

**Janki Devi Memorial College
(University of Delhi)**

Programme Specific Outcomes (PSOs)

Programme	PSOs
B.Com. (Hons.)	<p>The 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.</p> <p>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 equip graduates with the skills required to lead management positions.</p> <p>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.</p>
B.Com	<p>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.</p> <ul style="list-style-type: none"> • To instil in students the basic knowledge and fundamentals of commerce and business which would be beneficial for them to comprehend, analyse and evaluate the current economic/business scenario of the country and the world at large. • To develop in students the capability to transform theoretical and conceptual knowledge into practical problem-solving approach using critical thinking. • To develop skills which would help them undertake research and innovations in commerce and would enhance their employability.
B.A.(Hons.) Economics	<p>Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major economic phenomena. A student will be able to analyse government policies and regulations, and demonstrate their significance. Knowing how an economy functions, and how decisions are made by consumers, producers, and regulators, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme</p>

	<p>provides the basic ingredients of economic theory and the opportunity to learn how to process and analyse economic data based on sound statistical principles, in order to arrive at economically meaningful conclusions.</p> <p>Students will:</p> <ol style="list-style-type: none"> 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.
B.A.(Hons. English)	<p>The programme learning outcomes relating to BA (Hons) degree programme in English:</p> <ul style="list-style-type: none"> ● demonstrate a set of basic skills in literary communication and explication of literary practices and processes with clarity ● demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies. ● display an ability to read and understand various literary genres and stylistic variations and write critically cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture. ● demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources. ● display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; ● apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing. recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today’s global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development channelize

	<p>the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme.</p> <ul style="list-style-type: none"> ● to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.
B.A(Hons.) Hindi	<p>Content: भारतीय संविधान में देवनागरी लिपि में लिखित हिंदी को संघ की राजभाषा घोषित किया गया है। परिचित होना जितना आवश्यक है उतना ही उसे समाज की चुनौतियों के सन्दर्भ में जोड़ने की योग्यता विकसित करना भी। यह पाठ्यक्रम का उद्देश्य विद्यार्थी को देश-विदेश के साहित्य में हो रहे बदलाव से परिचित करना भी। यह पाठ्यक्रम बाजारवाद और भ्रमंडलीकरण की वैश्विक गति के बीच से ही हिंदी की राष्ट्रीय प्रगति बिना किसी राष्ट्र की उन्नति संभव नहीं है। यह पाठ्यक्रम वर्तमान संदर्भों के अनुकूल है साथ ही इस पाठ्यक्रम में विद्यार्थियों को व्यावहारिक पहलू से अवगत करा सकेगा। हिंदी साहित्य की नई समझ और भाषा के विकास में इस पाठ्यक्रम का उद्देश्य भाषा और समाज के जटिल सम्बन्धों की पहचान कराना भी है जिससे विद्यार्थी में व्यापक सरोकारों से अपना सम्बन्ध जोड़ सके साथ ही उसके भाषा कौशल, लेखन और सम्प्रेषण क्षमता को बढ़ा सके।</p>
B.A.(Hons.) History	<ul style="list-style-type: none"> ● Graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. ● After graduating with History Honours from the University of Delhi, they will be able to demonstrate comprehensive knowledge of scholarly research and professional literature relating to the discipline. This will establish a platform from which the student can pursue higher studies in History. ● It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, will ultimately enable learners to live rich, productive and meaningful lives. ● The list below provides a synoptic overview of possible career paths provided by the undergraduate training in history from the University of Delhi: Teaching, Research, Politics, Journalism, Media, Performing Arts, International Relations, Administration, Social Work, Law, Management, Policy Making, Human Resource Development. ● The three year undergraduate programme with honours offered by the Department of History, aims to familiarise students with significant developments in the history of South Asia and certain other parts of the world, through different time periods. ● While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as a fixed/finished product that the textbooks at the school level create. ● It seeks to expose students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. ● The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about the past is constructed. Probably the most important goal

is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyse different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts.

