

Program Outcomes for B.A Courses

1) Arabic and Islamic Studies

Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme:	Outcome
FYBA Arabic Compulsory	<ul style="list-style-type: none">✓ To give students basic knowledge of Arabic Language✓ To teach them reading and writing Arabic✓ To acquaint them with Modern Arabic (Prose & Poetry)
FYBA Arabic Optional	<ul style="list-style-type: none">✓ To acquaint students with Arabic Language (Reading, writing, comprehension)✓ To teach students the History of Arabic Language✓ To teach them Modern Arabic Language✓ To hone their writing skills
SYBA Arabic	<ul style="list-style-type: none">✓ To teach students comprehension at an advanced level✓ To teach students to read and comprehend Arabic by themselves✓ To sharpen their writing skills up
TYBA Arabic	<ul style="list-style-type: none">✓ To make students able to comprehend the language✓ To make students able to translate the language✓ To teach them Arabic on a vast level✓ To make them able to listen, understand and speak Arabic
FYBA Islamic Studies	<ul style="list-style-type: none">✓ To provide students with the basic knowledge of Islam✓ To acquaint them with various aspects of Islamic History
SYBA Islamic Studies	<ul style="list-style-type: none">✓ To acquaint students with an advanced level of knowledge about Islamic Studies✓ To create in them curiosity to acquire more and more knowledge about the subject
TYBA Islamic Studies	<ul style="list-style-type: none">✓ To introduce the subject at a vast level✓ Inspire them for research on the topics taught by the teacher✓ To hone their listening, comprehending and explaining skills

2) Economics

) Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme/course	Outcome
FYBA Paper I & II Micro economics	<ul style="list-style-type: none"> ✓ To make students understand the principles of Microeconomics ✓ To acquaint students with basic mathematical tools in comprehending economic data. ✓ To illustrate the percepts in framing economic policies.
SYBA paper III Micro economics	<ul style="list-style-type: none"> ✓ To evaluate the students to understand the theories and concepts of utility analysis, production analysis cost and revenue and competitive markets
SYBA paper IV Macro economics	<ul style="list-style-type: none"> ✓ To build understanding of basic macroeconomic identity. ✓ To enable students to understand how ROI and Income lend are determined in a closed economy and how policy may affect these outcomes.
SYBA paper V Indian Economy	<ul style="list-style-type: none"> ✓ To familiarize students with the dynamics of Indian economy. ✓ To expose them to the application of economic concepts to Indian economy.
SYBA paper VI Development issues of Maharashtra's Economy.	<ul style="list-style-type: none"> ✓ To introduce students to development issues of economy of Maharashtra. ✓ To analyze the Mcom mediations and strategies devised to address the issues.
TYBA paper XVI research methodology	<ul style="list-style-type: none"> ✓ To strengthen the critical thinking and listening skills in conducting economic research and to device research outcomes in an impeccable way.
TYBA paper XV Economics of agriculture and cooperation	<ul style="list-style-type: none"> ✓ To provide various aspects related to the principles of cooperation and cooperative organization in the globalized economy.
TYBA paper XVI research methodology	<ul style="list-style-type: none"> ✓ To strengthen the critical thinking and listening skills in conducting economic research and to device research outcomes in an impeccable way. ✓ To help students evaluate demographic concepts and their evolution during the process of development. ✓ To enable the students understand the theory of migration and discuss link between migration and development. ✓ To discuss issues related to environment and development.

