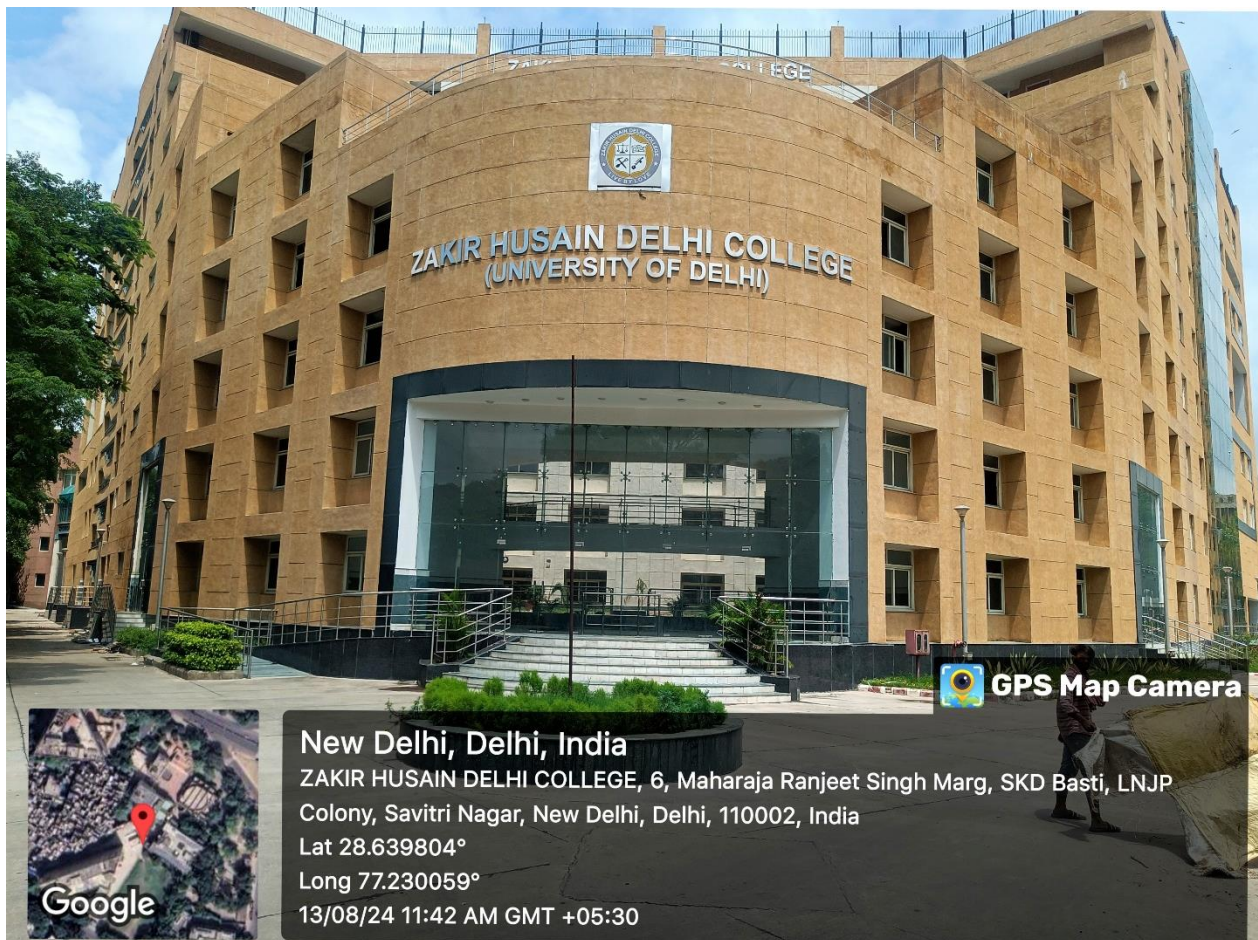




# ZAKIR HUSAIN DELHI COLLEGE UNIVERSITY OF DELHI



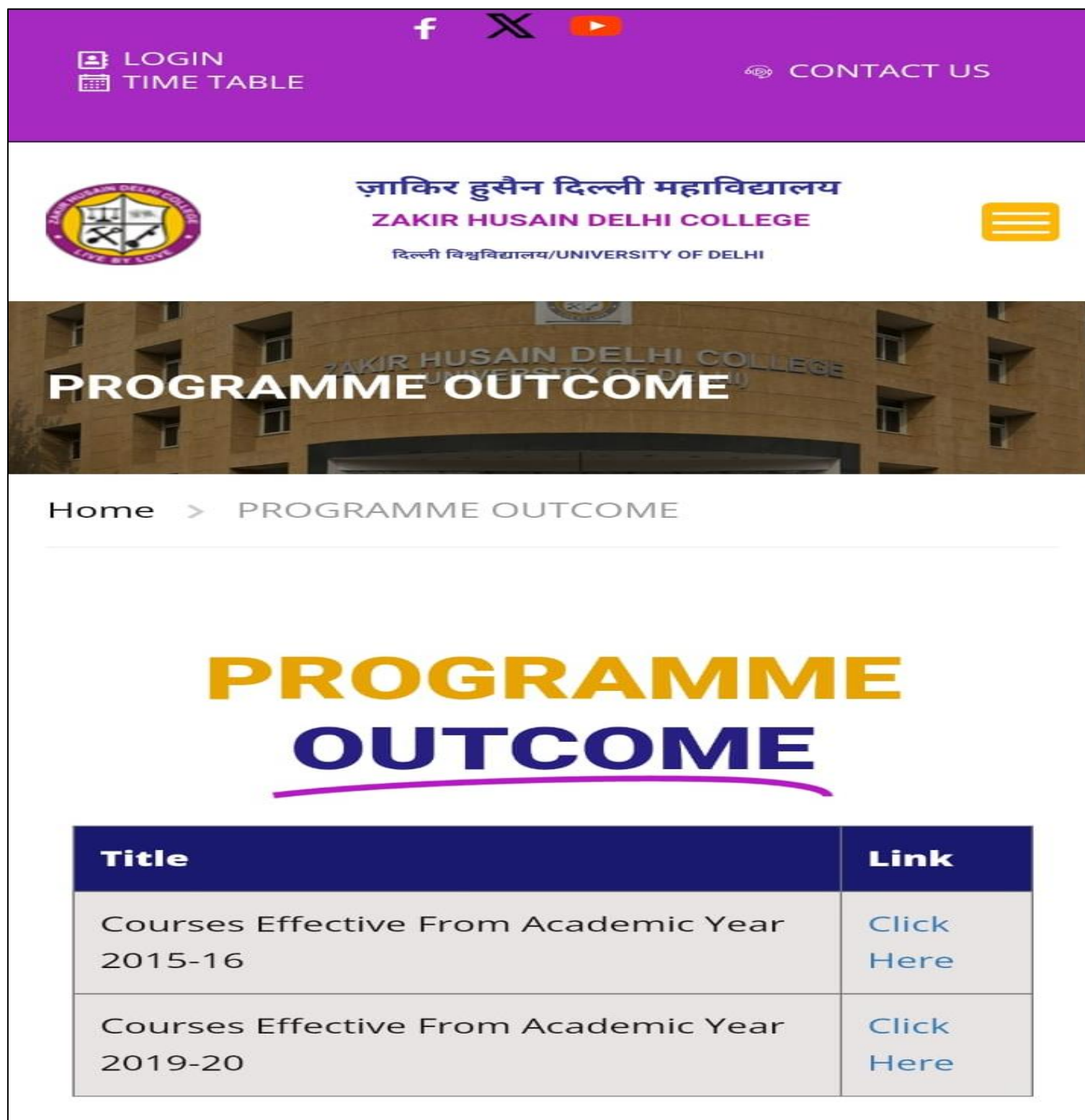
## SUPPORTING DOCUMENTS

### 2.6- Student Performance and Learning Outcomes

**2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website**

<b>Sr. No</b>	<b>Documents</b>	<b>Page No.</b>
<b>1.</b>	<b>Programme Outcomes on Website</b>	<b>3</b>
<b>2.</b>	<b>Learning and Programme Outcomes of various Departments in Detail</b>	<b>4-33</b>
<b>3.</b>	<b>Link for Programme Outcomes</b>	<b>34</b>

# AVAILABILITY OF PROGRAMME OUTCOMES ON COLLEGE WEBSITE



The screenshot displays the website interface for Zakir Husain Delhi College. At the top, there is a purple navigation bar with links for LOGIN, TIME TABLE, and CONTACT US, along with social media icons for Facebook, X, and YouTube. Below this is a white header section featuring the college's logo on the left, the name 'ज़ाकिर हुसैन दिल्ली महाविद्यालय' and 'ZAKIR HUSAIN DELHI COLLEGE' in the center, and the text 'दिल्ली विश्वविद्यालय/UNIVERSITY OF DELHI' at the bottom. A yellow menu icon is on the right. The main content area has a background image of the college building with the text 'PROGRAMME OUTCOME' overlaid. Below the image is a breadcrumb trail: 'Home > PROGRAMME OUTCOME'. The title 'PROGRAMME OUTCOME' is prominently displayed in large, bold, yellow and blue letters. At the bottom, there is a table with two columns: 'Title' and 'Link'.

