



Kashipur Michael Madhusudan Mahavidyalaya

(Affiliated to Sidho-Kanho-Birsha University)

Kashipur, P.O. Panchakote Raj, Purulia, West Bengal – 723132,
India

e-mail: iqackmmm@gmail.com; website: www.kashipurmmm.org

(NAAC Accredited with Grade “B”)

(INTERNAL QUALITY ASSURANCE CELL)

Program Outcome (PO) & Course Outcome (CO)

(Program Outcome and Course Outcome are set up by the mother university (Sidho-Kanho-Birsha University, Purulia for each subjects. Member teachers from our college of Board-of-Studies UGBoS) involve in the process during the finalization of the curriculum. Observing the class performances and how handfull the courses and programs for each students, each department prepared POs and COs as hereunder.)

Economics (CBCS)

Semester	Course Title	Course Expectations	Course Outcomes (CO)
I	CC1: Introductory Microeconomics (PSO1)	<ul style="list-style-type: none"> ● Concept of Economics ● Knowledge of individual behaviour ● Basic ideas of goods, services, factors of productions ● About perfect competition 	<ul style="list-style-type: none"> ● Got ideas of the subject (CO1) ● Clear concept of individual behaviour (CO2) ● Ideas of demand-supply equilibrium (CO3)
	CC2: Mathematical Methods in Economics-I (PSO2)	<ul style="list-style-type: none"> ● Usual mathematical concept ● Ideas of economic functions and equations 	<ul style="list-style-type: none"> ● Non-science students get the ideas of mathematical concept used in economics (CO1)
II	CC3: Introductory Macroeconomics (PSO1)	<ul style="list-style-type: none"> ● Concept of aggregate behaviour, income, wealth and money ● Ideas of national income, consumption, expenditure and savings 	<ul style="list-style-type: none"> ● Ideas of macro and aggregate national activities related to economics was implemented and learn (CO1)
	CC4: Mathematical Methods in Economics-II (PSO2)	<ul style="list-style-type: none"> ● Ideas about differential calculus ● To know the set, numbers, functions, LPP 	<ul style="list-style-type: none"> ● Got ideas about common mathematical terms and its functions which helps to build mathematical models (CO1)
III	CC5: Intermediate Microeconomics-I (PSO1)	<ul style="list-style-type: none"> ● To get rid of utility, risk, uncertainty, externalities ● What is imperfect market 	<ul style="list-style-type: none"> ● Students got the ideas of risk management (CO1) ● Learned about the imperfect market behaviour like game theory Nash equilibrium (CO2)
	CC6: Intermediate Macroeconomics-I (PSO2)	<ul style="list-style-type: none"> ● Concept on marginal production ● About neoclassical and Keynesian economics ● Aggregate demand and aggregate supply ● IS-LM model 	<ul style="list-style-type: none"> ● Aggregate demand and supply (CO1) ● Ideas of IS-LM model and tried to find out the economic problem with the help of it (CO2)

	CC7: Statistical Methods for Economics (PSO3)	<ul style="list-style-type: none"> ● Concept on average, standard deviation, skewness, kurtosis, moments, correlation ● Ideas on probability, distribution, time series, index numbers, testing 	<ul style="list-style-type: none"> ● Statistical concept of mean, median, mode, s.d and correlation is clear to everybody (CO1) ● Uses of time series and cross section data (CO2)
	GE1: Introductory Microeconomics (PSO4)	<ul style="list-style-type: none"> ● Concept of Micro-economic behaviour ● Knowledge of production, cost, revenue, profit ● Idea about market 	<ul style="list-style-type: none"> ● Learn about individual behaviour (CO1) ● Concept of demand, supply, price mechanism (CO2) ● Idea of market behaviour (CO3)
	SEC1: Data Analysis (PSO5)	<ul style="list-style-type: none"> ● Concept of data ● Process of data collection and tabulation ● Analysis of data 	<ul style="list-style-type: none"> ● Idea of quantitative and qualitative data (CO1) ● Prepare questionnaire (CO2) ● Tabulation (CO3) ● Graphical representation (CO4)
	CC8: Intermediate Microeconomics-II (PSO1)	<ul style="list-style-type: none"> ● Knowledge about exchange economy ● Ideas of oligopoly and monopolistic market behaviour 	<ul style="list-style-type: none"> ● Ideas of barter to exchange economy is clear (CO1) ● Game theory and market behaviour for everyone (CO2)
IV	CC9: Intermediate Macroeconomics-II (PSO2)	<ul style="list-style-type: none"> ● Ideas of macroeconomic foundation, trade cycles ● Monetary policy ● Economic growth ● Problem of knife-edge 	<ul style="list-style-type: none"> ● Knowledge about monetary and fiscal policies (CO1) ● Concept and stages of economics growth and various models of growth (CO2)
	CC10: Introductory Econometrics (PSO3)	<ul style="list-style-type: none"> ● Scope of econometrics ● Concept of Autocorrelation, Multicollinearity, heteroscedasticity 	<ul style="list-style-type: none"> ● Ideas of error term (CO1) ● Analysis of econometric models in economic theories (CO2)
	GE2: Introductory Macroeconomics (PSO4)	<ul style="list-style-type: none"> ● Concept of aggregate behaviour ● Idea of consumption and investment ● Knowledge of IS-LM, Input-Output 	<ul style="list-style-type: none"> ● Concept of national income (CO1) ● Idea of MEC, MEI (CO2) ● Equilibrium income and rate of interest (CO3) ● Idea of employment and savings (CO4)
	SEC2: Research Methodology (PSO5)	<ul style="list-style-type: none"> ● Knowledge about research ● Idea of research question and hypothesis ● Procedure of data analysis 	<ul style="list-style-type: none"> ● Knowledge of research methodology (CO1) ● Idea of hypothesis testing (CO2)
	CC11: International Economics (PSO1)	<ul style="list-style-type: none"> ● Cross country price differences and arbitrage ● Behaviour of international trade ● Absolute and comparative cost advantage theory 	<ul style="list-style-type: none"> ● How trade occurs, terms-of-trade (CO1) ● Functions of WTO, GATT, OPAC (CO2)

V	CC12: Public Economics (PSO2)	<ul style="list-style-type: none"> ● Concept of revenue, budget ● Progressive and regressive tax structure 	<ul style="list-style-type: none"> ● Ideas of government activities (CO1) ● Procedures of tax collection and utilized (CO2) ● Ideas about budget (CO3)
	DSE1: Issues in Indian Economy (PSO3)	<ul style="list-style-type: none"> ● Changes in governmental policies on Indian economy ● Performance of sectoral distributions 	<ul style="list-style-type: none"> ● Ideas about Indian economy (CO1) ● Labour-based economy (CO2) ● Vision on industry and service sector (CO3)
	DSE2: Economics of Health & Education (PSO4)	<ul style="list-style-type: none"> ● Current status of health economics and insurance ● Standard indicators of quality education 	<ul style="list-style-type: none"> ● Concept about health insurance (CO1) ● Requirement of good posture (CO2) ● Causes and remedies of low levels of quality education (CO3)
	DSE3: Applied Econometrics (PSO5)	<ul style="list-style-type: none"> ● Test with 2SLS ● T, F, X2-test and d-w statistics ● Data significance with R, SPSS and e-views, STATA 	<ul style="list-style-type: none"> ● Hands-on technique of data handling (CO1) ● Testing hypothesis (CO2)
	SEC3: Financial Economics (PSO6)	<ul style="list-style-type: none"> ● Know about financial market ● Get hints on financial activities 	<ul style="list-style-type: none"> ● Knowledge on financial economics (CO1) ● Idea on factors influencing the financial market (CO2)
	CC13: Indian Economy (PSO1)	<ul style="list-style-type: none"> ● Role of agriculture, industry and service in Indian economy ● Population, poverty, inequality ● Planning and financial matters of India 	<ul style="list-style-type: none"> ● Relevant ideas of Indian economy (CO1) ● Procedure from underdeveloped to developing and ahead (CO2)
	CC14: Development Economics (PSO2)	<ul style="list-style-type: none"> ● Clear idea on capability approach and income approach 	<ul style="list-style-type: none"> ● Know about world economic order (CO1)
VI		<ul style="list-style-type: none"> ● Stages of development and indicators ● Growth and inequality & HDI 	<ul style="list-style-type: none"> ● How to improve HDI indicators (CO2) ● Ideas of inclusive growth (CO3)
	DSE4: Environmental Economics (PSO3)	<ul style="list-style-type: none"> ● Relation of economics, environment and ecology ● Climate change, Cost-benefit analysis ● Environmental laws and their implementation 	<ul style="list-style-type: none"> ● Awareness on climate change, global warming (CO1) ● Causes and remedies of ecological imbalances (CO2) ● Knowledge about implementation of environmental laws (CO3)
	DSE5: Money & Financial Markets (PSO4)	<ul style="list-style-type: none"> ● Performance of Bank & NBFIs ● Money-supply behaviour ● Ideas of share markets 	<ul style="list-style-type: none"> ● Monetary system functioning (CO1) ● How money market works (CO2) ● Concept of share and stock exchange (CO3)
	DSE6: Political Economy-II (PSO5)	<ul style="list-style-type: none"> ● Economic thoughts ● Classical, neoclassical, Keynesian, neoKeynesian economic ideas ● Ideas of Tableau Economics 	<ul style="list-style-type: none"> ● How Economics emerges (CO1) ● Traditional thoughts of Economics (CO2) ● Concept of value addition and division of labour (CO3)

SEC4: Contemporary Economic Issues (PSO6)	<ul style="list-style-type: none"> ● Know about recent development of economics ● Hints interrelation between economics and politics 	<ul style="list-style-type: none"> ● Knowledge about economic development (CO1) ● Idea on recent policy changes on finance, tax, revenue etc. (CO2) ● Received the clear picture of budget, share and other economic activities changes in the economy (CO3)
---	--	---

Attainment of the Program: Economics (Hons)

Year	Semester VI (PO)		
	No of Students Appeared	No of Students Passed	Remarks
2017-18	06	05	01 student got service in SE Railway; 01 student got marketing job in Oxberry Pvt. Ltd.; 2 students completed MA
2018-19	03	03	01 student placed in Educationadministration; 01 students completed MA
2019-20	07	07	02 students completed for Nursing (ANM); 03 students completed MA
2020-21	09	08	01 student got service as Medical Representative; 02 students completed MA
2021-22	05	05	01 student placed in marketing job; 03 students studying MA
2022-23	04	04	02 students studying MA

1. **Total Number of Students Appeared in the Examination (2017-23): 34**

2. **Number of Students Qualified (2017-23): 32**

3. **Program Expectations (PSO):**

- Students can get a holistic view of the subject Economics with individual behaviour;
- To learn about the role of demand and supply in price mechanism;
- To get the idea of how market is functioning;
- Knowledge about how the production is distributed among individual; and
- The way to maximize consumers' utility and producer's profit.
- To learn about the survey procedure and the concept of data analysis.
- To clear the concept of research methodology.