3) English Literature

Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme/course	Outcome
FYBA/ COMM SKILLS	<ol style="list-style-type: none">1. The learners will learn to understand and interpret any text they are reading from different perspectives2. The interest of learners in listening to and watching good quality audio and visual media will be aroused.3. Learners will acquire proficiency in the skills of listening, speaking, reading and writing that will help them meet the challenges of the world.4. The learners will develop good oral and written skills of communication in the English language.
FYBA/ ENGLISH LITERATURE	<ol style="list-style-type: none">1. To develop passion for reading literary works amongst students2. To make learners at ease in the process of appreciation of literature3. To enable learners to understand and analyze selected stories, prose, fiction and non-fiction masterpieces4. To imbibe the underlying philosophy and values reflected in literature.5. To develop sensitivity to nature and understand the relationship between human beings and environment.
FYBCOM/ BUS COMM	<ol style="list-style-type: none">1. To use the case study approach to understand and address issues in the business world where communication is used effectively.
SYBA/ MASS COMM	<ol style="list-style-type: none">1. To understand the impact of Mass communication on people and define Censorship in the use of different media.
SYBA/ ENGLISH LITERATURE	<ol style="list-style-type: none">1. To expand critical thinking and to enable textual analysis both in Indian Writing in English and American Literature.2. To understand different perspectives on politics and control.
TYBA/ENGLISH LITERATURE	<ol style="list-style-type: none">1. To introduce to students the major trends and ideas in the literature and culture from the Renaissance to the Modern Era in Britain.2. To sensitize students to diverse sensibilities and humanitarian concerns through literature from 16th Century to 20th Century.3. To familiarize students with the tenets of Practical Criticism.4. To introduce the mechanics of writing for effective writing for various domain.

4) History

Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme/course	Outcome
<ul style="list-style-type: none">● F.Y.B.A. SEM I and II Paper I History of Modern India● S.Y.B.A. SEM III and IV Paper II Landmarks in World History Paper III Ancient India● T.Y.B.A. SEM V Paper IV Medieval India –from 1000 A.D. to 1526 A.D. Paper V History of Modern Maharashtra 1818A.D. to 1960 A.D. Paper VI Introduction to archaeology● T.Y.B.A. SEM VI Paper IV Mediaval India from 1526 A.D. to 1707 A.D. Paper V Contemporary India 1947 A.D. to 1960 A.D. Paper VI Museology and Archival Science	<ul style="list-style-type: none">✓ Impart knowledge of basic concepts and modern trends in History✓ Foster interest in History subject✓ Students learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.✓ Students acquire basic historical research skill, the effective use of libraries and archives

5) Political Science

Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme/course	Outcome
Semester I	To introduce the students to the Indian constitution, legislature, judiciary and executive structure.
Semester II	To introduce the students to the nature of federal system party politics and elections and challenges to national security.
Semester III	To acquaint the students with principles and concepts of political theory.
Semester IV	To introduce the students to various political values and ideologies
Semester V	To introduce the students to the writings on hegemony, feminism and multiculturalism.
Semester VI	To provide insight into Indian political thought.

6) Sociology

Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme/course	Outcome
Foundations of Sociology Paper I	<p>To introduce the students to the basic concepts in Sociology.</p> <p>To familiarize students with the theoretical aspects of different concepts.</p>
Fundamentals of Sociology Paper I	<p>To introduce the students to the emerging issues in Sociology.</p> <p>To enthuse students and to introduce them to the relevance and varied possibilities for future studies in Sociology.</p>
Paper II Indian Society: Structure and Change	<p>To introduce students to the Indian Sociological Traditions.</p> <p>To familiarize students with the Research traditions in Indian Sociology.</p> <p>To acquaint students with the emerging issues in Indian Society.</p>
Paper II Sociology of Development	<p>To introduce various theoretical perspectives in Indian society that have shaped the concept of development.</p> <p>To help students to gain an insight into emerging issues and contemporary debates within the development discourse.</p>
Paper III Contemporary issues in Indian Society.	<p>To bring awareness and sensitivity among the students towards contemporary issues.</p> <p>To inculcate responsibilities and promote equality.</p>
Paper III Emerging fields in Sociology.	<p>To introduce students to the relevance and varied possibilities for future studies in sociology.</p> <p>It make's students aware about the new vibrant fields in sociology.</p> <p>To provide students with an in-depth understanding of struggle and survival in today's competitive scenario.</p>
(Applied Component) Market research	<p>The course aims at introducing the students to the nature of marketing research and its uses. Since the focus is on techniques, it is expected that the students have an exposure to construction of simple questionnaire and conducting of simple survey interviews. Students are expected to undertake a project involving its formulation and data collection. Case studies are to</p>