Title	Link
Courses Effective From Academic Year 2015-16	<a href="#">Click Here</a>
Courses Effective From Academic Year 2019-20	<a href="#">Click Here</a>

## **LEARNING AND PROGRAM OUTCOMES**

**Under Graduate Courses as per LOCF (*effective from academic Year 2019-2020 onwards*) and NEP-UGCF (*effective from academic Year 2022-2023 onwards*)**

The Undergraduate Curriculum Framework in alignment with the National Education Policy- 2022 (NEP-UGCF-2022) is meant to bring about a systemic change in the higher education system in the University of Delhi. The following objectives of NEP have been kept in view while framing UGCF:

- To promote holistic development of students having the world view of a truly global citizen.
- To provide flexibility to students so that they have the ability to choose their learning trajectories, and thereby choose their paths in life according to their talents and interests.
- To eliminate harmful hierarchies among various disciplines of study.
- Multidisciplinary and holistic education to ensure the unity and integrity of all knowledge.
- To promote creativity and critical thinking and to encourage logical decision-making and innovation.
- To promote ethics and human & Constitutional values.
- To promote multilingualism and the power of language in learning and teaching.
- To impart life skills such as communication, cooperation, teamwork, and resilience.
- To promote outstanding research as a corequisite for outstanding education and development.
- To incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

The aforementioned objectives of NEP have been reflected in the expected learning and course outcomes of UGCF:

- ❖ Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on ‘Environment and Sustainable Development Studies’, ‘Communication Skills’, ‘Ethics and Culture’, ‘Science and Society’, ‘Computational Skills’, ‘IT & Data Analytics’, and similar such skills which shall make the students better equipped to deal with the life’s challenges.
- ❖ Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines. Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.
- ❖ Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award

of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University of Delhi, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).

- ❖ UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- ❖ The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the pre-requisites of a course of study, he/she shall be able to study it.

The College takes care that the modules of study are meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.

- ❖ One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.



- ❖ The framework provides a mandatory programme on research methodologies as one of the discipline specific elective (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.
- ❖ Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

***In addition to the above general objectives and expected learning outcomes of NEP-UGCF, the specific course wise learning outcomes in accordance with LOCF and NEP-UGCF courses offered by the Zakir Husain Delhi College, University of Delhi are described below:***

## **DEPARTMENT OF ARABIC**

*Courses offered: B.A. (Hons.) ARABIC and B.A. (Prog.) ARABIC*

Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which the language has developed and are used. Integrate knowledge of social and political institutions, historical events, and cultural movements into the acquisition of the ability for critical understanding of literature. Enable students to attain the linguistic skill for domain specific writings and critical writings. Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies. Provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, creative writing, official writing, language teaching at the school and equivalent levels and universities, publishing, the print and electronic media, journalistic writings etc and in other emerging areas where knowledge of a language is either required or seen as an advantage).

## **DEPARTMENT OF BENGALI**

*Courses offered: B.A. (Hons.) BENGALI*

Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which the language has developed and are used. Integrate knowledge of social and political institutions, historical events, and cultural movements into the acquisition of the ability for critical understanding of literature. Enable students to attain the linguistic skill for domain specific writings and critical writings. Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies. Provide students with the competences necessary to immediately enter



professional life for a variety of employment opportunities (in translation, interpretation, creative writing, official writing, language teaching at the school and equivalent levels and universities, publishing, the print and electronic media, journalistic writings etc and in other emerging areas where knowledge of a language is either required or seen as an advantage).

## **DEPARTMENT OF BOTANY**

***Courses offered: B.Sc. (Hons.) BOTANY; B.Sc (Prog.) Life Science***

The course learning outcomes are aligned with program learning outcomes but these are specific to-specific courses offered in a program. The course level learning shall be reflected as program level learning. The core courses shall be the backbone of this framework whereas discipline electives, generic electives and skill enhancement courses would add academic excellence in the subject together with multi-dimensional and multidisciplinary approach.