- To know how banks and other financial institutions works.
- How economics and environment are related and to make a cost benefit analysis.
- To know the mathematical concept of economics and how those theorem be proved.
- To know the interrelations among health, education and economics.
- How revenue and tax are collected and used in welfare of the society.

4. Program Outcomes (PO):

(a) Remembering (PO1):

- Students remembered the concept clearly.
- There is some doubt clearing classes after the course is completed in everysemester.

(b) Understanding (PO2):

- Students better understand the subject with real life examples.
- In daily marketing they used their knowledge to bargaining.

(c) Applying (PO3):

- They can apply the concept in their daily life and placed in marketing jobs.
- In competitive examinations also students are applying the learning in Economicsclasses.

(d) Analyzing (PO4):

- This is the part where students need more practice as they are still weak inanalysis of a theoretical part of the subject.
- Students learned about the institutions like bank, health sector and educationalinstitutions works.
- Learn to analyse data and how to do research.

(e) Evaluating (PO5):

- Teachers evaluate student performance via Class Test, Internal Assessment andFinal Semester Examinations.
- Mentor-Mentee programs also conducted to enrich the skill of the student.

(f) Creating (PO6):

- Creating new ideas in production and marketing is helpful to them.
- Private business ideas are generated throughout this program.

5. Attainment of Program Outcome:

Departmental meeting was held at the beginning of each semester and in between the semesters to analyse about the syllabus distributions, preparation of routine, performance of the students, about class test, Internal Assessment and Semester examinations to found the Course Outcome (CO). Course Outcomes (CO) from each paper and Program SpecificOutcome (PSO) of each batch discussed thoroughly. During these meetings, it is also noticed about the individual behaviour and extra-curriculum

activities of each and every students in the process and marked. After the final examination of Semester VI, department has discussed about the Program Outcomes (PO) of the syllabus as well as the performance of the students who attained and cleared examination successfully.

6. PO, CO and PSO Matrix of Economics:

Code	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CC1	2						3	1				
CC2	1						2	2				
CC3	3							3				
CC4		2					2	2		2		
CC5	2						2		3			
CC6	2	3					3	2	2			
CC7			2	1	3					2	3	
CC8	3	2							2		3	
CC9		3	3	1				2	3	1		
CC10	2	2							2		3	
CC11		2	2		1		1		2	2		
CC12	3	3		1		1				2	2	
CC13	1	3		3			1	3	3			
CC14	2				2		2			2	2	
CC Avg	2.1	2.5	2.3	1.5	2.0	1.0	2.0	2.3	2.43	1.83	2.6	
DSE1	1	2	3					2	1	2		3
DSE2	3	1		2				2				3
DSE3	2		3							3		2
DSE4	2	3	3				3	2	2			3
DSE5	3			3	1		2	3	3			
DSE6		2	2								2	1
DSE Avg	2.2	2.0	2.75	2.5	1.0		2.5	2.25	2.0	2.5	2.0	2.4
GE1	2	2	3	1				3	2			2

GE2	2	2	3	1				3	1			2
GE Avg	2.0	2.0	3.0	1.0				3.0	1.5			2.0
SEC1	3				2		3				1	2
SEC2	3					2	3			2		1
SEC Avg	3.0				2.0	2.0	3.0			2.0	1.0	1.5

7. Attainment of Course Outcomes for the last three Batches with CBCS:

(a) Attainment of Economics (Batch 2017-2020)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
I	Core Course (CC1)	Introductory Microeconomics (PSO1)	BECOCCHT 101	2.0
	Core Course (CC2)	Mathematical Methods in Economics-I (PSO2)	BECOCCHT 102	1.66
II	Core Course (CC3)	Introductory Macroeconomics (PSO1)	BECOCCHT 201	3.0
	Core Course (CC4)	Mathematical Methods in Economics-II (PSO2)	BECOCCHT 202	2.0
III	Core Course (CC5)	Intermediate Microeconomics-I (PSO1)	BECOCCHT 301	2.3
	Core Course (CC6)	Intermediate Macroeconomics-I (PSO2)	BECOCCHT 302	2.4
	Core Course (CC7)	Statistical Methods for Economics (PSO3)	BECOCCHT 303	2.2
	Generic Elective (GE1)	Introductory Microeconomics (PSO4)	BEOGEHT 9	2.0
	Skill Enhancement Course (SEC1)	Data Analysis (PSO5)	BECOSEHT 304	2.2
	Core Course (CC8)	Intermediate Microeconomics-II (PSO1)	BECOCCHT 401	2.5

IV	Core Course (CC9)	Intermediate Macroeconomics-II (PSO2)	BECOCCHT 402	2.16
	Core Course (CC10)	Introductory Econometrics (PSO3)	BECOCCHT 403	2.25
	Generic Elective (GE2)	Introductory Macroeconomics (PSO4)	BECOGHEHT 9A	2.0
	Skill Enhancement Course (SEC2)	Research Methodology (PSO5)	BECOSEHT 404	2.2
V	Core Course (CC11)	International Economics (PSO1)	BECOCCHT 501	1.66
	Core Course (CC12)	Public Economics (PSO2)	BECOCCHT 502	2.0
	Discipline Specific Elective (DSE1)	Issues in Indian Economy (PSO3)	BECODSHT 503	2.0
	Discipline Specific Elective (DSE2)	Economics of Health & Education (PSO4)	BECODSHT 504	2.4
	Discipline Specific Elective (DSE3)	Applied Econometrics (PSO5)	BECODSHT 505	2.5
	Skill Enhancement Course (SEC3)	Financial Economics (PSO6)	BECOSERT 501	0.0
VI	Core Course (CC13)	Indian Economy (PSO1)	BECOCCHT 601	2.33
	Core Course (CC14)	Development Economics (PSO2)	BECOCCHT 602	2.0
	Discipline Specific Elective (DSE4)	Environmental Economics (PSO3)	BECODSHT 603	2.57
	Discipline Specific Elective (DSE5)	Money & Financial Markets (PSO4)	BECODSHT 604	2.5
	Discipline Specific Elective (DSE6)	Political Economy-II (PSO5)	BECODSHT 605	1.4
	Skill Enhancement Course (SEC4)	Contemporary Economic Issues (PSO6)	BECOSERT 601	0.0

(b) Attainment of Economics (Batch 2018-2021)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
I	Core Course (CC1)	Introductory Microeconomics (PSO1)	BECOCCHT 101	2.0
	Core Course (CC2)	Mathematical Methods in Economics-I (PSO2)	BECOCCHT 102	1.66
II	Core Course (CC3)	Introductory Macroeconomics (PSO1)	BECOCCHT 201	3.0
	Core Course (CC4)	Mathematical Methods in Economics-II (PSO2)	BECOCCHT 202	2.0
III	Core Course (CC5)	Intermediate Microeconomics-I (PSO1)	BECOCCHT 301	2.3
	Core Course (CC6)	Intermediate Macroeconomics-I (PSO2)	BECOCCHT 302	2.4
	Core Course (CC7)	Statistical Methods for Economics (PSO3)	BECOCCHT 303	2.2
	Generic Elective (GE1)	Introductory Microeconomics (PSO4)	BEOGEHT 9	2.0
	Skill Enhancement Course (SEC1)	Data Analysis (PSO5)	BECOSEHT 304	2.2
	Core Course (CC8)	Intermediate Microeconomics-II (PSO1)	BECOCCHT 401	2.5
	Core Course (CC9)	Intermediate Macroeconomics-II (PSO2)	BECOCCHT 402	2.16

IV	Core Course (CC10)	Introductory Econometrics (PSO3)	BECOCCHT 403	2.25
	Generic Elective (GE2)	Introductory Macroeconomics (PSO4)	BECOGEHT 9A	2.0
	Skill Enhancement Course (SEC2)	Research Methodology (PSO5)	BECOSEHT 404	2.2
V	Core Course (CC11)	International Economics (PSO1)	BECOCCHT 501	1.66
	Core Course (CC12)	Public Economics (PSO2)	BECOCCHT 502	2.0
	Discipline Specific Elective (DSE1)	Issues in Indian Economy (PSO3)	BECODSHT 503	2.0
	Discipline Specific Elective (DSE2)	Economics of Health & Education (PSO4)	BECODSHT 504	2.4
	Discipline Specific Elective (DSE3)	Applied Econometrics (PSO5)	BECODSHT 505	2.5
	Skill Enhancement Course (SEC3)	Financial Economics (PSO6)	BECOSERT 501	0.0
	Core Course (CC13)	Indian Economy (PSO1)	BECOCCHT 601	2.33