	be used in teaching.
(Applied Component) Demography	The modules incorporated in this paper educate the students about the inter-relationship between economic development and population along with an exposition of the established theories of population. Issues related to demographic techniques and basic sources of demographic data in the Indian economy have also included. Aspects of the population policy and the study of its social characteristics are other important components of the modules of this paper.
PaperIV Theoretical Sociology	a) Understanding of Sociological Theory. b) To train students in the application of these theories to social situations.
PaperIV Anthropological Thought	a) Understanding of theoretical anthropology. b) To train students in the application of these theories to social situations.
Paper V Sociology Of Work	a) To introduce students to the area of industrial sociology b) To help students to develop sociological understanding of the changes taking place in the area
Paper V Sociology Of Informal Sector	a) To develop a sociological understanding of the issues related to the informal sector. b) To introduce students to the growing sector of informal workers in the Indian economy c) To introduce students to the understanding of issues related with the informal sector in the context of globalization. d) To engage students with current debates on outsourcing, downsizing, social clause, social security and role of ict
Paper VI Sociology Of Gender	a) To trace the evolution of Gender as a category of social analysis. b) To trace the emergence of women's movement in India and the history of their struggles
Paper VI Gender And Society In India: Contemporary Debates And Emerging Issues	a) To understand new and emerging issues in the Indian feminist landscape b) To understand newer methods of protest and resistance

Paper VII Sociology Of Human Resource Development	<ul style="list-style-type: none"> a) To familiarize the students with role and functions of human resource development at the micro and macro level. b) To create an awareness of the various issues involved in the development of human resources with particular emphasis on social and cultural factors.
Paper VII Sociology Of Organizations	<ul style="list-style-type: none"> a) To familiarize students with dynamics of organizations and diverse strategies useful in developing human resources. b) To create an understanding of human resource planning to social development and comprehend the challenges faced by organizations in a global context.
Paper VIII Urban Sociology	<ul style="list-style-type: none"> a) To introduce students to the basic concepts, theories, nature & dynamics of urbanization in India b) To understand the trends of India's contemporary urbanization pattern
Paper VIII Urbanisation In India: Issues And Concerns	<ul style="list-style-type: none"> a) To understand urban development in the neo liberal era. b) To understand newly emerging issues and concerns in the changing scenario
Paper IX Quantitative Social Research	<ul style="list-style-type: none"> a) To provide students with an orientation to quantitative social research b) To acquaint students with the important concepts, techniques and methods in the quantitative social research process c) To enable students to apply theoretical knowledge of social research to field study. Students are required to submit a project based on original field study.
Paper IX Qualitative Social Research	<ul style="list-style-type: none"> a) To provide students with an orientation to qualitative social research b) To acquaint students with the important concepts, techniques and processes in qualitative research c) To enable students to apply theoretical knowledge of social research to field study. Students are required to submit a project based on original data collection.

Urdu

Programme outcomes, program specific outcomes, and course outcomes offered:

