



Masters of Arts (Urdu)

Program Outcome

- PO-1) Master's degree in literature is a specialized qualification which enables students to acquire broader view of life with an insight to assess and evaluate the diverse spheres of human activities.
- PO-2) Qualification descriptors at this level reflect in-depth and specialized knowledge and understand of the subject matter enriched by domain knowledge, critical thinking and effective communication skill.
- PO-3) Students at Post-Graduate level are enabled to enter a variety of jobs, specially teaching job or continue academic pursuit to obtain a doctoral degree.
- PO-4) The Post-Graduate programme of study such as M.A. in Urdu is designed to acquire highest level of knowledge in language and literature. The key component in the programme is developing the ability to communicate at different levels with clear concept and vivid ideas.
- PO-5) To understand the genesis of literature, its inherent qualities, and also it's usefulness in one's personal and social life.
- PO-6) To be able to rejoice the pleasure and intellectual sublime of creative and artistic work.
- PO-7) To attain the wisdom of life through the moral, ethical and cultural values of literature.
- PO-8) To develop critical and analytical skill to extract the real meaning and value of a piece of art.
- PO-9) To promote scholarship, intellectual integrity and pursuit of knowledge with a bend towards research and innovation.
- PO-10) To acquire expertise to communicate ideas and thought to diverse sections of people with clarity and literary taste.



Course Outcome

Sl. No.	Course Code	Course Name	Learning Outcomes
SEMESTER-I			
1.	CC 1	Dastan	CO1. To impart in-depth and diverse knowledge of Urdu Dastan from genesis (Mulla Wajhi) to the period of Inshaullah khan Insha with special reference to Sab Ras by Mulla Wajhi, Bagh-O-Bahar Meer Ammam, Fasana-e-Ajaeb by Rajab Ali Beg Sorrow and Rani Ketki ki Kahani by Inshaullah khan Insha.
2.	CC 2	Novel	CO1. To have an in-sight of period-wise development of Urdu Novel with fan (Art) from the beginning age to modern period. CO2. To study in detail the noted Urdu Novel writer especially "Taubatun Nosuh" by Nazir Ahmad "Umarao Jaan Ada" by Mirza Hadi Ruswa, "Gaudaan" by Prem Chand, "Aangan" by Khadija Mastoor.
3.	CC 3	Mukhtasar Afsana	CO1. To acquaint the art of Urdu short story. CO2. To have an in-sight of period-wise development of Urdu short story from beginning age to the modern period. CO3. To study in detail the noted writers and their's short stories like "Kafan" (Prem chand), "Apne Dukh mujhe Dedo" (Bedi), "Adhe Ghante ka Khuda (Krishna Chander). Sanobar ke (Hijaib Imtiyaz Ali) Dain (Shakeela Akhtar) Badsorat Ladki (Sohail Azimabadi). Babalog (Ghyas Ahmad Gaddi) Ek Darakht ka Qatal (Akhtar Orainvi) Karman (Qurratul Ain Haider). Benaam Galiyaan (Kalaam Haidri). Akhiri Koshish (Hayatullah Ansari).
4.	CC 4	Ghair Afsanvi Nasr	CO1. To have an in-sight of period-wise development of Urdu Non-fiction prose i.e. Biography (Sawaneh) autobiography, (Khudnawidht, Tanz-o-Mazah, Khutoot khaka nigari etc. CO2. To study in detail the noted writer's and theirs writings i.e. "Hayat-e-Jawed" by Abulkalam Azad "Ham Nafsan-e-Rafta" by Rasheed Ahmad Siddiqui.
5.	AECC 1	Environmental Sustainability and Swachha Bharat Abhiyaan Activities	CO1. Students will get the knowledge about the environment and its components in which one survives.



