



GOVERNMENT DEGREE COLLEGE

RAYACHOTY, ANNAMAYYA DISTRICT, A.P.516269

(Accredited with C grade by NAAC)

Department of Urdu



COs & PSOs MAPPING

BA SPECIAL URDU

UNDER CBCS FRAMEWORK

WITH EFFECT FROM 2015-16

PROGRAM SPECIFIC OUTCOMES FOR BA SPECIAL URDU

| Students after successful completion of BA SPECIAL URDU will be able to: | |
|--|--|
| PSO-1 | Students will demonstrate proficiency in reading, writing, speaking, and understanding Urdu, including classical and modern literary texts |
| PSO-2 | Students will analyze and critique Urdu literature across different genres (prose, poetry, drama), periods (classical to contemporary), and cultural contexts |
| PSO-3 | Students will demonstrate proficiency in translating Urdu texts into English and vice versa, maintaining the cultural and literary nuances of the original text |
| PSO-4 | Students will acquire research skills specific to Urdu studies, including the ability to gather, analyze, and interpret primary and secondary sources in Urdu language |
| PSO-5 | Students will understand and apply ethical standards in research, writing, and scholarly activities related to Urdu studies, respecting intellectual property rights and cultural sensitivities. |

Title of the Course: URDU PROSE: AFSANAVI ADAB AUR DRAMA

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Students will be able to distinguish between the literary forms of afsana (short story) and drama, identifying their unique characteristics and narrative structures. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Develop the ability to critically analyze afsanay (short stories) and dramas from Urdu literature, including their themes, motifs, and socio-cultural contexts. | ✓ | ✓ | ✓ | | ✓ |
| CO-3 | Gain insights into the historical development of afsanavi adab (short story literature) and drama in Urdu, tracing their evolution and prominent contributors. | ✓ | | | ✓ | ✓ |
| CO-4 | Encourage students to apply their understanding of afsanavi adab and drama in Urdu through creative writing exercises, such as writing original afsanay or short dramatic scenes. | ✓ | ✓ | ✓ | | ✓ |
| CO-5 | Discuss ethical and moral dilemmas depicted in afsanay and dramas, fostering a nuanced understanding of human behavior and societal dynamics. | ✓ | | ✓ | ✓ | ✓ |

Title of the Course: URDU PROSE: GAIR AFSANAVI ADAB

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Students will be able to differentiate and classify various non-fiction genres in Urdu literature, such as essays (mazameen), memoirs (autobiographies and biographies), travelogues (safarnamay), and criticism (tanqeed). | ✓ | ✓ | ✓ | | ✓ |
| CO-2 | Develop the ability to critically analyze non-fiction works in Urdu literature, including their themes, perspectives, and literary techniques employed by authors. | ✓ | | ✓ | | ✓ |
| CO-3 | Gain insights into the historical development and evolution of non-fiction genres in Urdu literature, exploring key figures and movements that shaped this literary tradition. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Appreciate the unique styles, rhetorical devices, and linguistic nuances employed by Urdu non-fiction writers to convey their ideas effectively | ✓ | | ✓ | | ✓ |
| CO-5 | Conduct independent research on specific themes, authors, or periods within Urdu non-fiction literature, and present their findings through scholarly presentations or papers. | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: URDU POETRY (GOHAR E ADAB)

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Students will develop an understanding of the historical development and evolution of Urdu poetry, from its origins to contemporary forms, including prominent poets and movements. | ✓ | ✓ | ✓ | | ✓ |
| CO-2 | Identify and differentiate between various genres and forms of Urdu poetry, such as ghazal, nazm, marsiya, rubai, and qasida, understanding their unique characteristics, structures, and thematic concerns. | ✓ | ✓ | | ✓ | ✓ |
| CO-3 | Develop skills to critically analyze Urdu poetry, examining themes, motifs, symbolism, and poetic devices employed by poets to convey emotions, ideas, and social commentary. | ✓ | | ✓ | ✓ | ✓ |
| CO-4 | Gain appreciation for the aesthetic and linguistic techniques used in Urdu poetry, such as imagery, metaphor, symbolism, rhyme schemes, and meter (bahar). | ✓ | | ✓ | ✓ | ✓ |
| CO-5 | Compare Urdu poetry with poetic traditions from other languages and cultures, exploring influences, similarities, and unique cultural expressions | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: URDU POETRY (GOHAR E ADAB)