(c) Attainment of Economics (Batch 2019-2022)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
I	Core Course (CC1)	Introductory Microeconomics (PSO1)	BECOCCHT 101	2.0
	Core Course (CC2)	Mathematical Methods in Economics-I (PSO2)	BECOCCHT 102	1.66
II	Core Course (CC3)	Introductory Macroeconomics (PSO1)	BECOCCHT 201	3.0

	Core Course (CC4)	Mathematical Methods in Economics-II (PSO2)	BECOCCHT 202	2.0
III	Core Course (CC5)	Intermediate Microeconomics-I (PSO1)	BECOCCHT 301	2.3
	Core Course (CC6)	Intermediate Macroeconomics-I (PSO2)	BECOCCHT 302	2.4
	Core Course (CC7)	Statistical Methods for Economics (PSO3)	BECOCCHT 303	2.2
	Generic Elective (GE1)	Introductory Microeconomics (PSO4)	BEOGEHT 9	2.0
	Skill Enhancement Course (SEC1)	Data Analysis (PSO5)	BECOSEHT 304	2.2
	IV	Core Course (CC8)	Intermediate Microeconomics-II (PSO1)	BECOCCHT 401
Core Course (CC9)		Intermediate Macroeconomics-II (PSO2)	BECOCCHT 402	2.16
	Core Course (CC10)	Introductory Econometrics (PSO3)	BECOCCHT 403	2.25
	Generic Elective (GE2)	Introductory Macroeconomics (PSO4)	BECOGHEHT 9A	2.0
	Skill Enhancement Course (SEC2)	Research Methodology (PSO5)	BECOSEHT 404	2.2
V	Core Course (CC11)	International Economics (PSO1)	BECOCCHT 501	1.66
	Core Course (CC12)	Public Economics (PSO2)	BECOCCHT 502	2.0
	Discipline Specific Elective (DSE1)	Issues in Indian Economy (PSO3)	BECODSHT 503	2.0
	Discipline Specific Elective (DSE2)	Economics of Health & Education (PSO4)	BECODSHT 504	2.4

	Discipline Specific Elective (DSE3)	Applied Econometrics (PSO5)	BECODSHT 505	2.5
	Skill Enhancement Course (SEC3)	Financial Economics (PSO6)	BECOSERT 501	0.0
VI	Core Course (CC13)	Indian Economy (PSO1)	BECOCCHT 601	2.33
	Core Course (CC14)	Development Economics (PSO2)	BECOCCHT 602	2.0
	Discipline Specific Elective (DSE4)	Environmental Economics (PSO3)	BECODSHT 603	2.57
	Discipline Specific Elective (DSE5)	Money & Financial Markets (PSO4)	BECODSHT 604	2.5
	Discipline Specific Elective (DSE6)	Political Economy-II (PSO5)	BECODSHT 605	1.4
	Skill Enhancement Course (SEC4)	Contemporary Economic Issues (PSO6)	BECOSERT 601	0.0

(d) Attainment of Economics (Batch 2020-2023)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
I	Core Course (CC1)	Introductory Microeconomics (PSO1)	BECOCCHT 101	2.0
	Core Course (CC2)	Mathematical Methods in Economics-I (PSO2)	BECOCCHT 102	1.66
II	Core Course (CC3)	Introductory Macroeconomics (PSO1)	BECOCCHT 201	3.0
	Core Course (CC4)	Mathematical Methods in Economics-II (PSO2)	BECOCCHT 202	2.0
	Core Course (CC5)	Intermediate Microeconomics-I (PSO1)	BECOCCHT 301	2.3
	Core Course (CC6)	Intermediate Macroeconomics-I	BECOCCHT 302	2.4

III		(PSO2)		
	Core Course (CC7)	Statistical Methods for Economics (PSO3)	BECOCCHT 303	2.2
	Generic Elective (GE1)	Introductory Microeconomics (PSO4)	BEOGEHT 9	2.0
	Skill Enhancement Course (SEC1)	Data Analysis (PSO5)	BECOSEHT 304	2.2
IV	Core Course (CC8)	Intermediate Microeconomics-II (PSO1)	BECOCCHT 401	2.5
	Core Course (CC9)	Intermediate Macroeconomics-II (PSO2)	BECOCCHT 402	2.16
	Core Course (CC10)	Introductory Econometrics (PSO3)	BECOCCHT 403	2.25
	Generic Elective (GE2)	Introductory Macroeconomics (PSO4)	BECOGHEHT 9A	2.0
	Skill Enhancement Course (SEC2)	Research Methodology (PSO5)	BECOSEHT 404	2.2
V	Core Course (CC11)	International Economics (PSO1)	BECOCCHT 501	1.66
	Core Course (CC12)	Public Economics (PSO2)	BECOCCHT 502	2.0
	Discipline Specific Elective (DSE1)	Issues in Indian Economy (PSO3)	BECODSHT 503	2.0
	Discipline Specific Elective (DSE2)	Economics of Health & Education (PSO4)	BECODSHT 504	2.4
	Discipline Specific Elective (DSE3)	Applied Econometrics (PSO5)	BECODSHT 505	2.5
	Skill Enhancement Course (SEC3)	Financial Economics (PSO6)	BECOSERT 501	0.0
	Core Course (CC13)	Indian Economy (PSO1)	BECOCCHT 601	2.33
	Core Course (CC14)	Development Economics	BECOCCHT 602	2.0

VI		(PSO2)		
	Discipline Specific Elective (DSE4)	Environmental Economics (PSO3)	BECODSHT 603	2.57
	Discipline Specific Elective (DSE5)	Money & Financial Markets (PSO4)	BECODSHT 604	2.5
	Discipline Specific Elective (DSE6)	Political Economy-II (PSO5)	BECODSHT 605	1.4
	Skill Enhancement Course (SEC4)	Contemporary Economic Issues (PSO6)	BECOSERT 601	0.0

Education (CBCS)

PROGRAM OUTCOMES (CBCS):

Students of all undergraduate general degree programs should have acquired the following abilities/values at the time of graduation: After completion of the course the students shall be able to

- (Po)** 1. Know the meaning, nature and scope of Educational Philosophy.
- (Po)** 2. Understand and explain the relationship between Education & Philosophy
- (Po)** 3. Know and understand the different Individualistic and Socialistic aims of education
- (Po)** 4. Know and understand the different Western schools of philosophy and their contributions in various aspects of education.
- (Po)** 5. Know and understand the different Indian schools of philosophy and their contributions in various aspects of education.
- (Po)** 6. Know and understand the educational philosophy of great Indian and foreign educators
- (Po)** 7. Know the meaning, nature and scope of Educational Sociology.
- (Po)** 8. Know and classify social groups with their nature
- (Po)** 9. Know and understand the definition, characteristics, factors and Constraints of social change.
- (Po)** 10. Explain the role of education in social change and social mobility.

Program Specific Outcomes (CBCS):

- (PSO):** 1. State the meaning of Philosophical, Psychological and Sociological aspect of foundation in Education.
- (PSO):** 2. Discuss the nature of Philosophical, Psychological and Sociological aspect of foundation in Education.
- (P50):** 3. Explain the scope of Philosophical, Psychological and Sociological aspect of foundation in Education.

(PSO): 4. Discuss the Historical aspect of foundation in Education. 2. Identify the different aspect of Educational Management.

(PSO): 6. Explain the different aspects of Educational Technology.

(PSO): 7. Distinguish the difference among different foundations of Education.

(PSO): 8 Explain the role of education in social change and social mobility.

(PSO): 9 Know and understand the different Indian schools of philosophy and their contributions is various aspects of education.

(PSO): 10 Define Comparative Education, Know the Nature, Scope and Importance of Comparative Education, Know the Methods of Comparative Education, Know the various Factors of Comparative Education, Know the Aims and Objectives of Education at various levels in India, USA and UK Understand the Structure and Curriculum of Education at various levels in India, USA and UK, Know the administration System of Education in India, USA and UK, Make comparison among the countries like India, USA and UK with respect to their Educational Aims, Objectives, Structure, Curriculum Administration system of Education.