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			<p>CO2. Students will learn how to take care of the surroundings in general. The field work during the completion of the course will make student responsible for their ecosystem.</p> <p>CO3. During the course, students will get to know about so many elements of general studies that can really help them in competitive examinations as well as in day to day activities.</p>
SEMESTER-II			
6.	CC 5	Urdu Ghazal	<p>CO1. To impart in-depth and diverse knowledge of Art of Urdu Ghazal and the definition.</p> <p>CO2. To have an in-sight of period –wise development of Urdu Ghazal from early age to till now.</p> <p>CO3. To acquaint with the various school of Urdu Ghazal.</p> <p>CO4. To familiarize with the current scenario of Urdu Ghazal.</p> <p>CO5. To understand the different Urdu poet as a Ghazal writer like Wali, Meer, Dard, Ghalib, Momin, Daagh, Yagana , Aatash , Firaq, Shad Azimabadi, Hasrat Mohani, Nasir Kazmi.</p>
7.	CC 6	Urdu Nazm	<p>CO1. To familiarize with definition and Art of Nazm writing.</p> <p>CO2. To have an in-sight of period-wise development of Urdu poetry (Nazm) from beginning to current age.</p> <p>CO3. To understand the common trends in Urdu poetry in twentieth century.</p> <p>CO4. To have an in-sight and depth knowledge the noted Urdu Nazm writers and their poetries Fayez Dehlavi, Admi Nama (Nazeer Akharabadi) Nazm nigari ka fan. Urdu mein nazm nigari ki rewayat aur rujhanaat Fayez Dehlavi. Admi. Nama (Nazeer Akbarabadi). Mad-o-Jazar-e-islam (Haali) Dilli Darbar (Akbar Hahabadi. Badh ka Chand. Josh Malihabadi). Tanhai (Faiz Ahamad Faiz).</p>
8.	CC 7	Masnavi	<p>CO1. To acquaint with the art of Urdu Masnavi.</p> <p>CO2. To have an in-sight of period-wise development of Urdu Masnavi from the beginning to current age.</p> <p>CO3. To attain the wisdom of literary work of Mullah Wajhi with reference of “Qutub Mushtari”.</p>



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			<p>CO4. To familiarize with depth and diverse knowledge of literary work of Meer Hassan with reference to “Sehrul Bayan”.</p> <p>CO5. To attain the wisdom of literary work of Daya Shankar Naseem with special reference to “Gulzar-e-Naseem”.</p> <p>CO6. To study in detail the literary work of Shauque Neemvi to reference to “Sozo-o-Gudaz”.</p>
9.	CC 8	Qaseeda & Marsia	<p>CO1. To import in-depth and diverse knowledge of Urdu Qaseeda’s Art and Marsia.</p> <p>CO2. To have an in-sight of period - wise development of Urdu Qaseeda and Urdu Marsia.</p> <p>CO3. To study in detail the “Tazheek-e-Rozgar” by Sauda, “Zage –e- Nishat Agar kijiye ise Tahreer” by Zauque, “Jab karbala mein dakhla –e- shah –e- deen hua “ by Meer Anees and “Jab ho chukka musafir-e- shab ka safar tamam “ by shad.</p>
10.	CC 9	Tahqeeque	<p>CO1. To acquaint with Research Methodology of Urdu.</p> <p>CO2. To have an in-sight of period – wise development of Urdu Tahqeeq(research).</p> <p>CO3. To have depth knowledge of basic principles of research in Urdu.</p> <p>CO4. To familiarize with relation between research & (Tahqeeq) critics.</p> <p>CO5. To acquire the knowledge of research & editing the text (Tadween—Metan).</p> <p>CO6. To study in detail the specific Urdu researchers i.e. Qazi Abdul Wadood, Rasheed Hassan Khan, Tanweer Ahmad Ansari and Mahmood Sheerani.</p>
11.	SEC 1	Skill Enhancement Course: Yogic Science	<p>CO1. Students will learn the theoretical foundations of Yoga philosophy.</p> <p>CO2. Students will equip themselves with a fair number of yogic practices including meditative techniques.</p> <p>CO3. Yogic knowledge and practices will help the students to revitalise themselves and work with more attention.</p>



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SEMESTER-III			
12.	CC 10	Tanqeed	<p>CO1. To have an-insight of period-wise development of "Tazkera Nigari" with special reference to Aab-e-Hayat.</p> <p>CO2. To familiarize with criticism & different school of criticism.</p> <p>CO3. To impart in-depth and diverse knowledge of critic work of Altaf Hussain Hali with special reference to "Muqadma-e-shero-shayri".</p> <p>CO4. To acquaint with depth and diverse knowledge of "Shibli Nomani's criticism with special reference to "Mawazna-e-Anees-o-Dabeer".</p> <p>CO5. To familiarise with Kalimuddin Ahmad's criticism with special reference to "Amli Tanqeed".</p>
13.	CC 11	Tahreekat-o-Rujhanat	<p>CO1. To have an in-sight-of contribution of sufies in the growth of Urdu Language at early age.</p> <p>CO2. To impart in-depth and diverse knowledge of ancient Urdu language and literature with special to Deccan period.</p> <p>CO3. To explore and determine the worth of Fort William college, Aligarh Tahreek in the growth of Urdu language and literature.</p> <p>CO4. To study in detail the historical importance and artistic value of Taraqqi Pasand Tahreek (Progressive Movement) with special reference to poetry, Fiction, and criticism.</p> <p>CO5. To underline the contribution of Jadeedial & Mabod-e-Jadeediyat in Urdu literature strengthening the idea & thoughts.</p>
14.	CC 12	Bihar ka Adabi Dabistan	<p>CO1. To acquaint with Dabistan-e-Bihar and its formation & Construction.</p> <p>CO2. To access and understand the history of Urdu poetry in Bihar with special reference to Rasikh Kalim Aajiz and Hasan Nayeem.</p>