Name of the programme:	Outcome
FYBA Urdu Compulsory	<ul style="list-style-type: none">✓ The student learns different forms of Urdu Prose & Poetry.✓ The student appreciates at least one prose writer and one poet in each form of prose and poetry.✓ The student knows how to write essays on different literary and social topics.✓ The student writes reports of different literary and cultural programmes.✓ The student develops healthy attitude towards supplementary reading.✓ The student memorises a good number of verses and couplets of well known poets
FYBA Urdu Paper I	<ul style="list-style-type: none">✓ The student learns one form of Urdu poetry ‘ Nazm ‘ and one form of prose ‘ Afsana ‘ in detail with their art, techniques and gradual development.✓ The student appreciates two Nazmgo poets Allama Iqbal and Akhtar Shirani and two Afsanago writers through their selected work.✓ The student develops skill to critically examine the beauties of a poem and a afsana.✓ The student understands the social relevance of literature.✓ The student develops the skill to express his/her creative ideas through Nazm and Afsana.
SYBA Urdu Paper II	<ul style="list-style-type: none">✓ The student learns two forms of Urdu Poetry ‘ Ghazal ‘ and ‘ Nazm ‘ in detail with their art, techniques and gradual development.✓ The student knows the Progressive Movement in Urdu literature and the important writers and poets associated with the same.✓ The student appreciates two Ghazalgo poets Asghar Gondavi and Faani Badayuni.✓ The student appreciates two Nazmgo poets Khalilur Rehman Azmi and Akhtarul Iman..

	<ul style="list-style-type: none"> ✓ The student learns the life and literary work of both the poets in detail. ✓ The student develops skill to critically examine the beauties of Ghazal and Nazm. ✓ The student understands the social and political relevance of Urdu poetry. ✓ The student develops the skill to express his/her creative ideas through Nazm and Ghazal.
SYBA Urdu Paper III	<ul style="list-style-type: none"> ✓ The student learns two forms of Urdu Prose ‘ Letter ‘ and ‘ Travelogue‘ in detail with their art, techniques and gradual development. ✓ The student knows the first war of freedom of 1957 and the importance of Mirza Ghalib in recording the memoirs of the same. ✓ The student knows the Aligarh Movement in Urdu literature and the contribution of Sir Sayyed Ahmed Khan in the field of Education and Reform. ✓ The student learns the art and delicacies of Letters of Ghalib and the importance of Letters of Sir Sayyed in knowing the educational and social development of Muslims of North India in second half of 19th century. ✓ The student appreciates two Travelogue writers Mujtaba Husain and Sughra Mehdi. ✓ The student learns the life and literary work of both the writers in detail. ✓ The student develops skill to critically examine the beauties of any Travelogue. ✓ The student understands the literary , social, cultural and political relevance of Urdu poetry. ✓ The student develops the habit of writing notes while traveling to distant places.
<p>TYBA Urdu Paper IV</p> <p>Essay, Grammar , Translation Rhetoric and Prosody</p>	<ul style="list-style-type: none"> ✓ The student learns in detail the four basic chapters of Urdu Grammar : Ism, Sifat, Zameer and Fael. ✓ The student learns different forms of Urdu Composition and develops skill to express his/her feelings and observations through different forms. ✓ The student learns different meters of Urdu poetry and develops the skill of scanning couplets of particular meters. ✓ The student translates passages from English to Urdu and from Urdu to English

<p>TYBA Urdu Paper V</p> <p>Modern Urdu Literature</p>	<ul style="list-style-type: none"> ✓ The student learns one form of Urdu Poetry ' Nazm' in detail with special reference to Prograssive Movement. The art, techniques, style of writing of different Prograssive Writers and gradual development. ✓ The student knows the Progressive Movement in Urdu literature and the important writers and poets associated with the same. ✓ The student appreciates one Nazgo poet Faiz Ahmed Faiz through his selected work. ✓ The student appreciates one Novel Writer Ismat Chughta'i. ✓ The student learns the life and literary work of Ismat Chughta'i. ✓ The student develops skill to critically examine the beauties of Nazm and Novel. ✓ The student understands the social and political relevance of both the forms of literature. ✓ The student develops the skill to critically examine any Nazm or Novel.
<p>TYBA Urdu Paper VI</p> <p>Urdu Journalism</p>	<ul style="list-style-type: none"> ✓ The student learns the meaning, importance, art and different forms of Journalism. ✓ The student differentiates and learns to write news, editorial, feature and column to a limited extent. ✓ The student learns to prepare a questionnaire for an interview. ✓ The student conducts an interview with a Journalist . ✓ The student develops research skills when completing the projects. ✓ He\she works as an intern in the office of any Urdu Newspaper.