Chemistry (CBCS)

Program Outcomes (POs)

Students successfully completing three-year of B.Sc. Programme course with chemistry should gain

1. This course offers the students with comprehensive understanding of the fundamental concepts of chemistry, which in turn helps them to attain depth knowledge in the core subjects, their concept, theories, principles and applications.
2. This also provides knowledge about the developing topics and recent developments in field of Chemistry and its applied areas.
3. The curriculum of the course is also helpful for infusing problem solving and critical thinking behaviour in the students. They will be able solve their subjective problems methodically, independently and finally draw conclusions. They are also able employed different modern techniques, tools and software for chemical analysis
4. The students acquire good practical knowledge and laboratory skills to perform the experiments, data analysis and conclusion.
5. Graduate students are also expected to own communication skills so that they are able to share their expression, finding, concept to others.
6. The course curriculum has been designed to create awareness about the impact of Chemistry on our society and environment. The course helps them to understand the causes of environmental pollution. This provides the responsibilities of students towards the environment through studying the green routes for preparation of chemical compounds.
7. The curriculum has been designed to provide students digital knowledge like different software related to subject, library search tools which will be helpful for overall progress of their academic life
8. Chemistry graduates are expected to possess sufficient knowledge how to synthesize a chemical compound and perform necessary characterization and analysis in support of the formation of the product by using modern analytical tools and advanced technologies. Because of this course curriculum chemistry graduates have lot of opportunity to get job not only in academic and administrative field but also in industry

Programme Specific Outcomes (PSOs)

1. Acquire the knowledge of Chemistry through theory and practical experiments.
2. To explain nomenclature, stereochemistry, structures, reactivity, and mechanism of the chemical reactions.
3. Identify chemical formulae and solve numerical problems
4. To understand the basic principles of Organic, Inorganic, Physical and Analytical Chemistry and its applications through Various laboratory experiments.
5. Use modern chemical tools, Models, Chem-draw, Charts and Equipment.
6. Understand good laboratory practices and safety.
7. Develop research-oriented skills.
8. Aware and handle the sophisticated instruments/equipment

Course Outcomes (COs)

Semester	Course name and code	Course Objectives	Course Outcome
I	Organic Chemistry-I BCEMCCRC101 CC-1	Students will be empowered with basic to advance level in organic chemistry	<ul style="list-style-type: none"> ➤ Understanding the Valance Bond Theory, MO Theory ➤ Understanding the Stereochemistry of the organic compounds ➤ Mechanism regarding the reactions involving the organic compounds and their intermediates ➤ Able to determine the boiling point experimentally ➤ Learn to perform the separation of component from binary mixture using common laboratory reagents, identify pure organic compounds
II	Inorganic Chemistry-I BCEMCCRC201 CC-2	Students will understand the basics of Inorganic Chemistry	<ul style="list-style-type: none"> ➤ Gain in depth knowledge in atomic structure of element ➤ Understand the periodicity in properties of elements ➤ Learn the concept of a redox reaction ➤ Employing the Nerst equation for explaining different Redox-reactions ➤ Understand the solubility product principle for separation of elements ➤ Define different acids and bases in terms of different theories of acid base. ➤ Able to estimate the quantity of salts/ ions by acid base titrations and oxidation-reduction titration methods

III	Physical Chemistry-I BCEMCCRC301 CC-3	Students will learn the basic of Physical Chemistry	<ul style="list-style-type: none"> ➤ Learn the basic concept of kinetic theory of gases ➤ Able to understand the Chemical kinetics of a reaction, rate, molecularity etc. ➤ Will learn the basic concept of Thermodynamics-Zeroth law, 1st law, Enthalpy, Entropy, work done, Heat etc. ➤ Specific Heat and Kirchoff's Equation ➤ Activation Energy, Arrhenius equation, Steady state principle different theory for Collision Theory ➤ To study the kinetics of acid-catalysed hydrolysis of methyl acetate and decomposition of H₂O₂ ➤ To understand how to determine experimentally the heat of neutralization of strong acid and strong base and heat of solution of oxalic acid
	Basic Analytical Chemistry BCEMSERT304 SEC-1	Student will learn about different analytical tools for sample analysis	<ul style="list-style-type: none"> ➤ Understanding the Fundamentals of Analytical Chemistry ➤ To carry out the analysis of a soil sample, water sample, food products, cosmetics ➤ Understanding the chromatography, Ion exchange and paper Chromatography,
IV	Inorganic Chemistry-III (BCEMCCRC401) CC-4	Student will learn details about different inorganic compounds	<ul style="list-style-type: none"> ➤ Understanding the basic principles of Metallurgy. ➤ Detailed knowledge of s- and p- block elements. ➤ Detailed study of the Noble gases. ➤ Elementary idea of Inorganic polymers. ➤ Thorough understanding of Co-ordination Chemistry. ➤ Isomerism of Inorganic Compounds ➤ IUPAC nomenclature of Inorganic compounds. ➤ Able to perform complexometric titration for different mixtures of salts ➤ Able to prepare experimentally different inorganic complexes
	Analytical Clinical Biochemistry BCEMSERT404 SEC-2	This course aims to provide primary concept about biochemistry	<ul style="list-style-type: none"> • Attain the knowledge about carbohydrate and their metabolism, Krebs Cycle • Understand about of amino acids, protein, their structure, isolation and characterisation • Learn about lipids, enzymes, their application in biological systems • Gain knowledge about Nucleic acid like DNA, RNA and their structures • To attain primarily idea about biochemistry of diseases • Learn to determine the qualitative and quantitative estimation of carbohydrate, protein, cholesterol, lipids experimentally • Learn to determine the iodine number and saponification of oils experimentally
V	Inorganic Materials of Industrial	Student will be introduced into the diverse roles of	<ul style="list-style-type: none"> • Learn about the composition, properties and application of different types of glass, ceramics and silicates • Will know about the components of cements and

	Importance BCEMDSRC1 DSE-1	inorganic compounds in Industry	<p>the mechanism for setting of cement.</p> <ul style="list-style-type: none"> • Students gain elementary ideas about different fertilizers • Student will know about the paints and their components including different type of pigments • Understand and explain different kind of batteries and their working principles • Gain knowledge about different alloys, properties, compositions and applications of steel • Will able to understand general principles and properties of catalysts and their industrial applications • Know about different chemical explosives, their preparation and application in rocket propellant. • To learn how to analyse the composition of cement, composition of dolomites, percentage of metals in alloy. • Estimation of Calcium in calcium ammonium nitrate fertilizer and phosphoric acid in superphosphate fertilizer.
	IT Skills for Chemists BCEMSERT504 SEC-3	The course aims to provide an idea about different mathematical techniques helpful for data analysis	<ul style="list-style-type: none"> • Student will understand the Important mathematical concept usually applied in chemistry • Will learn various numerical approaches for differentiation and integration • Will gain knowledge about Computer Programming • Able to employ basic curve fitting methods • Able to use different software used in data handling and analysis
VI	Green Chemistry BCEMDSRC DSE-2	Students get primary idea about green chemistry and its importance	<ul style="list-style-type: none"> • Understanding the concept of Green Chemistry • Understanding the importance of green chemistry • Knowledge about the basic principle of Green Chemistry • Understand the future trends in Chemistry • To learn how to perform green synthesis of a number of organic compounds in the laboratory
	Pharmaceutical Chemistry BCEMSERT604 SEC-4	Student will be empowered with the basic concept of pharmacy and drug designing	<ul style="list-style-type: none"> ➤ Provide a brief concept of the drug discovery and designing ➤ Student will acquire knowledge of retrosynthesis of drugs of various classes like classes: Antipyretic, Analgesics, Anti-inflammatory, Anti-bacterial, Anti-fungal, Anti-viral, Anti-biotics, Anti-laprosy, Central Nervous System agents, HIV-AIDS related drugs ➤ To learn about aerobic and anaerobic fermentation ➤ Learn the importance of various Vitamins and Amino acids, ➤ Understand the synthesis of Penicillin, Cephalosporin, Chloromycetin, Streptomycin and their role as an antibiotic. ➤ To study how to prepare aspirin in the laboratory ➤ Acquire knowledge how to prepare magnesium

			bisilicate in the laboratory.
--	--	--	-------------------------------

Attainment of the Program: BSc. Programme Course

Semester VI & Old P-III (PO)			
Year	No of Students Appeared	No of students Passed	Remarks
2018-2019	06	03	
2019-2020	07	02	
2020-2021	02	02	
2021-2022	05	04	
2022-2023	03	03	

Zoology (CBCS)

1	CC – 1 Non-Chordates I: Protists to Pseudocoelomates	<ul style="list-style-type: none"> • Acquire knowledge about Taxonomy, Nomenclature and classification • Know about parasitic adaptation of Helminthes • Know about life cycle, pathogenicity Parasites • Can identify different animal. 	<ul style="list-style-type: none"> • Got idea about the habit of animals. • They can be familiar with these fauna.
2	CC – 2 Non-Chordates II: Coelomates	<ul style="list-style-type: none"> • Acquire knowledge about classification of different coelomic phylum • Know about social life of termites • Can identify different animals 	<ul style="list-style-type: none"> • Got idea about the habit and habitat of animals. • Can gain knowledge about the role of these animals in environment.
3	CC -3 Diversity of Chordata	<ul style="list-style-type: none"> • Know about general feature and classification of different chordate. • Concept about parental care in fishes. • Can understand about Poison apparatus and Biting mechanism in Snake. • Can identify different types of chordates • Know about Echolocation in Chiropterans and Cetaceans 	<ul style="list-style-type: none"> • Acquainted with the diversity of chordate animals. • Can identify the poisonous snakes. • Can be aware of the surrounding communities about poisonous effect of snakes.
	SEC -1 Aquarium Fish Keeping	<ul style="list-style-type: none"> • Acquire knowledge about ornamental fish. • To gain knowledge about physiology of ornamental fish. • To gain knowledge about the maintenance of aquarium. 	<ul style="list-style-type: none"> • Students can handle aquarium scientifically. • They can apply this knowledge for business purpose.

4	CC-4 Comparative Anatomy of Vertebrates	<ul style="list-style-type: none"> • Can compare different systems among different vertebrate groups. • Differentiate among different types of scales. • Can identify different types of bones. 	<ul style="list-style-type: none"> • Get an idea about anatomy of different organ. • Know the function of different organ in the body. • Get an idea about the evolution of different organs.
	SEC – 2 Sericulture	<ul style="list-style-type: none"> • Can acquire knowledge about type of silkworms. • Know about life cycle of Bombyx mori. • Know about process of mulberry gardening and method of silkworm rearing. • Control and prevention of pests and disease of silkworm. 	<ul style="list-style-type: none"> • Through the knowledge they take sericulture profession. • They know the difficulties to continue this process. • They know the disease and prevention of method of sericulture to apply in their practical life.
5	DSE -1 Wildlife conservation and management	<ul style="list-style-type: none"> • Come to know what is wildlife, importance of wildlife and causes of wildlife conservation. • Can know about different methods of wildlife conservation. • Acquire knowledge on causes of human and wildlife conflict and its consequence. • Know about different methods of population control. 	<ul style="list-style-type: none"> • Get acquainted with wildlife. • Know the importance of wildlife in medicine, literature etc.
	SEC – 3 Medical Diagnostic Techniques	<ul style="list-style-type: none"> • Come to know about composition of blood ,TC,DC,ESR & PCV. • Acquire knowledge about normal and abnormal constituents of urine. • Know about infectious and non infectious disease. • Know about cancer ,its diagnosis and treatment. 	<ul style="list-style-type: none"> • Acquainted to different infectious disease. • Through this knowledge they take pathology as a profession in future life.