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Student shall be able to understand and explain salient features and characteristics of Popular genres in Urdu Poetry viz., Ghazal and Nazm. | ✓ | ✓ | | ✓ | |
| CO-2 | Understand and explain the origin and development of Ghazal and Nazm in Urdu, with special reference to the development of Urdu Ghazal in Rayalseema. | ✓ | ✓ | ✓ | | ✓ |
| CO-3 | Understand and explain the prescribed Ghazals and Nazms. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Discuss and critically appreciate important Poets of Urdu Ghazal and Nazm. | ✓ | ✓ | ✓ | ✓ | |
| CO-5 | Encourage creative engagement with Urdu poetry through writing exercises such as composing ghazals, nazms, or exploring contemporary poetic themes and techniques. | ✓ | ✓ | ✓ | ✓ | ✓ |

Title of the Course: TAREEK E ADAB

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Gain an in-depth understanding of the historical, social, and cultural contexts that shaped Urdu literature from its origins to contemporary times. | ✓ | | ✓ | ✓ | ✓ |
| CO-2 | Analyze major literary movements within Urdu literature and their impact on shaping literary trends and styles. like Dabistan e Delhi ,Dabistan e lakhnau | ✓ | | ✓ | ✓ | |
| CO-3 | Study and critically evaluate the works of prominent Urdu poets, writers, and intellectuals throughout history of Dabistan e Delhi ,Dabistan e lakhnau | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Examine the influence of socio-political events and movements on the development of Urdu literature | ✓ | ✓ | ✓ | | ✓ |
| CO-5 | Appreciate the cultural heritage and diversity reflected in Urdu literature, including regional variations and linguistic developments | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: TAREEK E ADAB

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Gain an in-depth understanding of the historical, social, and cultural contexts that shaped Urdu literature from its origins to contemporary times. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Analyze major literary movements within Urdu literature and their impact on shaping literary trends and styles. speacilly Tarqe pasand Tahreek and Sirsyed Hali Shbli. | ✓ | | ✓ | | ✓ |
| CO-3 | Study and critically evaluate the works of prominent Urdu poets, writers, and intellectuals throughout the personalities of Sirsyed Hali Shbli. | ✓ | | ✓ | ✓ | ✓ |
| CO-4 | Foster critical thinking skills by engaging in debates and discussions on controversial and influential aspects of Urdu literary history. | ✓ | ✓ | | ✓ | ✓ |
| CO-5 | Enhance research skills and ability to present findings effectively through academic writing and presentations focused on Urdu literary topics | | ✓ | ✓ | ✓ | |

Title of the Course: ADABI TANQEED

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Understanding the concept and purpose of literary criticism, its evolution, and its relevance in analyzing and interpreting literary texts. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Exploring different schools or approaches to literary criticism, such as formalism, structuralism, post-structuralism, feminist criticism, postcolonial criticism, etc., and their application to Urdu literature. | ✓ | | ✓ | ✓ | |
| CO-3 | Analyzing the elements of literature (plot, character, setting, theme, etc.) and how they are critiqued in Urdu literary works. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Examining how historical, social, and cultural contexts influence literary criticism in Urdu literature, including the impact of movements, trends, and political climates. | ✓ | | ✓ | ✓ | ✓ |
| CO-5 | Developing practical skills in writing literary criticism through assignments, essays, and critical reviews of Urdu literary works. | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: DABISTAAN E TANQEED AUR CHAND AHM TANQEED NIGAR

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Understanding the evolution from traditional forms of literary criticism, which often focused on aesthetics and morals, to modern approaches that incorporate structural, sociological, and psychological analyses. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Exploring the main Duties of critic and qualities of a critics. | ✓ | | ✓ | ✓ | |
| CO-3 | Exploring recurring themes and trends in Urdu literary criticism, such as the critique of social norms, exploration of identity, and the portrayal of emotions and human relationships. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Exploring the contributions of significant Urdu critics such as Shibli Nomani, Altaf Hussain Hali, Ehtisham Hussain, and others who shaped the early discourse on Urdu literature and criticism. | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO-5 | Studying influential Urdu literary critics and their contributions to the field of literary criticism, including their theories and critical perspectives of EHTISHAM HUSSAIN, SHIBLI, ALE AHMED SUROOR, KALEEMUDDIN AHMED | ✓ | ✓ | ✓ | ✓ | ✓ |