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			<p>CO3. To attain the wisdom and knowledge of Urdu Fiction in Bihar with special reference to Rashidatunnisa (Islahunnisa), Akhtar Orainvi (Koilewala), Sohail Azimbadi (Bejad ke Paude).</p> <p>CO4. To familiarize with Urdu criticism in Bihar with special reference to Imdad Imam Asar (Kashiful Haqaeque), Kalimuddin hmad (Urdu Shaeri Per Ek Nazar), Wahab Ashrafi (Aagahi ka Manzar Nama), Ejaz Ali Arshad (Bihar me Urdu Tanqid).</p> <p>CO5. To impart in-depth and diverse knowledge of non-fiction prose in Bihar with special reference to Anjum Manpuri (Kiraye ki Tamtam), Syed Md Husnain (Hero), Jahan khushboo hi khushboo thi (Kaleem Ajiz). Bazm-e-Raftagan (Vol. 1) Sabahuddin Abdur Rahman. Hayat-Shibli (Syed Suleman Nasvi).</p>
15.	CC 13	Lesaniyat aur Arooz-o-Balaghat	<p>CO1. To understand the definition of linguistic, scope and its relations with other science & Arts.</p> <p>CO2. To acquaint with global language family.</p> <p>CO3. To understand indo Aryan family of languages.</p> <p>CO4. To have in-sight of deferent views on the origin of Urdu language with special reference to Masood Hussain Khan, Mahmood Shirani and Mohiuddin Qadri Zor (b) Zeban ki iradi aur ghair iradi tashkeel. Sauti Taghaiur-o-Tabaddul. Waza-e-Istelahat. Sabqe aur Lahque.</p> <p>CO5. To understand the definition & types of various Urdu literary terms i.e. Balaghat :- Tashbeeh, Isteyara, Kanaya, Majaz, Talmeeh, Mubalgha, Ghol,. Husn-e-Taleel, Tajahul –e-Aarfana. Laf-O-Nashr, Maratunnazeer., as well as Arooz : Rukn, Sabab, Watad, Fasla, Wazn, Bahar (Salim & Mazahif) Salim Bahron ki Mukhalif Qismein aur Taqtei.</p>
16.	CC 14	Study of IQBAL & GHALIB	<p>CO1. To impart in-depth and diverse knowledge of Iqbal's personality and it's literary work.</p> <p>CO2. To study in detail Iqbal's thought with special reference to (Khudi. Mard-e-Momin. Ishq Aurat. Fun) Iqbal ki paanch nazmein (1. Hemala, 2. Naya Shiwala, 3. Masjid-e-Qurtuba, 4. Zauq-o-Shouq, 5. Jibril-o-Iblis).</p>



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Sl. No.	Course Code	Course Name	Learning Outcomes
			CO3. To familiarize in-depth with Mirza Ghalib's thought and idea's (Ghazal perspectives) Muskil pasandi, Buland Khyali, Tashkeek Ghalib ki Maktoob Nigari with special reference banam Meer Mehdi Majrooh & Mirza Tufta.
17.	AECC 2	Human values and professional ethics and gender sensitisation	<p>CO1. Students will get the knowledge about values regarding humanity, gender equality and professionalism.</p> <p>CO2. Students will learn how to work together in an empathetic and unbiased way. The field work during the completion about the dignity of a human being.</p> <p>CO3. During the course, students will acquaint themselves with such notions of morality that they will find it easier to work together in a group in a co-operative and productive way.</p>
SEMESTER-IV			
18.	EC E	Drama	<p>CO1. To acquire the depth knowledge of art of Urdu drama and Synthetic elements.</p> <p>CO2. To acquaint with the types of Drama i.e. (Stage, Radio, TV, Nukkad Natak).</p> <p>CO3. To familiarize with Sanskrit and Yunani Drama.</p> <p>CO4. To have an in-sight of period – wise development of Drama's history with special reference to "Indrasabha" (Amanat Lakhnawi) "Khana Jangi" (Md Mujeeb). "Pardae-Ghaflat" (Abid Hussain), "Modern Anarkali" (Shafi Mashhadi)</p> <p>CO5. To acquire the depth knowledge of stage Drama in Bihar.</p>
19.	GE	Generic Electives: Human Rights	<p>CO1. Students will get themselves familiar with the various aspects of human rights, their importance and the contribution of various thinkers in the conceptual development of the Human Rights.</p> <p>CO2. Students are expected to emulate whatever they have learned in the course in their daily lives.</p> <p>CO3. This course of human rights is almost inevitable to appear in the question paper of any competitive exams and interviews.</p>