6	DSE -2 : Parasitology	<ul style="list-style-type: none"> • Know different terms related to parasitology. • Understand host-parasite relationship. • Acquire knowledge about some parasitic protists platy - helminthes hematodes arthropoda and vertebrates. 	<ul style="list-style-type: none"> • Acquired to different parasitic diseases. • Know about the prevention and control measure of parasitic diseases.
	Sec -4 : Apiculture	<ul style="list-style-type: none"> • Come to know about lifecycle and social organization of honey Bee. • Acquire knowledge about artificial bee keeping and bee keeping equipment. • Know about diseares and enemies of honey bee. 	<ul style="list-style-type: none"> • Through this knowledge they take Apiculture as profession. • They know the difficulties to continue this process.

Attainment of the Programme : Zoology (Programme)

Year	Semester VI (PO)		
	No of Students Appeared	No. Of Students Passed	Remarks
2017-2018	3	1	Ramesh Gorain WBP Police
2018-2019	4	2	Paritosh Mahato Chandana Mahato
2019-2020	4	2	Dipak Kumbhakar Studies M.Sc (Biotechnology)
2020-2021	2	2	Tulsi Mahato - M.Sc (Biotechnology)
2021-2022	4	4	
2022-2023	3	3	

1. Total Number of Students Appeared in The Examination (2017-22):

2. Number of Students Qualified (2017-22): 3. Program Expectations:

- Students acquire knowledge about animal diversity.
- Students can lease structure and Functions of different system of animals

- Come to know about social group of certain animal.
- Students can gain knowledge about wildlife management.
- Gain detail Knowledge of Sericulture.
- Gain detail Knowledge of Apiculture.
- Know animals are infected by different parasites.
- Know about different control measure and preventive method of parasitic disease.

4. Programme Outcomes (PO) :-

(a) Remembering (PO1)-

- Students remembered the concept clearly.
- There is no doubt Semester. cleaning classes after the course is completed in every semester.

(b) Understanding (PO2)

Students better understand the subject with real life example.

(c) Applying (PO3):

- They can apply their knowledge for self employment.
- They can apply their knowledge to become safety from infectious disease.

(d) Analyzing (PO4)-

- Students gain knowledge about different stains and different techniques.
- Learn to analyse data and weather research methodology.

(e) Evaluating (PO5)-

- Teachers evaluate the efficiency of students through class test, Internal assessment and final semester Examination.
- Mentor-Mentee programs are also conducted to enrich the skill of the students.
- Creating new ideas in preparation of aquarium scientifically for fish cupping.
- Pathological Lab concept also developed through this programme.

Sociology (CBCS)
Course Expectation & Course Outcome

Semester	Course	Course Expectation	Course Outcome
I	CC-I INTRODUCTION TO SOCIOLOGY – I BSOCCCHT101	<ul style="list-style-type: none"> Emergence of Sociology as a discipline Understanding Perspectives and Theoretical Approaches Clarification and Fundamental Understanding of Sociological Concepts and Terms 	<ul style="list-style-type: none"> Tracing the emergence of Sociology as a discipline Learning about the various theoretical approaches and perspective while having a distinct understanding of the subject matter Studying the basics of Sociology and developing of concepts and ideas of society
I	CC-2:-Sociology Of India-I BSOCCCHT102	<ul style="list-style-type: none"> Basic Concepts of Indian Society Various Types of Institutions of Indian Society Concepts And Critique of Caste and Tribe Agrarian And Industrial Laborand Classes. Family, Marriage, Kinship, Religion. 	<ul style="list-style-type: none"> Students Got Clear Idea on Indian Society, Culture and Civilization. Got Ideas on Plural Society, Got Ideas on Unity inDiversity.
II	CC-3 Introduction to Sociology II BSOCCCHT201	<ul style="list-style-type: none"> Building theoretical understanding Approaches and scientific understanding Learning the perspectives through different theorists 	<ul style="list-style-type: none"> Developing basic theoretical understanding Analyzing theoretical understanding of the discipline Expanding the ideas and perspective of various theorists
II	Sociology of India -II CC-4 BSOCCCHT202	<ul style="list-style-type: none"> Exploring the ideas of India through Gandhi and Ambedkar Learning about various social movements and resistance 	<ul style="list-style-type: none"> Obtained knowledge on the ideas of reconstructions of rural structure Understanding of concepts given by Gandhi and Ambedkar Discussions and extensively learning about the resistances and social movements
III	CC-5:-Political Sociology BSOCCCHT301	<ul style="list-style-type: none"> Basic Concepts of Power and Authority Ideas Of State, Governmentand Citizenship; Theories Of Elite andRuling Classes. 	<ul style="list-style-type: none"> Got Ideas on Power and Authority. Broader Sense on State, Governmentand Citizenship. Constructed Ideas on Political Culture

		<ul style="list-style-type: none"> • Concept Of Political Culture and Political Socialization • Various Types of Political System. 	<p>and Political Socialization.</p> <ul style="list-style-type: none"> • Expanding Ideas of Different Political System.
III	Sociology of Religion CC-6 BSOCCCHT302	<ul style="list-style-type: none"> • Building a theoretical understanding on religion • Studying various sociological theorists and their perspectives on religion 	<ul style="list-style-type: none"> • Deriving and developing ideas on religion, • Drawing differences on religion and science, magic, tribal religion • Clear understanding on different theorists and their idea of religion Emile Durkhiem, Karl Marx, Max Weber and Bronislaw Malinowski
III	Sociology of Gender- CC VII BSOCCCHT303	<ul style="list-style-type: none"> • Theoretical understanding of Gender • Understanding and Analyzing Gender Inequalities and Discrimination • Exploring various branches of gender studies • Resistances and Movements 	<ul style="list-style-type: none"> • Constructed idea of Gender and its differences and inequalities • Broader understanding to the approaches of gender studies • Building a better insight and understanding of various movements and resistances
III	Applied & Action Sociology -SEC-1 BSOCSEHT305	<p>*To understand the application of the scientific method to answer social science research questions.</p> <p>*To understand the logic of sampling.</p> <p>*To understand the logic of these modes of observation: experiments, surveys, interviews, focus groups, field research, and unobtrusive research.</p> <p>*To develop an understanding of the basic approaches to qualitative and quantitative data analysis.</p>	<p>*Ability to use and critically analyze qualitative and quantitative social-science research methods. Critically evaluate study designs and methodology employed in contemporary scholarly work within the discipline.</p> <p>,• Justice concentrations offered within the major. Connect sociological training with larger ideas of peace, social justice and foster a respect for</p> <ul style="list-style-type: none"> • community service and community engagement. Demonstrate functional writing, reading comprehension and critical thinking skills • It aims to deepen student's understanding of the practical,

			epistemological and ethical aspects of social <ul style="list-style-type: none"> • research, and to prepare graduate students for fieldwork.
IV	Cc-8:-Economic Sociology BSOCCCHT401	<ul style="list-style-type: none"> • Forms Of Exchange and Reciprocity. • Ideas And Relationships of Exchange and Money. • Systems Of Production, Circulation and Consumption. • Some Contemporary Issues in Economic Sociology. 	<ul style="list-style-type: none"> • How Exchange Emerges. • Ideas Of Production System. • Knowledge About Economic Development • Clarification on the concept of Globalization and Development.
IV	Sociology of Kinship (CC-9) BSOCCCHT402	<ul style="list-style-type: none"> • Concept of Kinship: Marriage, Family, Importance of Relationship, Culture and Customs of Relativity, Social Alliance theory • Learning different terminology, forms, types and changes in these social institution 	<ul style="list-style-type: none"> • Understood the concept of Kinship and its interrelation to other a social Institutions • Learnt About social relationships, behaviours, marital status • Understood various differences in Kinship and its types
IV	Social Stratification, CC-10 BSOCCCHT403	<ul style="list-style-type: none"> • Clarifying the concepts and elucidating on various forms of social stratification in the society both traditional and modern • Building knowledge on Caste, Race, Ethnicity and studying the theoretical approaches • Gather sociological knowledge on the structure of the society through social mobility and social reproduction 	<ul style="list-style-type: none"> • An overview understanding of sociological approach to studying the different forms of social stratification and its types • Exploring the theories of Social Stratification • Connecting and understanding Caste, Race, Ethnicity through various perspectives • Assessing social stratification through other dimensions and perspectives like mobility and social reproduction