Title of the Course: HALI AUR MUQADDAMA SHAIR-O-SHAIRI

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Gain insight into the socio-cultural and literary milieu of 19th-century India, particularly focusing on Altaf Hussain Hali's life and times. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Critically examine Hali's seminal work "Muqaddama-e-Shair-o-Shairi," exploring its thematic depth, stylistic innovations, and its impact on Urdu literary criticism. | ✓ | | ✓ | ✓ | |
| CO-3 | Compare Hali's approach to poetry and criticism with other contemporary Urdu literary critics and poets, examining similarities, differences, and shared influences. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Evaluate the relevance of Hali's ideas and theories in the context of modern Urdu literature and criticism, considering their enduring influence on subsequent generations of poets and critics | ✓ | ✓ | ✓ | ✓ | |
| CO-5 | Investigate how Hali's ideas contributed to the development of literary movements and schools of thought within Urdu literature, such as the modernist movement and socio-cultural reforms | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: SPECIAL STUDY OF MOULANA ABUL KALAM AZAD

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Gain a comprehensive understanding of Maulana Abul Kalam Azad's life, including his upbringing, education, political activism, and religious beliefs. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Analyze Azad's intellectual contributions in fields such as Islamic theology, literature, philosophy, and education, and their impact on Indian society and beyond. | ✓ | | ✓ | ✓ | |
| CO-3 | Evaluate Azad's role as a leader in the Indian freedom struggle, his contributions to the Indian National Congress, and his advocacy for Hindu-Muslim unity. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Explore Azad's literary works, including his writings in Urdu and Persian poetry, essays, and speeches, and their influence on Indian literature and culture. | ✓ | | ✓ | ✓ | |
| CO-5 | Compare Azad's ideas with other contemporaneous leaders and thinkers in India and globally, considering their similarities, differences, and enduring relevance. | ✓ | ✓ | ✓ | | ✓ |



Dr. Syed Vasiullah Bukhtiyari
Lecturer in Urdu
GDC Rayachoty.



B. KIRAN KUMAR, M.Sc, B.Ed, NET, SET.
IQAC Coordinator
GDC Rayachoty



Dr. P. HARSHALATHA, M.Sc, M.Phil, Ph.D
Principal
GDC Rayachoty



GOVERNMENT DEGREE COLLEGE

RAYACHOTY, ANNAMAYYA DISTRICT, A.P.516269

(Accredited with C grade by NAAC)

Department of Urdu



COs & PSOs MAPPING

BA SPECIAL URDU

UNDER REVISED CBCS FRAMEWORK

WITH EFFECT FROM 2020-21

PROGRAM SPECIFIC OUTCOMES FOR BA SPECIAL URDU

| Students after successful completion of BA SPECIAL URDU will be able to: | |
|--|---|
| PSO-1 | Students will demonstrate advanced proficiency in reading, writing, listening, and speaking Urdu, including literary and formal registers |
| PSO-2 | Students will analyze and critique classical and modern Urdu literature, demonstrating an understanding of literary themes, styles, and cultural contexts |
| PSO-3 | Students will appreciate and critically evaluate the cultural heritage of Urdu-speaking regions, including literature, arts, music, and societal norms |
| PSO-4 | Students will demonstrate competence in translating Urdu texts into English and vice versa, maintaining linguistic accuracy and cultural nuances |
| PSO-5 | Students will conduct independent research in Urdu, demonstrating skills in gathering, analyzing, and synthesizing information, and presenting their findings in academic papers and projects |

Title of the Course: URDU PROSE : AFSANAVE ADAB AUR DRAMA

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Students will be able to distinguish between the literary forms of afsana (short story) and drama, identifying their unique characteristics and narrative structures. | ✓ | | ✓ | ✓ | ✓ |
| CO-2 | Develop the ability to critically analyze afsanay (short stories) and dramas from Urdu literature, including their themes, motifs, and socio-cultural contexts. | ✓ | ✓ | ✓ | | ✓ |
| CO-3 | Gain insights into the historical development of afsanavi adab (short story literature) and drama in Urdu, tracing their evolution and prominent contributors. | ✓ | | | ✓ | ✓ |
| CO-4 | Encourage students to apply their understanding of afsanavi adab and drama in Urdu through creative writing exercises, such as writing original afsanay or short dramatic scenes. | ✓ | ✓ | ✓ | ✓ | |
| CO-5 | Discuss ethical and moral dilemmas depicted in afsanay and dramas, fostering a nuanced understanding of human behavior and societal dynamics. | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: URDU PROSE: GAIR AFSANAVE ADAB AUR DRAMA