- By the end of the three years of the undergraduate programme, the students would have obtained elementary ideas of some of the more important issues that crop up in a historian's reading and interpretation of primary sources.
- Certain thematic courses like those on gender and environment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.
- In the course of their engagement with historical material, we also aim to equip students with an 'appropriate' vocabulary of the discipline, while sensitising them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History. The objective is that they should be able to do this through their written work – essays, projects, research papers, etc. as well as in the oral form – presentations, debates and discussions. It is also intended that while doing so students should be able to formulate cogent arguments, presenting the necessary evidence to establish these, all based on training in the rigorous methods of the discipline of History.
- Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time. Graduates of the department do often branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

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

	<p>A. Construct historical narratives, Describe significant developments within the historical contexts, covered in the syllabus, Identify and analyse the significance of historical changes that take place within a society or culture, Explain the patterns of such transitions, Assess patterns of continuities within such historical contexts.</p> <p>B. Formulate arguments based on a historiographical engagement, Formulate, sustain, and justify a historical argument. Support and establish such arguments with historical evidence drawn mainly from secondary sources and wherever possible also from primary sources. Situate historical arguments within a larger scholarly narrative. Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past. Exhibit a familiarity with “the historian’s craft” – methods and rigours of the discipline.</p> <p>C. Engage with scholarly writings and presentations Abstract the main arguments/concepts/ideas embedded in scholarly writings in History, Comprehend, and explain the structure of arguments and claims made in such writings, Note the empirical evidence used to establish such claims.</p> <p>D. Answer questions, write essays and research papers Access and identify reliable and appropriate source materials, Evaluate source materials, Incorporate ideas from these sources, Synthesize arguments and facts culled from scholarly writings. Articulate a persuasive and well-structured historical argument on the basis of such synthesis, Employ multiple forms of evidence in this historical argument. Formulate relevant and meaningful historical questions, Read and interpret primary sources, at least at an elementary level, wherever there is an opportunity or requirement. Interpret appropriately and answer questions based on the above, Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history (evidence could include secondary and/or primary sources), avoiding plagiarism, Use proper citations and footnotes within formal written assignments, Deliver presentations based on such well – researched material orally as well, Participate in debates and other forms of verbal historical discussion.</p> <p>E. Work collaboratively Make presentations, Listen attentively to presentations made by peers, Participate in discussion and ask thoughtful questions, Provide formal feedback to peers in the course of such discussion, Learn the formal protocol of academic engagement in a seminar and conference.</p>
B.Sc.(Hons.) Mathematics	The completion of the B.Sc. (Hons.) Mathematics Programme will enable a student to:

	<ul style="list-style-type: none"> 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.
B.A.(Hons.) Philosophy	<p>The completion of the B A. (Hons.) Philosophy Programme will enable a student to:</p> <ul style="list-style-type: none"> 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.
B.A.(Hons.) Political Science	<p>A graduate in Political science is a person who embodies a curiosity towards the political puzzles that confront her and is endowed with the ability to apply various tools to solve them. The undergraduate course encourages raising questions and a problem-solving thought process in its students, which it believes is central to the idea of shaping an informed graduate student and an active citizen.</p> <p>Political science graduates receive a strong training in foundational concepts enabling them to distinguish and delineate features of each. This level of inquiry is further complicated as they proceed through the curricular semesters, enabling them to engage in systematic reflection of a kind that distinguishes their understanding from that of a lay person.</p> <p>The undergraduate course in Political science shapes graduate sensibilities such that students are alert to instances of discrimination and deprivation; difference and diversity which they not only identify but can also persuasively argue about.</p>

A Political science graduate is privy to the unique location of the discipline within the social sciences and can contextualize their learning within the disciplinary boundaries while simultaneously and consciously using inter-disciplinary methods and concepts to understand inter-connected social, economic and political realities.

Political science graduates go through rigorous training in academic writing which includes writing logical and coherent essays as well as longer research articles in terms of term papers. Classroom debate and discussion encourages them to think on their feet; sharpen their submissions and argue persuasively. They are also introduced to a variety of writing including commentaries and original manuscripts; government reports and alternative assessments as well as visual and print media.

The discipline teaches students how to distinguish between various ideological orientations; the multiple lens that may be used to make sense of the same political event or issue and thereby how to side-step biases and partisan positions in presenting their findings. The discipline inculcates a culture of academic honesty and investigative rigour to ensure authentic analytical outcomes. The syllabus of the undergraduate course on Political science also encourages students to get hands-on experience of how research in the discipline is conducted. They are encouraged to draw up research questionnaires, select the field and decide on sample size and method of selection, conduct interviews with respondents as well as focused group discussions and finally translate the responses into a coherent write up. These exercises are not limited to election analysis and collecting voter responses but are primarily conducted to teach the student how to transition from the level of policy to the practice of politics. Political science graduates are uniquely positioned as the undergraduate course also imparts extensive understanding of International relations and global politics which allows them to move beyond the traditional area and concerns of the discipline. The course not only introduces them to various theories and concepts within international relations but also includes detailed discussion of contemporary international events and decisions made by state and non-state actors apart from also looking at the functioning of global and multinational organisations and institutions. The perspective sharpens their understanding of the national and they can better appreciate the nuances of state policies. The comparative perspective which students imbibe through courses in two semesters highlights the differences in states mapped along various indices such as development trajectories and state formation. Along with a richer understanding of select areas students are also encouraged to reflect and think critically about western frameworks of knowledge and understanding and how these may be challenged by alternative frameworks emerging in what is broadly referred to as the 'Global South' Courses on