IV	<p>Visual Culture: Practicum SEC-II</p> <p>BSOCSEHT405</p>	<p>Creating art, as well as studying at and relating to art, are all part of the visual arts curriculum. The course is designed to prepare the students in contemporary art and to become an artist and creative thinker. This course will assist students in developing ideas using a variety of media such as painting, installation, animation, performance, fiber/textile, sculpture, performance, fine and digital print, film and video, animation, installation, community engagement, and social practices.</p>	<p>After this course, students will be able to:</p> <ul style="list-style-type: none"> • <i>comprehend and critically reflect on</i> the ways in which visual images have formed a body of meaningful signs in European and American media; • <i>critically process</i> diverse theoretical perspectives; <i>develop</i> specific visual and verbal skills for observing, reading, analyzing, describing and critiquing visual imagery from a range of theoretical perspectives; • <i>reflect critically on</i> the methods and theories used in texts by other researchers, using given criteria for evaluation (language/style, structure, critical use of theories, correct referencing system and bibliography). Through this, he/she will also be able to reflect critically on his/her own texts.
V	<p>Ce-11:-Sociological Thinkers-1 BSOCCCHT501</p>	<ul style="list-style-type: none"> • Theoretical Approaches. • Theoretical Understanding of Dialectical Method, Interpretative Under Approach, Functionalism, Modern Culture 	<ul style="list-style-type: none"> • Got About Various Theoretical Approaches. • Knowledge About Dialectical Method, Interpretative, Understanding, Functionalism, Modern Culture and Society

V	Sociological Research Methods-I CC 12 BSOCCCHT 502	<p>The primary goal of this course is to introduce the fundamental ideas of sociological research methodology. The goals of this course are to:</p> <ul style="list-style-type: none"> i) identify and discuss the function and significance of research in the social sciences. ii) identify and discuss the issues and concepts salient to the research process. iii) identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project. iv) Introduce some techniques of data collection. v) provide the knowledge about theory and research. vi) provide knowledge about ethical aspects in social research 	<ul style="list-style-type: none"> i) Students who complete this course will be able to understand and comprehend the basics in research methodology and applying them in research/ project work. ii) This course will help them to select an appropriate research design. iii) With the help of this course, students will be able to take up and implement a research project/ study. iv) Students will be able to demonstrate the ability to choose methods appropriate to research objectives.
V	Urban Sociology (Discipline Specific Electives – I) BSOCDST1	<ul style="list-style-type: none"> • Introducing Urban Sociology incorporating Industrialization, Urbanization and Globalization • Developing an empirical and comprehensive knowledge on urban life and development of cities and its various problems • Exploring the perspectives in Urban Sociology • Expanding the thoughts and building a better understanding of urban ecology • Learning about urban spaces, settlements and lifestyles and how it constructs and shapes society and social interaction 	<ul style="list-style-type: none"> • Focus on Urban space, life and culture • Examining urban theorists and number of urban concepts • Better understanding on the various social, economic and environmental problems in urban space • Identifying the process, structure and key issues of urban society
V	Agrarian Sociology (DSC-2) BSOCDST2	<ul style="list-style-type: none"> • Laying the foundation on Agrarian theories • Post Independence 	<ul style="list-style-type: none"> • Clarification of Rural Agrarian Society • Explores the ideas of

		<p>Agricultural Problem</p> <ul style="list-style-type: none"> • Impact of Revolution of Agriculture, Panchayet Raj System, Commercial Agriculture, Rural Market 	<p>Market, Pre-independence, green Revolution, Barter System</p> <ul style="list-style-type: none"> • Understood Land Reform, Land Revenue System, Panchayet Raj •
VI	Ce-13:-Sociological Thinkers-II	<ul style="list-style-type: none"> • Various Theoretical Approaches. • Theoretical Understanding Of Structural-Functionalism, Structuralism And Critical Social Theory 	<ul style="list-style-type: none"> • Got Ideas about Various Theoretic Approaches • Analyzing Theoretical Understanding of Structural, Functionalism, Structuralism and Critical Social Theory, • Broader Knowledge of The Approaches of Frankfurt School, Positivism and Sociology
VI	<p>Sociological Research Methods-II CC14 BSOCCCHT 602</p>	<p>This course is designed for students to fulfill the following learning objectives:</p> <p>i)Understanding the characteristics, roles , differences and importance of quantitative and qualitative research methods.</p> <p>ii) Describing the steps involved in quantitative and qualitative data collection.</p> <p>iii) Explaining basic quantitative and qualitative data collections techniques based on the main characteristics of the research designs.</p> <p>iv)Explaining the process of Quantitative and qualitative data analysis.</p> <p>v)To impart knowledge on Statistical concepts like Data Collection, Measures of Central Tendency, Graphical and diagrammatic presentation of data etc.</p> <p>vi) Develop the skills of report writing.</p>	<p>Students who successfully complete this course will be able to:</p> <p>i)develop skills in qualitative and quantitative data analysis and presentation.</p> <p>ii)demonstrate the ability to choose methods appropriate to research objectives.</p> <p>iii) identify different sampling approaches.</p> <p>iv)organize, manage and present data.</p> <p>v)analyze statistical data graphically using frequency distributions and cumulative frequency distributions.</p> <p>vi)analyze statistical data using measures of central tendency.</p> <p>vii) write quantitative and qualitative research reports.</p>
VI	<p>Indian Sociological Traditions DSE-5 BSOCDST5</p>	<ul style="list-style-type: none"> • Building concepts and foundations on Indian sociologists and their views • Clearing ideas and concepts on Casteism, 	<ul style="list-style-type: none"> • Got an idea of Social Culture, Social Ecology, City Civilization, Modernity • Understood the role of Indian Sociologists and their contribution to the discipline

		<p>Radicalism, Progress, Social Ecology</p> <ul style="list-style-type: none"> • Drawing and understanding Globalization and Indian Tradition 	<ul style="list-style-type: none"> • Helped build a proper knowledge about social culture •
VI	<p>Sociology of Culture and Everyday Life DSE-6 BSOCDST6</p>	<ul style="list-style-type: none"> • Developing a better understanding of social world and social interaction and its occurrences in everyday lives • The importance of social realities in constructing and building society through culture and its different forms • Exploring the concepts like Ethnomethodology, Phenomenology, Life-World to understand the negotiations of everyday lives • Building an empirical understanding through lived experiences • Experimental methods demonstration in class through interactive sessions and discussions on lived experiences 	<ul style="list-style-type: none"> • A clearer insight of society through empirical knowledge • Understanding culture, artefacts and objects of everyday life in building meaning about social realities • Exploring into the everyday sites and places for a better understanding of various forms of communication and processes of social interaction

HISTORY

The objective of this course is to:

- (G) 1. provide students with the necessary knowledge about many facets of history.
- (H) 2. To instruct them on how to apply this knowledge to improve society.
- (I) 3. This also provides insight into how historians gather information, present their case, and discuss specifics that are important to comprehending the past and present.
- (J) 4. The goal is to make children realize how our history and present are intertwined and how understanding the past gives them the knowledge and abilities to comprehend the present.
- (K) 5. The goal is to provide the student with the tools necessary to improve their analytical and thinking skills as well as to help them form a solid research-oriented viewpoint.

Programme learning outcomes:

- (L) Students enrolled in the program complete a curriculum that exposes and trains
- (M) students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.
- (N) I. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.
- (O) II. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).
- (P) III. The ability to use bibliographical tools for the advanced study of history.
- (Q) IV. To understand & evaluate different historical ideas, various arguments and point of view.
- (R) V. To develop an appreciation of themselves & of other through the study of the
- (S) past in local, regional, national and global context.

HISTORY HONOURS

UG CBCS

COURSE OUTCOME AND PROGRAM OUTCOM

SEMESTER	COURSE TITLE	COURSE EXPECTATIONS	COURSE OUTCOMES
I	CC 1 (101) : Early History of India (Proto-History to 6th century B.C.) (PSO1)	<ul style="list-style-type: none"> • Concept of Ancient Indian History: Sources and approaches of historical reconstruction • Knowledge of Pre-history and Proto-history: • Clear concept about the Harappan civilization • Understanding of Aryan Problems and Concept about the Vedic Age • Concept about Sixteen Mahajanapada and Rise of Magadh • Concept of Persian and Greek invasion 	<ul style="list-style-type: none"> •students got a clear idea about Pre-history to 6th century BC •Students can explore and understand the Political development up to 6th Century BC . •Clear idea about Persian and Greek invasion
	CC 2 (102) : Cultural Transition in Ancient India (PSO2)	<ul style="list-style-type: none"> • Clear concept of The First urbanization: problems of urban decline and the • Concept of late-Harappan culture, Vedic culture, iron age culture, cultural growth, • Understanding the second Urbanization • Knowledge Culture in Maurya states as reflected in art and architectures • Knowledge Cultural development of Post-Maurya, Gupta era and Post-Gupta era • Concept Sangam Literature and culture 	<p>Students gained Knowledge about –</p> <ul style="list-style-type: none"> • first urbanization and expansion of settlements • Cultural transition and development from later Harappa to Post-Gupta era
II	CC 3 (201): Consolidation of Empire Under Mauryas and Guptas (PSO1)	<ul style="list-style-type: none"> •Concept about rise of Magadha empire • To gain the knowledge about Polity, Administration, Society economy of Maurya's and Guptas • Foreign invasion • Knowledge about Kushanas and satbahanas • Clear concept about agrarian expansion 	Students gained Knowledge about-Consolidation of Empire under Maurya's an Guptas Agrarian Expansion and changing production relation