<p>TYBA Urdu Paper VII</p> <p>Classical Urdu Prose</p>	<ul style="list-style-type: none"> ● The student learns two forms of Classical Urdu Prose ' Tamseel ' and ' Dastan' in detail with their art, techniques and gradual development. ● The student learns to read texts in Dakani Urdu. ● The student knows the development of Urdu language in Deccan. ● The student learns the art and delicacies of Tamseel of Mulla Wajhi and the importance of his book Sabras in Urdu Prose. ● The student knows the development of Urdu Prose in Fort William College, Kolkata
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	<ul style="list-style-type: none"> ● The student learns the art and delicacies of Dastan of Haider Baksh Haidary and the importance of his book Qissa-e-Hatim Tai in Urdu Prose. ● The student learns the life and literary work of both the writers in detail. ● The student develops skill to critically examine the beauties of Tamseel and Dastan. ● The student understands the historical importance of both the Classical forms of Urdu Prose and their role in gradual development of Urdu language. ● The student develops the habit of reading and appreciating of classical literature
<p>TYBA Urdu Paper VIII</p> <p>Classical Urdu Poetry</p>	<ul style="list-style-type: none"> ✓ The student learns two forms of Classical Urdu Poetry ‘ Ghazal ‘ and ‘ Marsiya ‘ in detail with their art, techniques and gradual development. ✓ The student knows the development of Urdu Ghazal and Marsiya in Deccan, Delhi and Lucknow. ✓ The student learns the art and delicacies of Classical Urdu Ghazal of Delhi and Lucknow . ✓ The student knows the art, delicacies and important poets of Urdu Marsiya in Deccan, Delhi and Lucknow. ✓ The student learns the art and delicacies of Ghazal of Khwaja Meer Dard and Khwaja Haidar Ali Atish. ✓ The student learns the life and literary work of both the Poets in detail. ✓ The student develops skill to critically examine the beauties of Classical Urdu Ghazal and Marsiya. ✓ The student understands the historical importance of both the Classical forms of Urdu Poetry and their role in gradual development of Urdu language. ✓ The student develops the habit of reading and appreciating Classical Urdu Poetry.
<p>TYBA Urdu Paper IX</p> <p>Urdu Stage and Theatre</p>	<ul style="list-style-type: none"> ✓ The student learns art, technique and different forms of Drama, Stage and Theatre . ✓ The student knows the gradual development of Drama in general and Urdu Drama in particular. ✓ The student does detailed study of two playwrights, one classical and another modern, namely Dr. Abid Husain and Zahir Anwar. ✓ The student develops interest in staging plays and learning to act, direct or write plays as per his aptitude.

	<ul style="list-style-type: none">✓ The student gets opportunities to attend seminars and workshops on Drama, stage and Theatre.✓ The student gets the opportunity to work with different drama groups playwrights when completing the project.✓ The student learns the life and literary work of both the playwrights in detail.✓ The student develops skill to critically examine the beauties of Classical Urdu Drama.✓ The student develops the habit of watching and appreciating Classical and Modern Plays.
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HINDI

Programme outcomes, program specific outcomes, and course outcomes offered :