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Students will be able to differentiate and classify various non-fiction genres in Urdu literature, such as essays (mazameen), memoirs (autobiographies and biographies), travelogues (safarnamay), and criticism (tanqeed). | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO-2 | Develop the ability to critically analyze non-fiction works in Urdu literature, including their themes, perspectives, and literary techniques employed by authors. | ✓ | ✓ | | ✓ | ✓ |
| CO-3 | Gain insights into the historical development and evolution of non-fiction genres in Urdu literature, exploring key figures and movements that shaped this literary tradition. | ✓ | | ✓ | ✓ | ✓ |
| CO-4 | Appreciate the unique styles, rhetorical devices, and linguistic nuances employed by Urdu non-fiction writers to convey their ideas effectively | ✓ | | ✓ | ✓ | ✓ |
| CO-5 | Conduct independent research on specific themes, authors, or periods within Urdu non-fiction literature, and present their findings through scholarly presentations or papers. | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: URDU POETRY (GOWHARE ADAB)

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Students will develop an understanding of the historical development and evolution of Urdu poetry, from its origins to contemporary forms, including prominent poets and movements. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Identify and differentiate between various genres and forms of Urdu poetry, such as ghazal, nazm, marsiya, rubai, and qasida, understanding their unique characteristics, structures, and thematic concerns. | ✓ | ✓ | ✓ | | ✓ |
| CO-3 | Develop skills to critically analyze Urdu poetry, examining themes, motifs, symbolism, and poetic devices employed by poets to convey emotions, ideas, and social commentary. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Gain appreciation for the aesthetic and linguistic techniques used in Urdu poetry, such as imagery, metaphor, symbolism, rhyme schemes, and meter (bahar). | ✓ | | ✓ | | ✓ |
| CO-5 | Compare Urdu poetry with poetic traditions from other languages and cultures, exploring influences, similarities, and unique cultural expressions | ✓ | ✓ | ✓ | | ✓ |

Title of the Course: HISTORY OF URDU LITERATURE

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Trace the historical development of Urdu literature from its origins to the present day Identify the significant periods and movements in the history of Urdu literature. | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO-2 | Recognize the cultural, social, and political contexts that influenced the development of Urdu literature | ✓ | | ✓ | | ✓ |
| CO-3 | Learn about the lives and works of major Urdu literary figures, including poets, novelists, and playwrights | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Gain familiarity with different genres within Urdu literature, such as poetry, prose, drama, and short stories | ✓ | | ✓ | | ✓ |
| CO-5 | Understand their contributions to Urdu literature and their influence on subsequent generations of writers. | ✓ | ✓ | ✓ | ✓ | ✓ |

Title of the Course: LITERARY CRITICISM

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Recognize the purpose and significance of literary criticism in understanding and interpreting literary works | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Gain knowledge of various critical theories and approaches, such as formalism, structuralism, post-structuralism, Marxism, feminism, psychoanalysis, and post-colonialism. | ✓ | | ✓ | | ✓ |
| CO-3 | Apply critical theories to the analysis of Urdu literary texts, identifying themes, motifs, and stylistic elements. | ✓ | | ✓ | ✓ | ✓ |
| CO-4 | Formulate well-reasoned arguments and critiques based on textual evidence and critical frameworks | ✓ | | | ✓ | ✓ |
| CO-5 | Engage in thoughtful discussions and debates on literary topics, demonstrating clarity and coherence in presenting ideas. | | ✓ | ✓ | | |