	CC 4 (202) : Reconstructing the Early Medieval History of India: Politics, Society and Economy (PSO2)	Clear concept about - Early Medieval India and Sources and approaches Indian Feudalism Rise Of Rajput's Arab and Turkish Invasion Expansion of Agriculture, Trade and Commerce	students got a clear idea about - the conception of Indian feudalism, rise of different regional powers along with their struggle coming of Islam to India. Inter-regional trade and Commerce in early medieval India
III	CC 5 (301) Developments in Medieval India Religion, Society and Culture (PSO1)	discusses the growth of regional languages, cultural transition, science and technology growth, schools of philosophy, Sufism, Bhakti movement, religious tolerance, and cultural developments in India, focusing on language, literature, art, and architecture. It also discusses the Vaishnavite, Jagannath, Warkari, and Vithoba movements, as well as the development of Sulh-i-kul.	Students gained knowledge about- literature, schools of philosophy, Sufism, Vaishnavism and religious tolerance. Of Medieval India. This paper will help the students to understand the multidimensional picture of India. regional literature in the Middle Ages. There is also an opportunity to have ideas about science and technology, art, architecture, painting and sculpture of the respective period.
	CC 6 (302) Delhi Sultanate Administration and Economy (PSO2)	understanding the sources and historiography of Turko-Afgan Period Clear concept about Society Economy and administration Mongol Threats Indian Ocean Trades Under Delhi sultanate	Students enriched their knowledge about - Sources and Historiography of Delhi Sultanate Administration and Territorial changes under Delhi Sultanate Society and Economy under Delhi Sultanate
	CC 7 (303) Consolidation of Mughal Rule Under Akbar (PSO3)	Overview of growth of Mughal Power till Akbar Rural economy and society	Students got a clear idea about - State, religion, society and economy under Akbar and a comparative study with other Mughal rulers
	SEC 1 Archives and Museum (PSO4)	knowledge about Archives and Museum	they understood that Archives and museums play a crucial role in preserving and promoting India's rich cultural heritage.
IV	CC 8 (401) Colonial State and Select Themes of Popular Resistance (PSO1)	concept of colonial state and ideology, and impact of the colonization land revenue system and forest policy commercialization of agriculture de-industrialization and drain of wealth	students can Analyse the land revenue system and its implications on rural communities. Investigate the forest policy and its effects on local economies. Examine the commercialization of agriculture impact of famines in colonial India. Explore the process of de-

		<p>Popular resistance : Sannayasi and Fakir rebellion; Chuar and Pindari uprisings; Santhal uprising and the Hul: role of Sidho-Kanho; revolt of 1857; revolt in Manbhum and role of Nilmoni Singh Deo Indigo revolt; Pabna uprising; Deccan riots; Birsha and the Ulgulan .</p>	<p>industrialization and the drain of wealth from the subcontinent. Investigate the Sannayasi and Fakir rebellion movements. Analyse the significance of the Chuar and Pindari uprisings. Study the Santhal uprising and the role played by leaders like Sidho-Kanho.</p>
			<p>Explore the events of the 1857 revolt and its impact. Understand the revolt in Manbhum and the contributions of Nilmoni Singh Deo. Investigate the Indigo revolt. Explore the Pabna uprising. Study the Deccan riots.</p>
	<p>CC 9 (402) Cultural History of Bengal: Reform and Revival (PSO2)</p>	<p>knowledge about Cultural History of Bengal: Reform and Revival</p>	<p>Students can Analyse the historical transition from utility-driven perspectives to free trade ideologies through the lens of evangelical, Orientalist, and Asiatic Society influences. Evaluate the impact of the Anglicist-Orientalist controversy, Macaulay minutes, and the introduction of Western education in colonial India. Examine societal dynamics in the late 18th century, exploring religious and social reforms led by figures like Rammohan, Vidyasagar, and the Brahmo movement. Assess conservative responses to societal changes, focusing on traditional-modernizer viewpoints, gender debates, religious and linguistic identity formation, and caste dynamics.</p>

	CC 10 (403) Age of Gandhian Nationalism (PSO3)	knowledge about - Gandhian Nationalism and India's freedom struggle Historiography of Indian nationalism political ideology and making of associations	Students can Analyse the historiography of Indian nationalism, political ideology and formation of associations leading to the establishment of the Indian National Congress (INC). Evaluate the dichotomy between moderates and extremists within the nationalist movement. Investigate the Swadeshi movement and revolutionary contributions to the struggle for independence. Assess Gandhi's perspectives and methods, exploring his role in mass politics from the Khilafat to Quit India movement. Examine the impact of Gandhian nationalism on various social groups, including landlords, the middle class, peasants, workers, tribes, Dalits, women, and business groups. Explore debates surrounding Gandhian nationalism and its significant role in India's freedom struggle.
	SEC-2 Indian Art and Architecture (PSO4)	Importance of the art, different types of dimensions of Indian art from ancient period to modern era etc	They understood that how Indian art become prominent with the passage of time. They also came to know about modern and contemporary Indian art.
V	CC 11 (501) Communalism in Indian Politics: Ideologies and Practices (PSO1)	Knowledge about different religious ideologies, basic concepts about the communalism and it's effects towards the partition.	Students have understood about divide and rule policy of Britishers, different religious ideologies and its effects
	CC 12 (502) Europe in Transition (PSO2)	Process of Changing European economy, renaissance and its effects, knowledge about 17th century European crisis	They got ideas about European Renaissance and how Europe came as a centre of world system.
	DSE-1(503) History of South East Asia in the 20th Century.	N. A	N. A
	DSE-2 (504) Selected themes of the History of the United States	Concepts about Selected themes of the History of the United States of America, Discover of America and changing patterns,	Clear concept from European exploitation (to the native Americans) to emergence of USA as a world power

	of America (1776-1945) (PSO3)	Emergence of USA as world power	
	DSE-3 (505) Selected themes of the History of India (1605-1765) (PSO4)	Role of Mughal rulers towards India's development, causes of the decline of the Mughals, History of Bengal and its relationship with Britishers	Clear ideas from Jahangir to Aurangzeb, why initially Britishers choose Bengal and how they grab the power
VI	CC 13 (601) Europe: Revolution and Restoration (late 18th to 1914) (PSO1)	Basic concepts of revolution and its character, To know about the emergence of a new political order, Industrialization in Europe, World War I and its impact	How in Europe a new political order came, what is the contribution of Napoleon to the European politics, July and February revolution, industrialisation, World War 1 etc
	CC 14 (602) International Relations in Post-World War II and India (PSO2)	What is contemporary history? Get ideas about the Cold war, its effects towards the global scenario. Know about NAM, terrorism, decolonization, third world, globalization etc.	Students have understood that how the political atmosphere changed after 1945 and they are able to link it with present politics.
	DSE-4 (603) China and Communist movements (PSO3)	Enhance knowledge about the neighbouring country like china and their society, political changes, reform movements and economic development	Knowledge about China and communist movements, its political and economic growth which leads them to nationalism.
	DSE-5 (604) Transition in Japan: from Feudalism to Capitalism	N.A	N.A
	DSE-6 (605) History from Manbhum to Purulia (PSO4)	To know the history of Manbhum ,its formation and its importance to the freedom movement of India from the perspective of regional history.	Got ideas about the changing geographical boundaries, its position after 1905, rise of local political bodies with the help of gandhiism.

HISTORY PROGRAM
UG CBCS
COURSE OUTCOME AND PROGRAM OUTCOM

Semester	Course Title	Course Expectation	Course Outcomes (CO)
I	Early History of India (Proto-History to 6th century B.C.) (PSO1)	Concept of Ancient Indian History: Sources and approaches of historical reconstruction Knowledge of Pre-history and Proto-history: Clear concept about the Harappan civilization Understanding of Aryan Problems and Concept about the Vedic Age Concept about Sixteen Mahajanapada and Rise of Magadh Concept of Persian and Greek invasion	the course has been designed in such a manner that a student can get a clear idea about Pre-history to 6th century BC Students will explore and understand the Political development up to 6th Century BC . Clear idea about Persian and Greek invasion
II	Selected themes under Delhi Sultanate & Mughal India (1206-1707) (PSO1)	knowledge about Delhi Sultanate and The provincial kingdoms (Bahamani kingdoms and Vijaynagar empire) - Expansion of empire ,administraion and Socieity Religeon movements of medieval india Emergence and consolidation of Mughal state and the decline of Mughals	This course explores the historical dynamics of the Delhi Sultanate and Mughal India, focusing on the sources of study, political history of dynasties, Mughal empire development from Babur to Shah Jahan's reign, Aurangzeb's policies, and socio-economic and cultural developments during both periods. It provides students with a comprehensive understanding of the conditions that led to the establishment of the Delhi Sultanate and Mughal India.