Name Of the Programme/course	Outcome
Semester – I B.A. F.Y.B.A. Compulsory Hindi UAHINCOM 101	<ol style="list-style-type: none">1. विद्यार्थियों को कविता और कहानी विधाओं के अतिरिक्त हिन्दी के प्रमुख साहित्यकारों से परिचित कराना।2. अनुवाद और पत्र लेखन की कला ज्ञान देना।3. विद्यार्थियों की भाषा को समृद्ध करना।
Semester – I B.A. F.Y.B.A. Compulsory Hindi UAHINCOM 201	<ol style="list-style-type: none">1. निबंध लेखन और संवाद लेखन द्वारा भावों एवं विचारों की अभिव्यक्ति में सक्षम बनाना।2. मुहावरों और व्याकरण के माध्यम से विद्यार्थियों की भाषाको समृद्ध करना।3. विद्यार्थियों में लेखन के दौरान होने वाली अशुद्धियों को दूर करना।
Semester – I B.A. F.Y.B.A. Ancillary Hindi UAHIN 101	<ol style="list-style-type: none">1. विद्यार्थियों को गद्य विधाओं की प्रचलित रचना कहानी, निबंध आदि के अतिरिक्त आत्मकथा, जीवनी, संस्मरण, यात्रा वृत्तांत और रेखाचित्र आदि नवीनतम विधाओं से परिचित कराना।2. हिंदी कहानी के आरंभ से लेकर अद्यतन कहानी की प्रवृत्तियों एवं कहानी के विकास से अवगत कराना।3. विद्यार्थियों का नवीन गद्य विधाओं के स्वरूप-विवेचन तथा विशेषताओं से परिचय कराना।
Semester – I B.A. F.Y.B.A. Ancillary Hindi UAHIN 201	<ol style="list-style-type: none">1. विद्यार्थियों को गद्य विधाओं की प्रचलित रचना कहानी, निबंध आदि के अतिरिक्त आत्मकथा, जीवनी, संस्मरण, यात्रा वृत्तांत और रेखाचित्र आदि नवीनतम विधाओं से परिचित कराना।2. हिंदी कहानी के आरंभ से लेकर अद्यतन कहानी की प्रवृत्तियों एवं कहानी के विकास से अवगत कराना।3. विद्यार्थियों का उपन्यास के स्वरूप – विवेचन तथा विशेषताओं से परिचय कराना।
PAPER II, SEMESTER - III B.A. (C.B.C.S.) S.Y.B.A. UAHIN 301	<ol style="list-style-type: none">1. विद्यार्थियों में मानवीय संवेदना के विकास के साथ नवीन सामाजिक, सांस्कृतिक बोध और जीवन मूल्यों का विकास होगा।2. विद्यार्थियों में साहित्य के माध्यम से कलात्मक गुणों की अभिवृद्धि होगी, कला की साहित्यिक विधाओं के प्रति अभिरुचि जागृत होगी तथा रचनात्मक – कौशल को बढ़ावा मिलेगा।3. विद्यार्थियों में नये वैश्विक-मूल्यों के प्रति सजगता को बढ़ावा मिलेगा एवं पर्यावरणीय चेतना के प्रति दायित्व-बोध उत्पन्न होगा।
PAPER II, SEMESTER - III B.A. (C.B.C.S.) S.Y.B.A. UAHIN 401	<ol style="list-style-type: none">1. विद्यार्थियों में मानवीय संवेदनाओं के विकास के साथ नवीन सामाजिक, सांस्कृतिक और राजनीतिक मूल्यों का गुणात्मक विकास होगा।2. विद्यार्थियों में राष्ट्र-निर्माण हेतु नये सामाजिक, राजनीतिक, सांस्कृतिक विचारों का प्रसार होगा और दायित्व-बोध निर्वहन का विकास होगा। 3.