Title of the Course: TEACHING METHODS IN URDU

| COs ↓ | | PSOs ↓ | | | | |
|-------|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Comprehend the foundational theories and principles of teaching and learning. Recognize the significance of effective teaching methods in promoting language acquisition and literacy. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Apply a variety of teaching methods, such as direct instruction, cooperative learning, inquiry-based learning, and differentiated instruction, to enhance student engagement and learning outcomes | ✓ | | ✓ | | ✓ |
| CO-3 | Apply effective classroom management techniques to create a positive and conducive learning environment. | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Develop proficiency in teaching Urdu language skills, including listening, speaking, reading, and writing. | ✓ | ✓ | ✓ | ✓ | |
| CO-5 | Encourage students to explore and appreciate the richness of Urdu culture and literary heritage | | ✓ | ✓ | | ✓ |

Title of the Course: EDUCATIONAL PSYCHOLOGY

| COs ↓ | | PSOs ↓ | | | | |
|-------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| CO-1 | Comprehend foundational theories and principles of educational psychology. | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Explore various learning theories, including behaviorism, cognitivism, constructivism, and social learning theory | ✓ | ✓ | ✓ | | ✓ |
| CO-3 | Develop effective classroom management strategies based on psychological principles | ✓ | ✓ | | ✓ | ✓ |
| CO-4 | Create a positive and conducive learning environment that supports student well-being and academic success | ✓ | ✓ | | ✓ | ✓ |
| CO-5 | Engage in reflective practice to evaluate and improve teaching methods based on psychological principles. | ✓ | ✓ | ✓ | | ✓ |



Dr. S. Farook Basha
Lecturer in Urdu
GDC Rayachoty.



B. KIRAN KUMAR, M.Sc, B.Ed, NET, SET.
IQAC Coordinator
GDC Rayachoty



Dr. P. HARSHALATHA, M.Sc, M.Phil, Ph.D
Principal
GDC Rayachoty



GOVERNMENT DEGREE COLLEGE

RAYACHOTY, ANNAMAYYA DISTRICT, A.P.516269

(Accredited with C grade by NAAC)

Department of Urdu



COs & PSOs MAPPING

BA HONOURS MAJOR URDU

4-YEARS UG HONOURS PROGRAM WITH SINGLE MAJOR AND ONE MINOR

WITH EFFECT FROM 2023-24

PROGRAM SPECIFIC OUTCOMES FOR BA MAJOR URDU

| Students after successful completion of BA MAJOR URDU will be able to: | |
|--|--|
| PSO-1 | Students will demonstrate a comprehensive understanding of the historical evolution of Urdu language, including its linguistic origins, development, and influences from Persian, Arabic, and regional languages. |
| PSO-2 | Students will develop advanced skills in applying literary theories and methodologies to analyze and critique Urdu literary texts, demonstrating a deep understanding of literary trends and movements in Urdu literature. |
| PSO-3 | Students will develop research skills and ethical awareness in producing factual and informative content in Urdu, adhering to standards of accuracy and integrity in non-fiction writing |
| PSO-4 | Students will develop skills in media analysis, ethical journalism practices, and digital storytelling techniques specific to Urdu media, preparing them for careers in journalism, publishing, and digital media |
| PSO-5 | Students will utilize digital tools and platforms effectively for Urdu language research, publication, and communication, adapting to contemporary media and technological advancements |
| PSO-6 | Students will develop advanced skills in academic writing, including the ability to articulate complex ideas and arguments in Urdu with clarity, precision, and scholarly rigor. |
| PSO-7 | Students will demonstrate competence in translating Urdu texts into English and vice versa, maintaining linguistic accuracy and cultural sensitivity in diverse contexts. |
| PSO-8 | Students will explore various genres of Urdu prose writing, including personal essays, literary criticism, and socio-political commentary, developing their unique voice and style in Urdu composition |

Title of the Course: URDU ZABAN WA ADAB KI TAREEK

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will develop an understanding of the historical evolution of the Urdu language and literature | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO-2 | Students will gain knowledge about significant literary movements such as Deccani, Classical, Progressive, and Modern Urdu literature, along with their characteristics and impacts | ✓ | ✓ | ✓ | | | ✓ | ✓ | |
| CO-3 | Students will learn about major authors, poets, and literary personalities in Urdu language and literature, appreciating their contributions. | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| CO-4 | Students will comprehend the cultural background of Urdu language and literature and its social and cultural influences | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO-5 | Students will acquire skills in literary criticism, enabling them to critically analyze various literary texts | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