Understanding of plant classification systematics, evolution, ecology, developmental biology, physiology, biochemistry, plant interactions with microbes and insects, morphology, anatomy, reproduction, genetics and molecular biology of various life- forms. Understanding of various analytical techniques of plant sciences, use of plants as industrial resources or as human livelihood support system and is well versed with the use of transgenic technologies for basic and applied research in plants.

Understanding of various life forms of plants, morphology, anatomy, reproduction, genetics, microbiology, molecular biology, recombinant DNA technology, transgenic technology and use of bioinformatics tools and databases and the application of statistics to biological data.

## **DEPARTMENT OF CHEMISTRY**

*Courses offered:* B.Sc. (Hons.) CHEMISTRY

The B.Sc. (Hons) programme in Chemistry is designed to develop in students in depth knowledge of the core concepts and principles that are central to the understanding of this core science discipline. Undergraduates pursuing this programme of study go through laboratory work that specifically develops their quantitative and qualitative skills, provides opportunities for critical thinking and team work, and exposes them to techniques useful for applied areas of scientific study.

**Knowledge: Width and depth:** Students acquire theoretical knowledge and understanding of the fundamental concepts, principles and processes in main branches of chemistry, namely, organic chemistry, inorganic chemistry, physical chemistry, analytical chemistry and biochemistry. In depth understanding is the outcome of transactional effectiveness and treatment of specialized course contents. Width results from the choice of electives that students are offered.

**Laboratory Skills: Quantitative, analytical and instrument based:** A much valued learning outcome of this programme is the laboratory skills that students develop during the course. Quantitative techniques gained through hands on methods opens choice of joining the industrial laboratory work force early on. The programme also provides ample training in handling basic chemical laboratory instruments and their use in analytical and biochemical determinations. Undergraduates on completion of this programme can cross branches to join analytical, pharmaceutical, material testing and biochemical labs besides standard chemical laboratories.

**Communication:** Communication is a highly desirable attribute to possess. Opportunities to enhance students' ability to write methodical, logical and precise reports are inherent to the structure of the programme. Techniques that effectively communicate scientific chemical content to large audiences are acquired through oral and poster presentations and

regular laboratory report writing.

**Capacity Enhancement:** Modern day scientific environment requires students to possess ability to think independently as well as be able to work productively in groups. This requires some degree of balancing. The chemistry honours programme course is designed to take care of this important aspect of student development through effective teaching learning process.

**Portable Skills:** Besides communication skills, the programme develops a range of portable or transferable skills in students that they can carry with them to their new work environment after completion of chemistry honours programme. These are problem solving, numeracy and mathematical skills- error analysis, units and conversions, information retrieval skills, IT skills and organizational skills. These are valued across work environments.

## **DEPARTMENT OF COMMERCE**

*Courses offered:* B.Com.(Hons.) and B.Com.

B.Com (Hons.) Programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of B.Com. (Hons.) degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Law etc. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.

B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skillset and a fresh perspective. This programme will be able to give insight to the students of the day to day commercial procedures for becoming good leaders and assets for an organization.

## **DEPARTMENT OF ECONOMICS**

*Courses offered:* B.A.(Hons.) ECONOMICS

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

## **DEPARTMENT OF ENGLISH**

*Courses offered:* B.A. (Hons.) ENGLISH

Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands for its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life. Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. The present phase demands its alignment to the obtaining situation and demands. Its acceptance lies in its ability to enrich engagement with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes i.e., human values. To achieve this, it is necessary for English studies to recognize and respect the differences and transcend binaries.

The broad objectives of BA English (Honours) can therefore be outlined through the following points:

- **Inculcate disciplinary knowledge** i.e. : a) ability to identify, speak and write about different literary genres, forms, periods and movements b) ability to understand and engage with various literary and critical concepts and categories c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations d) ability to understand appreciate, analyze, and use different theoretical frameworks

- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Develop Research-Related Skills:** a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers b) ability to plan and write a research paper
- **Reflective Thinking:** ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading
- **Digital Literacy:** a) ability to use digital sources, and read them critically b) ability to use digital resources for presentations
- **Multicultural Competence:** a) ability to engage with and understand literature from various nations and reasons and languages b) ability to respect and transcend differences

- **Leadership Readiness:** ability to lead group discussions, to formulate questions for the class in literary and social texts
- **Life-long Learning:** a) ability to retain and build on critical reading skills b) ability to transfer such skills to other domains of one's life and work.

