Classical sociological tradition exemplifies the foundation of sociology as a discipline. It provides the students with an understanding of the seminal ideas of classical social thinkers as well as familiarize them with their contribution to the emergence and growth of sociology.</p> <p>COURSE TITLE-METHODOLOGY OF SOCIAL RESEARCH COURSE OUTCOME- The course aims to build scientific perspective, attitude and skills for systematic enquiry by developing understanding of philosophical foundations of research, various elements of research design and methods and tools for data collection and analysis.</p> <p>COURSE TITLE-RURAL SOCIOLOGY COURSE OUTCOME- Student gain knowledge and understanding of rural society. Students are able to have</p>
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COURSE OUTCOME

	<p>sociological understanding of rural social structure and change.</p> <p>COURSE TITLE-RESEACH PROJECT/DISSERTATION COURSE OUTCOME- Students will be able to understand the concepts and place of field work in sociology and to understand and develop self awareness and orientation to field work. And to develop skills in field work like observation, analysis and report writing.</p> <p>M. A. SECOND SEMESTER COURSE TITLE-NEO-CLASSICAL THEORIES COURSE OUTCOME- Students will be equipped with theoretical insights to know, analyze and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories.</p> <p>COURSE TITLE-BASIC STATISTICS IN SOCIAL RESEARCH COURSE OUTCOME- <ul style="list-style-type: none">• Students will have the basic sprite of social statistics.• Students will be competent for data analysis.• Student will be able to use statistics for social research.</p> <p>COURSE TITLE-SOCIETY IN INDIA COURSE OUTCOME- <ul style="list-style-type: none">• To understand historical development and evolution of Indian society.• To develop insights into the origin and development of ideologies and approaches to society and culture in India.• To understand a comprehensive integrated and empirically -based profile of Indian society.</p> <p>COURSE TITLE-EXPLANATION IN SOCIAL SCIENCE COURSE OUTCOME- <ul style="list-style-type: none">• To understand the evolution of sociological explanations.• To develop insights into the origin and development of objectivity in social science.• To develop skills to understand contemporary social facts.</p>
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COURSE OUTCOME

	<p>M. A. SOCIOLOGY SECOND YEAR (IIIrd & IVth SEMESTER)</p> <p>To understand history and evolution of sociology profession both in India and the west. Student will have insight to understand origin and development of ideologies and approaches to social change and to understand contemporary reality in its sociological perspectives. To understand the classification of the groups in society and also know the preventives and remedial measures for contemporary social issues and role of sociology in addressing social issues.</p> <p>M. A. THIRD SEMESTER</p> <p>COURSE TITLE-MODERN SOCIOLOGICAL THEORIES</p> <p>COURSE OUTCOME-</p> <ul style="list-style-type: none">• To understand development in sociological theories.• To develop insights into the origin and development of ideologies and approaches to social change.• To develop skills to understand contemporary sociological theories. <p>COURSE TITLE- RURAL STUDIES</p> <p>COURSE OUTCOME-</p> <ul style="list-style-type: none">• To impart sociological skills to reconstructs rural institution and rural development programmes.• Students will be able to understand two approaches to the study of rural society,rural community and peasantry. <p>COURSE TITLE-SOCIAL CHANGE: CONCEPTS AND THEORIES</p> <p>COURSE OUTCOME-</p> <ul style="list-style-type: none">• To develop to provide conceptual and theoretical understanding of social change.• To develop insights into the origin and development of ideologies and approaches to social change. <p>COURSE TITLE-ENVIRONMENTAL SOCIOLOGY</p> <p>COURSE OUTCOME-</p> <ul style="list-style-type: none">• To provide knowledge of sociological basis of environment and society interface.• The course also aims at providing knowledge of the debate on environment and development.
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COURSE OUTCOME

	<ul style="list-style-type: none">• The focus of this course is on environmental issues in the perspective of environmental sociology. <p>COURSE TITLE-POLITICAL SOCIOLOGY COURSE OUTCOME-</p> <ul style="list-style-type: none">• To acquainted the students with the political processes.• To make the spread of awareness among student about their status and role as citizens of state.• To make students aware of the prerequisites of sound democratic political system and its vulnerability. <p>COURSE TITLE-RESEARCH PROJECT/DISSERTATION COURSE OUTCOME-</p> <ul style="list-style-type: none">• Able to understand the concept and place of fieldwork in sociological education.• Able to understand and develop self awareness and orientation to field work. <p>M. A. FOURTH SEMESTER COURSE TITLE-SOCIAL CHANGE IN INDIA COURSE OUTCOME-</p> <ul style="list-style-type: none">• To understand processes of social change in India.• To develop insights into the development of ideologies and approaches to social change.• To understand changing contemporary reality. <p>COURSE TITLE-PERSPECTIVES OF INDIAN SOCIETY COURSE OUTCOME-</p> <ul style="list-style-type: none">• To understand history and evolution of sociology profession, both in India and the west.• To develop comprehensive understanding of Indian society in all its multi-faceted dimensions. <p>COURSE TITLE-CLASSIFICATION IN SOCIOLOGY COURSE OUTCOME-</p> <ul style="list-style-type: none">• To understand different methods of classification in sociology.• To develop insight into the origin and development of classification in sociology.
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COURSE OUTCOME

	<ul style="list-style-type: none">• To develop skills to understand existing classification in sociology. <p>COURSE TITLE-SOCIOLOGY OF MARGINALISED GROUPS</p> <p>COURSE OUTCOME-</p> <ul style="list-style-type: none">• To sensitizing students about those segment of the population which have lived on the margins of society and which have not received, until recently adequate scholarly attention.• To sensitizing students about the significance of the sociological study of Dalits and nomadic castes. <p>COURSE TITLE-RESEARCH PROJECT/DISSERTATION</p> <p>COURSE OUTCOME-</p> <ul style="list-style-type: none">• Able to understand the concept and place of fieldwork in sociology education.• Able to understand and develop self-awareness and orientation to field work.• Able to develop skills in field work like observation analysis and writing.
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