Title of the Course: URDU ADAB KI TAHREKATH

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will develop a thorough understanding of the major literary movements in Urdu literature, including their origins, key characteristics, and influences. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| CO-2 | Students will gain insights into the historical and social contexts that led to the emergence and development of various literary movements in Urdu literature. | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| CO-3 | Students will become familiar with prominent literary figures and their significant works associated with each movement, appreciating their contributions to Urdu literature. | ✓ | | ✓ | ✓ | | ✓ | ✓ | |
| CO-4 | Students will explore the central themes and stylistic features of different literary movements such as Classical, Romantic, Progressive, Modernist, and Postmodernist movements. | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| CO-5 | Students will learn to compare and contrast different literary movements, identifying similarities and differences in their approaches, themes, and impacts. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |

Title of the Course: URDU MEIN TANQEED

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will gain a thorough understanding of major literary theories and their application in the context of Urdu literature | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| CO-2 | Students will learn about the historical development of literary criticism in Urdu, tracing its evolution from classical to contemporary times. | ✓ | | ✓ | ✓ | | ✓ | ✓ | |
| CO-3 | Students will become familiar with prominent Urdu literary critics and their significant contributions to the field of literary criticism. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO-4 | Students will learn to compare different critical perspectives and approaches, understanding their strengths and limitations in the context of Urdu literature. | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| CO-5 | Students will apply literary criticism to a range of Urdu texts, including poetry, prose, and drama, to uncover deeper meanings and interpretations. | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |

Title of the Course: URDU MEIN INSHAIYA NIGARI

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will understand the definition, characteristics, and historical development of essay writing in Urdu literature. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| CO-2 | Students will become familiar with notable essayists in Urdu literature and their significant works | ✓ | | ✓ | | ✓ | | | ✓ |
| CO-3 | Students will acquire the ability to critically analyze various essays, understanding their themes, styles, and messages. | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| CO-4 | Students will explore various types of essays, such as humorous, serious, philosophical, and personal essays | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| CO-5 | Students will learn about ethical considerations in essay writing, fostering a responsible and respectful critical approach | | ✓ | ✓ | | | | ✓ | ✓ |

Title of the Course: GALIB KA KHUSUSI MUTALA

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|--|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will gain an understanding of the life, historical context, and socio-political environment of Mirza Ghalib | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| CO-2 | Students will study the major works of Mirza Ghalib, including his poetry (ghazals) and prose, appreciating his contributions to Urdu literature | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-3 | Students will explore the recurring themes and motifs in Ghalib's work, such as love, philosophy, mysticism, and human experience. | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-4 | Students will analyze Ghalib's unique language, diction, and stylistic features, understanding what sets his work apart in Urdu literature. | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ |
| CO-5 | Students will develop the ability to critically analyze Ghalib's poetry and prose, applying various literary theories and critical frameworks | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |

Title of the Course: MOULANA ABUL KALAM AZAD KA KHUSUSI MUTALA

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Gain a comprehensive understanding of Maulana Abul Kalam Azad's life, including his upbringing, education, political activism, and religious beliefs. | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Analyze Azad's intellectual contributions in fields such as Islamic theology, literature, philosophy, and education, and their impact on Indian society and beyond. | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Evaluate Azad's role as a leader in the Indian freedom struggle, his contributions to the Indian National Congress, and his advocacy for Hindu-Muslim unity. | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Explore Azad's literary works, including his writings in Urdu and Persian poetry, essays, and speeches, and their influence on Indian literature and culture. | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Compare Azad's ideas with other contemporaneous leaders and thinkers in India and globally, considering their similarities, differences, and enduring relevance. | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: URDU FICTION

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|--|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will gain a comprehensive understanding of the evolution and characteristics of Urdu fiction, including its historical context. | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will become familiar with key Urdu fiction writers and their significant works, appreciating their contributions to Urdu literature. | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will analyze various narrative techniques and styles used in Urdu fiction, understanding how these contribute to the overall impact of the stories. | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will compare and contrast the works of different Urdu fiction writers, understanding their unique perspectives and approaches. | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will understand the cultural and social contexts that influence Urdu fiction, recognizing the interplay between literature and society. | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: URDU NON-FICTION