## **DEPARTMENT OF ELECTRONICS**

*Courses offered:* B.Sc. (Hons.) ELECTRONICS

Objectives of studying B.Sc (Honours) in Electronic Science is to analyze, appreciate, understand and critically engage with learning of the subject. This is designed to encourage the acquisition of knowledge of electronics, understanding and professional skills required for the industrial/professional jobs keeping in view global, national, and regional contexts of analysis and appreciation. Development of practical/experimental skills should constitute an important aspect of the teaching-learning process. Students learn more effectively when lectures include activities which engage their thoughts and motivation. The Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations. The CBCS based curriculum for B.Sc (Honours) Electronic Science is intended to prepare a curriculum which enables the graduates to respond to the current needs of the industry and equip them with skill relevant for national and global standards. The framework will assist in maintaining international standards to ensure global competitiveness and facilitate student/graduate mobility after completion of B.Sc (Honours) Electronic Science program. The CBCS for B.Sc (Honours) Electronic Science is prepared on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS.

After completion of course students will be imbued with:

1. Disciplinary knowledge and understanding



2. Skills & Ability

3. Global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Program Learning Outcomes of B.Sc (HONOURS) Electronic Science

The following program outcomes have been identified for B.Sc (HONOURS) Electronic Science.

1. Ability to apply knowledge of mathematics & science in solving electronics related problems

2. Ability to design and conduct electronics experiments, as well as to analyze and interpret data

3. Ability to design and manage electronic systems or processes that conforms to a given specification within ethical and economic constraints

4. Ability to identify, formulate, solve and analyze the problems in various disciplines of electronics.

5. Ability to function as a member of a multidisciplinary team with sense of ethics, integrity and social responsibility

6. Ability to communicate effectively in term of oral and written communication skills

7. Recognize the need for and be able to engage in lifelong learning.

8. Ability to use techniques, skills and modern technological/scientific/engineering software/tools for professional practices.

## **DEPARTMENT OF ENVIRONMENTAL STUDIES**

*Courses offered:* Compulsory course on Environmental Studies at UG level (AECC I)

**Course Learning Outcomes** The course will empower the undergraduate students by helping them to: i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy. ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life. iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development. iv. Acquire values and attitudes towards understanding complex environmental economic- social challenges, and active participation in solving current environmental problems and preventing the future ones. v. Adopt sustainability as a practice in life, society, and industry.

## **DEPARTMENT OF HINDI**

*Courses offered:* B.A. (Hons.) HINDI, B.A. Program

**इस पाठ्यक्रम को पढ़ने- पढ़ाने की दिशा में निम्नलिखित परिणाम सामने आएंगे :-**

- 1) इस पाठ्यक्रम के माध्यम से सीखने-सिखाने की प्रक्रिया में हिंदी भाषा के आरंभिक स्तर से अब तक के बदलते रूपों की विस्तृत जानकारी प्राप्त की जा सकेगी ।
- 2) भाषा के सैद्धांतिक रूप के साथ साथ व्यावहारिक पक्ष को भी जाना जा सकेगा ।
- 3) उच्च शैक्षिक स्तर पर हिंदी भाषा किस प्रकार महत्वपूर्ण भूमिका निभा सकती है, इससे संबंधित परिणाम को प्राप्त किया जा सकेगा ।
- 4) छात्र अपनी भाषा को सीखने की प्रक्रिया में भाषागत मूल्यों को व्यावहारिक रूप से भी जान सकेंगे ।
- 5) व्यावसायिक क्षमता को बढ़ावा देने के लिए भाषा, अनुवाद, कम्प्यूटर जैसे विषयों को हिंदी से जोड़कर पढ़ाना जिससे बाज़ार के लिए आवश्यक योग्यता का भी विकास किया जा सके।
- 6) हिंदी के अतिरिक्त भारतीय साहित्य का ज्ञान भी अपेक्षित रहेगा जो छात्रों के व्यक्तित्व विकास में सहायक होगा तथा अभिव्यक्ति क्षमता का विकास भी किया जा सकेगा ।
- 7) साहित्य के सौन्दर्य, कला बोध के साथ वैचारिक मूल्यों को बढ़ावा देना ।
- 8) साहित्य की विधाओं के माध्यम से विद्यार्थी की रचनात्मकता को दिशा देना । कविता, कहानी और नाटक जैसी विधाओं द्वारा विद्यार्थी की रचनात्मकता को

प्रोत्साहित करना ।

9) साहित्य के आदिकालीन सन्दर्भों से लेकर समकालीन रूप से परिचित कराना जिससे विद्यार्थी साहित्यकार और युगबोध के सम्बन्ध को परख और पहचान सकें।

10) साहित्य विवेक का निर्माण

## **DEPARTMENT OF HISTORY**

*Courses offered:* B.A. (Hons.) HISTORY

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their

impact on the making of India's history.

- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

## **DEPARTMENT OF MATHEMATICS**

*Courses offered:* B.Sc. (Hons.) MATHEMATICS

The completion of the B.Sc. (Hons.) Mathematics Programme will enable a student to:

- i) Communicate mathematics effectively by written, computational and graphic means.
- ii) Create mathematical ideas from basic axioms.
- iii) Gauge the hypothesis, theories, techniques and proofs provisionally.
- iv) Utilize mathematics to solve theoretical and applied problems by critical

understanding, analysis and synthesis.

v) Identify applications of mathematics in other disciplines and in the real-world, leading to enhancement of career prospects in a plethora of fields and research.

## **DEPARTMENT OF PERSIAN**

*Courses offered:* B.A. (Hons.) PERSIAN

In order to foster quality higher education in India, the syllabus of B.A. (Hons.)/B.A.(Prog.) in Persian is designed with the aim of improving the quality of higher education. The syllabus of B.A. Hons.)/ B.A(Prog.) in Persian enables effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Persian is not merely a language but the life line of inter-disciplinary studies in the present global scenario as it is a fast growing subject being studied and offered as a major subject in the higher ranking educational institutions at world level. In view of it the course is developed with the aims to equip the students with the linguistic, language and literary skills for meeting the growing demand of this discipline and promoting skill based education. The course facilitates self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course is prepared with the objectives to enable students in developing skills and competencies needed for meeting the challenges being faced by our present society and requisite essential demand of harmony among human society as well and for his/her self-growth effectively. Therefore, this syllabus which can be opted by other Persian Departments of all Universities where teaching of

Persian is being imparted is compatible and prepared keeping in mind the changing

nature of the society, demand of the language skills to be carried with in the form of competencies by the students to understand and respond to the same efficiently and effectively. The programme B.A.(Hons.)/B.A.(Prog.) Persian is a unique one as it consists range of courses which help one understand human values through one of the oldest and rich language the world has and that is Persian. A language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Likewise Persian is a language also known by Farsi is one of the Western Iranian languages within the Indo-Iranian branch of the Indo-European language family. It is primarily spoken in Iran, Afghanistan and Tajikistan (officially known as Tajik since the Soviet era), Uzbekistan and some other regions which historically were Persianate societies and considered part of Greater Iran. It is written right to left in the Persian alphabet, a modified variant of the Arabic script. In all over the world and especially in India it bears a lot of importance because it enjoyed official status for about six centuries in medieval Indian era. Most of the medieval Indian records are recorded in this language only. In today's scenario prevalent Persian vocabulary is present in almost all Indian languages. This programme is designed to inculcate and equip the students with three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan),

South Asia of which India is a major area and present Afghanistan, Tajikistan and a large Diaspora of the Persian speakers.

## **DEPARTMENT OF PHILOSOPHY**

*Courses offered:* B.A. (Hons.) PHILOSOPHY

Six semesters of training in BA (Hons.) Philosophy course endows a student with an analytical bent, where any belief is met with a critical scrutiny till justifications clothed in logically sound arguments are offered in support. The attitude enables them to be original enough to carve out their own worldview in any chosen field of endeavor, without being swayed by the cognitive biases stemming from culture, society, traditions and customs.

Apart from the liberating attitude, the course offers the students an opportunity to engage with some of the fundamental questions that we conjure up during our deepest dives of reflection. The learner, on the successful completion of the course, will be acquainted with some of the significant philosophical positions advanced by the eminent philosophers during their reflections, and in many ways, it's also an opportunity for the students to peek into the minds of some of the humanity's most refined thinkers and observe the world from their vantage point.

Although the expanse of philosophy resists efforts to arrive at watertight demarcations, its fundamental concerns can still be carved into specialized domains, each addressing some of the foundational issues our minds permit to cogitate over.

Metaphysics is one such domain, where students get the opportunity to contemplate on arguably some of the most fundamental concerns such as what the nature of reality is, what the nature of existence is, what truly exists or what grounds what.