	<p>3. विद्यार्थियों में नये वैश्विक मूल्यों के प्रति सजगता बढ़ावा मिलेगा एवं मूल्यवादी दृष्टि के प्रति दायित्व-बोध निर्वहन का विकास होगा।</p> <p>4. विद्यार्थियों में साहित्य-रसास्वादन के साथ कलात्मक अभिरुचि का निर्माण होगा, रचनात्मक-कौशल्य को बढ़ावा मिलेगा।</p>
<p>PAPER III, SEMESTER – III B.A. (C.B.C.S.) S.Y.B.A. UAHIN 302</p>	<p>1. विद्यार्थियों को व्यावहारिक हिन्दी भाषा-दक्षता की प्रवीणता की प्राप्ति होगी।</p> <p>2. विद्यार्थियों का व्यावसायिक रूप से आत्मनिर्भरता के योग्य बनाना।</p> <p>3. विद्यार्थी जनसंचार माध्यमों में रोजगार के अवसर व अन्य क्षेत्रों से अवगत होंगे।</p>
<p>PAPER III, SEMESTER – IV B.A. (C.B.C.S.) S.Y.B.A. UAHIN 402</p>	<p>1. विद्यार्थियों को तकनीकी और व्यावहारिक भाषा दक्षता की प्रवीणता प्राप्ति होगी।</p> <p>2. व्यावसायिक रूप से आत्मनिर्भरता की संभावना बढ़ेगी।</p> <p>3. जनसंचार माध्यमों में रोजगार के क्षेत्रों से परिचय होगा।</p>
<p>T.Y.B.A. (Paper – IV, V, VI)</p>	<p>1. विद्यार्थी को हिन्दी साहित्य के इतिहास की व्यापक जानकारी प्राप्त होगी, साहित्य की अविरल धारा का परिचय प्राप्त होगा। हिन्दी साहित्य की विभिन्न विधाओं का व्यापक और क्रमबद्ध ज्ञान प्राप्त होगा।</p> <p>2. विद्यार्थियों में साहित्य के माध्यम से कलात्मक गुणों की अभिवृद्धि होगी, कला की साहित्यिक विधाओं के प्रति अभिरुचि जागृत होगी तथा रचनात्मक-कौशल को बढ़ावा मिलेगा, साहित्य के समकालीन परिवेश से जुड़ सकेंगे, सामाजिक समस्याओं, पक्षों से अवगत होते हुए समाधान की ओर बढ़ सकेंगे।</p> <p>3. विद्यार्थी जनसंचार, सूचना प्रौद्योगिकी, सोशल मीडिया के अधुनातन माध्यमों में प्रयुक्त हिन्दी-देवनागरी लिपि के अध्ययन, प्रयोग से मीडिया, कोश निर्माण आदि क्षेत्रों में रोजगार में प्रयुक्त हिन्दी-देवनागरी लिपि के अध्ययन, प्रयोग से मीडिया, कोश निर्माण आदि क्षेत्रों में रोजगार के अवसर प्राप्त कर सकेंगे।</p> <p>4. विद्यार्थी भारतीय काव्यशास्त्र की व्यापक जानकारी प्राप्त होने के साथ काव्यशास्त्रीय मानदंडों का ज्ञान प्राप्त होगा जिसके माध्यम से विद्यार्थी स्वयं साहित्य-रचना की प्रवृत्ति की ओर प्रेरित हो सकेगा।</p> <p>5. विद्यार्थी भाषा के विविध रूप तथा भाषा परिवर्तन के कारणों का ज्ञान प्राप्त कर सकेंगे। भाषा विज्ञान के विभिन्न अंगों से परिचित होते हुए उसकी उपयोगिता का ज्ञान प्राप्त कर सकेंगे। विद्यार्थी हिन्दी-ध्वनियों के उच्चारण संबंधी तथा देवनागरी लिपि का वैज्ञानिक ज्ञान को प्राप्त कर सकेंगे।</p> <p>6. विद्यार्थियों में मानवीय संवेदनाओं के विकास के साथ नवीन सामाजिक, सांस्कृतिक बोध और जीवन मूल्यों का विकास होगा, जिससे विद्यार्थी अधिक उदार, चेतना-सम्पन्न तथा जिम्मेदार नागरिक बनेंगे।</p> <p>7. विद्यार्थियों में नये वैश्विक-मूल्यों के प्रति सजगता को बढ़ावा</p>

	मिलेगा एवं पर्यावरणीय चेतना के प्रति दायित्व-बोध उत्पन्न होगा।
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