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|--|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will understand the definition and scope of Urdu non-fiction, including its various forms such as essays, biographies, autobiographies, travelogues, and journalistic writings. | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will learn about the historical development of non-fiction in Urdu literature, tracing its evolution from classical to contemporary times. | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will explore the diverse themes and subjects addressed in Urdu non-fiction, such as social issues, politics, history, culture, and personal reflections | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will analyze the writing styles and techniques used in Urdu non-fiction, understanding how authors effectively convey their ideas and perspectives | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will compare different non-fiction works and authors, identifying similarities and differences in their approaches and interpretations. | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: URDU MEIN KHAKA NIGARI

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|--|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will understand the definition and various forms of sketch writing in Urdu literature, including satire, comedy, and social commentary | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will analyze the literary techniques and styles used in Urdu sketch writing, such as dialogue, characterization, and narrative structure. | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will explore the diverse themes and subjects addressed in Urdu sketches, including everyday life, social issues, political satire, and cultural critique. | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will compare different Urdu sketches, understanding the approaches and techniques employed by various writers to convey humor, critique, or commentary | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will learn techniques to effectively engage audiences through Urdu sketch writing, understanding the dynamics of humor, irony, and satire | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: DABISTAN E DEHLI

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|--|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will understand the historical context of Delhi during the late Mughal and early British colonial periods, as portrayed in <i>Dabistan-e-Delhi</i> | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will analyze the literary style, structure, and themes present in <i>Dabistan-e-Delhi</i> , exploring how the text reflects cultural and social norms of its time | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will explore the religious and cultural practices depicted in <i>Dabistan-e-Delhi</i> , gaining insights into the diversity and complexity of Delhi's society. | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will examine the political dynamics and historical events mentioned in <i>Dabistan-e-Delhi</i> , understanding their impact on Delhi's socio-cultural fabric | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will discuss the linguistic nuances of <i>Dabistan-e-Delhi</i> , exploring challenges and strategies in translating Persian literary works into other languages. | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: DABISTAN E LAKHNAU

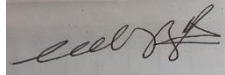
| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will understand the historical and cultural context of Lucknow during the period covered in "Dabistan-e-Lakhnau." | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will analyze the literary style, themes, and narratives presented in "Dabistan-e-Lakhnau," exploring its depiction of Lucknow's socio-cultural milieu. | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will explore how "Dabistan-e-Lakhnau" contributes to the understanding of Lucknow's regional identity and its unique cultural expressions | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will compare "Dabistan-e-Lakhnau" with other literary works or historical documents from Lucknow or similar regions, identifying common themes and unique perspectives | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will discuss the linguistic aspects of "Dabistan-e-Lakhnau," including challenges and strategies in translating regional literary works into broader contexts. | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: PRINT MEDIA

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will understand the evolution and historical significance of print media, including newspapers, magazines, and periodicals. | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will explore the roles and responsibilities of journalists and editors in print media, including ethics, objectivity, and the pursuit of truth. | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will learn techniques for gathering news, conducting interviews, and writing news reports suitable for print media formats | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will develop proficiency in writing and editing news articles, feature stories, editorials, and opinion pieces for print publication | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will understand the principles of layout and design in print media, including the use of headlines, images, and typography to enhance readability and visual appeal. | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

Title of the Course: TECHNIQUES USES OF IN PAGE URDU

| COs ↓ | | PSOs ↓ | | | | | | | |
|-------|---|--------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO-1 | Students will gain a comprehensive understanding of the features, tools, and capabilities of InPage Urdu software. | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| CO-2 | Students will develop proficiency in typesetting Urdu text using InPage Urdu, including text entry, formatting, and layout adjustments | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| CO-3 | Students will learn principles of page layout and design specific to Urdu publications, including the placement of text, images, and graphical elements. | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| CO-4 | Students will practice editing and proofreading Urdu documents created in InPage Urdu, focusing on accuracy, clarity, and adherence to publishing standards | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| CO-5 | Students will explore the multilingual capabilities of InPage Urdu, including the integration of Urdu text with English and other languages | ✓ | | ✓ | | ✓ | ✓ | | ✓ |



MD.FAIZULLAH
Lecturer in URDU
GDC Rayachoty.



B. KIRAN KUMAR, M.Sc, B.Ed, NET, SET.
IQAC Coordinator
GDC Rayachoty



Dr. P. HARSHALATHA, M.Sc, M.Phil, Ph.D
Principal
GDC Rayachoty