Epistemology is another province of philosophical significance, where students are introduced to various standpoints pertaining to the nature of knowledge, skepticism for

certainty, valid sources of knowledge and the nature of belief, justification and truth etc.

The domain of value theory is a philosophical exploration of how value judgments are made primarily in the area of ethics, socio-political organization, and art & aesthetics.

The students are afforded with the opportunity to go through some of the seminal attempts to offer general principles that are claimed to form the basis of ethical judgements and the basis for organizing a just society.

The course is structured in a way that a student is able to build a strong foundation in all the aforesaid domains. Fundamental epistemological and metaphysical ideas of western philosophy, from the classical to the modern period are introduced through the papers such as Greek philosophy and Western philosophy: Descartes to Kant. The paper, Indian philosophy discusses the same subject matter in the context of orthodox and heterodox schools of classical Indian philosophy.

The rest of the course enables students to develop footholds in contemporary philosophy and some of the specialized domains of philosophy. Much of the contemporary philosophical stances, particularly in the domains stated above, are introduced by Analytic and Continental philosophy. Analytic Philosophy introduces to the philosophical stances of some of the eminent philosophers of the analytic tradition such as Russell, Ayer and Moore. Continental Philosophy on the other hand acquaints the students with the standpoints of Hegel, Heidegger, Sartre, Merleau-Ponty etc. The course also introduces some of the specialized domains of philosophical enquiry. Philosophy of Science, in this category, introduces some of the philosophical positions concerning the metaphysical and epistemological leanings of science and its methodology. Philosophy of Religion enables the students to philosophically scrutinize religious beliefs. Knowledge and Skepticism is a subject that provides a thorough grounding in the epistemological concerns listed above. Ethics allows students to



understand and evaluate general principles that can be relied on to make ethical judgements. Applied Ethics and Bioethics, on the other hand, present them with novel and unique scenarios where such principles can be applied to make ethical judgements and also where such principles might prove to be inadequate and therefore demonstrate the need for newer principles.

Finally, philosophical scrutiny begins with skepticism for any apparent, an attitude that is inculcated and nourished in the students by a course on Critical Thinking. The attitude of skepticism seeks justification for a belief to be accepted. It is through the subject of Logic, the toolkit of a philosopher, that a student is able to understand and create sound arguments to justify claims. Further, the subject of Truth-Functional Logic enables them to prove the validity/invalidity of the arguments through various formal methods and proof procedures.

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

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

## **DEPARTMENT OF PHYSICS**

*Courses offered:* B.Sc Physical/Life Sciences

The programme learning outcomes aims to

- Create the facilities and learning environment in educational institutions to consolidate the knowledge acquired at +2 level, motivate students to develop a deep interest in Physics, and to gain a broad and balanced knowledge and understanding of physical concepts, principles and theories of Physics. □ provide opportunities to students to learn, design and perform experiments in lab, gain an understanding of laboratory methods, analysis of observational data and report writing, and acquire a deeper understanding of concepts, principles and theories learned in the classroom through laboratory demonstration, and computational problems and modelling. □ develop the ability in students to apply the knowledge and skills they have acquired to get to the solutions of specific theoretical and applied problems in Physics. □ to prepare students for pursuing the interdisciplinary and multidisciplinary higher education and/or research in interdisciplinary and multidisciplinary areas, as Physics is among the most important branches of science necessary for interdisciplinary and multidisciplinary research. □ to prepare students for developing new industrial technologies and theoretical tools for applications in diverse branches of the economic life of the country, as Physics is one of the branches of science which contribute directly to technological development; and it has the most advanced theoretical structure to make quantitative assessments and predictions, and □ in light of all of the above to provide students with the knowledge and skill base that would enable them to undertake further studies in Physics and related areas, or in interdisciplinary/multidisciplinary areas, or join and be successful in diverse professional streams including entrepreneurship.

## **DEPARTMENT OF POLITICAL SCIENCE**

*Courses offered:* B.A. (Hons.) POLITICAL SCIENCE

The B.A. Honours in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. The Core Courses offered by the programme are designed to equip the student with a robust foundation in Political Science, whereas the Discipline-Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-Enhancement Courses acquaint the student with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world. The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector. The curriculum aims to make the student proficient in Political Science as well as in certain inter-disciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Theoretical analysis will go hand in hand with a stress on the 7 practical; this will make for a fuller and more grounded understanding of concepts. Students will participate in field trips, workshops, and seminars; their association with governmental institutions and/or NGOs and/or research institutes in the capacity of interns will

facilitate an understanding of the applied aspects of the programme, and further allow them to gain exposure to sites of possible future employment and work.