	<p>Public administration familiarize the student with the complexities of state and bureaucratic functioning as well as policy making and advocacy. The student learns about the concepts of organisation and management and their application which is extremely relevant to unravelling the intricacies of large public organisations and corporate bodies.</p> <p>The study of Indian politics provides the student a means to navigate the labyrinth that politics in India reflects. Students decode this through various categories including gender, caste, class, ethnicity and others while also effortlessly transiting across various levels of the national, sub-national and local. These courses anchor the indispensability of the inter and multi-disciplinary lens and provide a corrective and challenge to the western frameworks and models of understanding political phenomena.</p> <p>On the completion of the six semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the six core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations and Indian Political Thought. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have; the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing and also the bureaucracy.</p>
B.A.(Hons.) Sanskrit	<p>The Sanskrit Honours and Programme syllabus has a two pronged objective – to introduce students to a variety of traditional disciplines in Sanskrit studies and to strengthen their knowledge of the language.</p> <ul style="list-style-type: none"> • The Course aims to train them in classical Sanskrit in which major works on various disciplines are written. • It is also aims to train them in important traditional disciplines which may be put under the category of humanities. These are - Vedic studies ; the huge volume of literature – prose, poetry and drama which have inspired and continue to inspire great literary works in almost all Indian languages; literary criticism or kavya Shastra; vyakarana which covers a large area of linguistics; darshana i.e. philosophy and logic; dharma Shastra which covers many areas of sociology and legal studies. • The syllabus also realizes that Sanskrit has been the language of governance for centuries and therefore several ruling dynasties and even private entities got their inscriptions written in Sanskrit. These inscriptions are

	<p>extremely important for the study of Indian history, paleography and chronology. These find place in various forms in this syllabus.</p> <ul style="list-style-type: none"> • This course also seeks to introduce certain non technical aspects of scientific disciplines - the Indian system of medicine, mathematics and astronomy. • The Honours course will especially focus on issues which have a contemporary resonance. It will seek to enrich our modern understanding of these issues with traditional Indian wisdom. It will combine traditional wisdom with modern studies and research in these various disciplines in India and abroad. In most courses an attempt will be made to expose students to e-resources and help them to use them fruitfully. • The Honours course will thus make students better equipped to pursue their post graduate studies and undertake further research in these disciplines. • The BA Programme in Sanskrit is less ambitious in range and level of difficulty. It offers limited courses in literature and language. Students pursuing the BA Programme course will also get the opportunity to read some Generic Courses in Sanskrit where the emphasis will be more on introducing domain knowledge than language studies.
B.A.(Hons.) Sociology	<p>The Honours program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of all stakeholders. Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected. A Sociology graduate from University of Delhi would be a person with a thorough grounding in the fundamentals of Sociology and infused with the ‘Sociological Imagination’. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis. Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other. Sociology is a deeply self-reflexive discipline with an interdisciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social</p>

sciences and be able to engage productively with them without losing disciplinary perspective. A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular. She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives. iv Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context. Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semester long training in sociological research methods.

A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions.

Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hard nosed empiricism and scholarly detachment. They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.

Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with an attendant conceptual tool- kit of the discipline. The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on

emerging issues, and generate insights and research agendas. Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions. They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.

A Sociology graduate from Delhi University is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs. Sociology is both precise and evocative in the representation of the results of its scholarly labours.

It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices. Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual.

A DU graduate in Sociology is trained to be conversant with all these modes via dedicated Skill Enhancement Courses on 'Reading, Writing and Reasoning for Sociology' and 'Techniques of Ethnographic Film Making'. Given the range of these core graduate attributes, Sociology graduates are well equipped to mobilize their sociological knowledge and generic skills for a variety of purposes apart from academic pursuit of the discipline.

Sociology graduates are equipped to grasp vast quantities of diversely textured complex material and synthesise it into coherent and cogent arguments backed by evidence. Its classroom practices inculcates an ability to engage in collaborative work and constructive, purposive and democratic conversations. They are well trained for critical thinking that matches their research skills which enables them to evaluate strengths and weaknesses of arguments in a scientific fashion. Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action. A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies,

development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, vi industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.

Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence. It is a cosmopolitan science that is positive and normative at once. A Sociology graduate would make an enlightened leader and an informed follower. The chief attribute of a Sociology graduate from Delhi University is that she is well prepared in discharging her responsibilities as a conscious citizen while having a productive career and leading a meaningful life.