## **DEPARTMENT OF PSYCHOLOGY**

*Courses offered:* B.A. (Hons.) PSYCHOLOGY

The learning outcomes that a student should be able to demonstrate on completion of a degree level programme are as follows:

- Knowledge about the discipline and research methods.
- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to connect theory with personal experiences and varied applied settings.
- Understand how psychology can be applied to solve problems facing humankind.
- Computer literacy, including the ability to use various e-resources, technology and social media.
- Articulation of ideas, scientific writing and authentic reporting.
- Tolerating ambiguities and appreciating the limitations of the discipline, and critically analyzing conflicting theories and approaches.
- Understanding varied socio-cultural contexts, and being mindful of indigenous traditions.
- Creating awareness about gender issues.
- Cultivating an ethical mindset, including a strong work ethic, avoiding unethical behaviours such as data fabrication and plagiarism, being mindful of implications of research using human participants.
- Commitment to health and wellbeing at different levels (e.g. individual, organization,

community, society).

- Developing skills of communication, negotiation, team work, effective presentation, etc.
- Appreciating and tolerating diversity.
- Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.
- Self-development and personal growth.

## **DEPARTMENT OF SANSKRIT**

*Courses offered:* B.A. (Hons.) SANSKRIT

The programme learning outcomes are attained by learners through the essential learning's acquired on completion of selected courses of study within a programme. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of

study according to the preferences of individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes. Courselevel learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning outcomes lead to the attainment of the programme learning outcomes. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the years of their study.

## **DEPARTMENT URDU**

*Courses offered:* B.A. (Hons.) URDU

This proposed programme is designed to inculcate and equip the students with three major components of Urdu Language and Urduate culture which include the Indo-Urduate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in South Asian Studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Urdu literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Urdu speakers.

## **DEPARTMENT OF ZOOLOGY**

*Courses offered:* B.Sc. (Hons.) ZOOLOGY

Students enrolled in B.Sc. (Hons.) degree program in Zoology will study and acquire complete knowledge of disciplinary as well as allied biological sciences. At the end of graduation, they should possess expertise which will provide them competitive advantage in pursuing higher studies from India or abroad; and seek jobs in academia, research or industries. Students should be able to identify, classify and differentiate diverse chordates and nonchordates based on their morphological, anatomical and systemic organization. They will also be able to describe economic, ecological and medical significance of various animals in human life. This will create a curiosity and awareness among them to explore the animal diversity and take up wild life photography or wild life exploration as a career option. The procedural knowledge about identifying and classifying animals will provide students professional

advantages in teaching, research and taxonomist jobs in various government organizations; including Zoological Survey of India and National Parks/Sanctuaries. Acquired practical skills in biotechnology, biostatistics, bioinformatics and molecular biology can be used to pursue career as a scientist in drug development industry in India or abroad. Our students will be acquiring basic experimental skills in various techniques in the fields of genetics; molecular biology; biotechnology; qualitative and quantitative microscopy; enzymology and analytical biochemistry. These methodologies will provide an extra edge to our students, who wish to undertake higher studies. In-depth knowledge and understanding about comparative anatomy and developmental biology of various biological systems; and learning about the organisation, functions, strength and weaknesses of various systems will let students critically analyse the way evolution has shaped these traits in the human body. Students undertaking skill enhancement courses like aquaculture, sericulture and apiculture will inculcate skills involved in rearing fish, bees and silk moth which would help them in starting their own ventures and generating self-employment making them successful entrepreneurs. Acquired skills in diagnostic testings, haematology, histopathology, staining procedures etc. used in clinical and research laboratories will provide them opportunity to work in diagnostic or research laboratory. Deep understanding of different physiological systems and methods available to measure vital physiological parameters and to comprehend the mechanism behind occurrence of different life threatening disease via laboratory examination, assessment of basic physiological functions by interpreting physiological charts will help to find their career options. Students undertaking wild life management courses would gain expertise in identifying key factors of wild life management and be aware about different techniques of estimating, remote sensing and Global positioning of wild life. This course will motivate students to pursue a career in the field of wildlife conservation and management.



**WEBSITE LINK FOR PROGRAMME OUTCOMES**

<https://www.zakirhusaindelhicollege.ac.in/programme-outcome/>