<p>III</p>	<p>Popular Resistance in Colonial India (1765-1947) (PSO1)</p>	<p>Concept of various historical events, including the Chuar Rebellion in West Bengal, Wahabi and Faraizi Rebellion, Santal Hull Uprising, Indigo rebellion, Pabna revolt, Deccan riots, Munda revolt, Partition of Bengal, Swadesi Movement, freedom struggle under M.K. Gandhi, non-cooperation, civil disobedience, Quit India Movement, peasant and workers movement, Naval revolt, Tebhaga and Telengana movements.</p>	<p>Gain a comprehensive understanding of historical rebellions in South West Bengal, including the Chuar Rebellion, Wahabi and Faraizi Rebellions, and Santal Hull. It also examines the causes, nature, and aftermath of the 1857 Uprising, Indigo Rebellion, Pabna Revolt, Deccan Riots, and Munda Revolt. It also examines the Partition of Bengal and Swadesi Movement, M.K. Gandhi's role in India's freedom struggle, the dynamics of Non-Cooperation, Civil Disobedience, and Quit India Movements, and the complexities of peasant and workers' movements between World Wars.</p>
	<p>Local Popular Culture (PSO2)</p>	<p>Concept of Popular culture of South west Bengal specially Manbhum</p>	<p>students got a clear idea about - popular culture in South West Bengal, with a focus on Manbhum. Examine the socio-religious aspects of Santal festivals and songs, including Baha, Saharay, and Dasai. Explore the diverse forms of Chhou Dance, evaluating performances by prominent artists such as Gambhir Sing Mura, Dhananjoy Mahato, Nepal Mahato, and others. Understand the cultural significance and features of Natua Dance within the context of the region's performing arts.</p>

IV	Selected periods of Modern Europe (1789-1945) (PSO1)	<p>Concept about Selected periods of Modern Europe (1789-1945): The French Revolution, Italy's unification, Germany's unification, the Crimean War, and the Industrial Revolution were significant events in history. The United Nations, The League of Nations, and the Eastern question also played significant roles in shaping the world.</p>	<p>Students gained a comprehensive understanding of key historical events, including the French Revolution, the Napoleonic era, the Vienna settlement, and the revolutions of 1830 and 1848 in France. Explore the processes of Italian and German unification, analyse the Industrial Revolution, and examine the political dynamics leading to the First and Second World Wars, including the rise of fascism and Nazism.</p>
	Indian Art and Architecture (1200-1800) (PSO2)	<p>knowledge about Indian Art and Architecture (1200-1800): Indian art, including Stupa, cave, temple, Sultanate, Mughal, modern and contemporary, colonial periods, Bengal School of Art, and major artists, showcases significant developments in art and architecture.</p>	<p>Gain a comprehensive understanding of Indian art, spanning from ancient Stupa, cave, and temple art to the evolution of Sultanate and Mughal art and architecture. Explore the richness of modern and contemporary Indian art, examining the colonial period, significant art movements like the Bengal School, and delving into the works of major artists.</p>
V	China and Communist movements	N.A	N.A

	<p>(India after 1947)</p> <p>(PSO1)</p>	<p>concept about - the framing of indian constitution Foreign Policy of india India and her neighbours</p>	<p>Gained a comprehensive understanding of the Framing of the Indian Constitution, Fundamental Rights, Principle Objectives, Economic Planning, and Movements for Social Justice. Explore India's Foreign Policy, including the Principles and Objectives, Nehru's Foreign Policy, India's role in the Non-alignment Movement, SARC, and the dynamics of relationships with neighbours such as Indo-Pak relations, India's involvement in the liberation war of Bangladesh, and engagements with Vietnam, China, Soviet Russia, and contributions in global crises like the Suez and Hungarian Crisis.</p>
	<p>Popular Culture: Performing Art</p> <p>(PSO2)</p>	<p>popular culture and performing art in South West Bengal, particularly Manbhum-Purulia. It discusses folk songs, festivals, tribal culture, and performing art, including Chhou Dance, Natua Dance, and leading artists like Gambhir Sing Mura.</p>	<p>students gained a comprehensive understanding of popular culture and performing arts, including historical perspectives. They will delve into the rich cultural tapestry of South West Bengal, focusing on Manbhum-Purulia, exploring folk songs like Jhumur, Tusu, and Bhadu, as well as the literary, socio-economic, and cultural significance of these traditions. Additionally, students will gain insights into tribal culture, particularly Santal festivals and songs, and explore the diverse realm of performing arts, such as Chhou Dance and Natua Dance, evaluating their socio-economic, religious, and artistic importance.</p>
VI	<p>Local History: Study of Manbhum</p>	N.A	N.A

	<p><u>Patterns of capitalism in Europe 16th Century to 20th century.</u></p> <p>(PSO1)</p>	<p>The Industrial Revolution in England, France, Germany, and Europe had significant impacts on society, policy, and economy.</p>	<p>Analyse the causes, nature, and outcomes of the Industrial Revolution in England, and assess its profound impact on European society, policy, and economy.</p> <p>Examine the genesis and nature of Industrial Capitalism in France, explore the background of industrialization and its impact on the growth of industries in Germany, evaluating the transformative effects on European societies, policies, and economies.</p>
	<p><u>Understanding Heritage</u></p> <p>(PSO2)</p>	<p>Heritage encompasses antiquity, archaeological sites, tangible and intangible heritage, art treasures, and cultural heritage. It is influenced by Indian heritage, conservative initiatives, and local sentiments, with Manbhum being a significant heritage.</p>	<p>Gained a comprehensive understanding of heritage by exploring its diverse facets, including antiquity, archaeological sites, tangible and intangible elements, and art treasures.</p> <p>Explore the intersection of heritage and travel, delving into heritage sites, cultural aspects, landscapes, recent travel trends, Indian government initiatives, and the significance of local sentiments in preserving the major heritages of Manbhum.</p>

**HISTORY HONOURS & PROGRAM – GE
UG CBCS
COURSE OUTCOME AND PROGRAM OUTCOM**

SEMESTER	COURSE TITLE	COURSE EXPECTATIONS	COURSE OUTCOMES
III SEM HONS. & V SEM PROG.	GE - Colonialism and Developments in the Environment: India (BHISGEHT2)	Pre-Colonial India's geography, ecology, and cultures were influenced by land, forests, and hills, while colonialism introduced new land, forest, and irrigation systems, leading to tribal resistance and environmental issues.	Gain a comprehensive understanding of the geography, ecology, and diverse cultures of pre-Colonial India, with a focus on land, forests, and mountainous ecosystems. clear idea about impact of colonialism on land, forests, and irrigation systems, while exploring the dynamics of tribal and peasant resistance; and evaluate contemporary environmental issues in Independent India, particularly issues of displacement, degradation, and socio-economic disparities.
IV SEM HONS. & VI SEM PROG.	GE- Historians of India (BHISGEHT2A)	Concept about Historians of India	Students got a clear idea about historiographical perspectives of eminent historians such as R.C. Majumdar, D.D. Kosambi, Romila Thapar, R.S. Sharma, Iswari Prasad, Jadunath Sarkar, Satish Chandra, Irfan Habib, Amalesh Tripathi, Bipan Chandra, Sumit Sarkar, providing students with

			a comprehensive understanding of Indian history and historical debates.
--	--	--	---

<u>Attainment of the Program: History (Hons & Program)</u>				
Year	Semester VI (CBCS) & Old P-III (PO)			
	Course	No. of Students Appeared	No. of Students Passed	Remarks
2018 – 19	Honours (Part- III, Old)	22	6	
	Program			
2019 – 20	Honours (Part- III, Old)	9	6	
	Honours (CBCS)			
	Program	117	91	
2020 – 21	Honours	27	27	Covid Outbreak
	Program	55	55	
2021-22	Honours	28	28	Covid Outbreak
	Program	58	57	
2022-23	Honours	21	17	
	Program	57	30	

Kashipur Michael Madhusudan **Mahavidyalaya**

Kashipur, Panchakote Raj, Purulia – 723132, West Bengal

Name of the Program Course **B.A. in Music**

Program Outcome (PO) **&** **Course Outcome (CO)**

Department of Music

	Course Outcome
Semester I B A. Programme	This is C type course which incorporates theory + practical — Practical 20 marks and theory 30 marks Practical paper imparted the basics of music like Seven Shuddha Swara, Two Sivaramalika, one Laxman Geet and one Chhota Kheyal with Taan in one prescribed Ragas like Alhaiya Bilaival etc. Theory portion contains basic definition of musical terms like Naad, Swara etc.
Semester II B A. Programme	One theory paper — Outline History of Indian Music with three portions Ancient, Medieval, Modern period were explained elaborately.
Semester III B A. Programme	Practical paper - containing selected Bliajans from Meerbai, Tulsidas, Kabir, Nanak, Surdas.
SEC I B A. Programme	Those who have Music as their first preference subject are to be accommodated in this course. Ability development course — Harmonium

Semester IV B A. Programme	Practical Paper — studies in Rabindra Sangeet and other Bengali songs were imparted in this paper
SEC II	Those who leave Music as their first preference subject are to be accommodated in this course. Ability development course —Tanpura
Semester V B A. Programme	A student may choose one paper between DSE-I (Basic Definitions & Some Tagore Songs) & DSE-II (Stage Performance on Rabindra Sangeet songs which are in the syllabus)
SEC III	Those who have Music as their first preference subject are to be accommodated in this course. Ability development course — Digital Sound and Audio (Theoretical)
Semester VI B A. Programme	A student may choose one paper between DSE-III (Festival Song of Rabindra Sangeet) & DSE-IV (Patriotic song of Rabindra Sangeet)
SEC III	Those who have Music as their first preference subject are to be accommodated in this course. Stage performance with accompanists by the students of this course

Semester-I	Programme Outcome
CC 1 Voice training and basic knowledge of Music	Seven Suddha Sivar, Ewo swaramalika, one Lakshman Geet, Chhota Khayal are imparted in this paper to familiarise the student the basic norms of music
Semester-II	Programme Outcome
CC 2 Outline History of Indian Music	Students are imparted for familiarisation of Ancient, Medieval And Modern period of Indian Music, different types of Gharana (Bishnupur, Joypur etc)
Semester-III	Programme Outcome
CC 3 Bhajan	Bhajan (Meerabai, Tulsidas, Kabir, Naliak & Surdas) are offered to the student to get a flavour of different types of Bliajalis
SEC-I Knowledge of basic instruments	Ability development course — Harmonium which is the primary accompanying musical instrument
Semester-IV	Programme Outcome
CC 4 Rabindra Sangeet and other Bengali Songs	Selected bouquet of songs from Rabindranath (6 Paryas), Nazrul Geeti (One), Atulprasad (One) are offered to the student to get a flavour of Bengali songs.
SEC 11 Ability development course — Tanpura	The student are required to sing a song with tanpura which is essential in practice of Indian Music.
Semester-V	Programme Outcome
DSE -1 Basic definition of different forms of Music, Theoretical knowledge of Raga	Selected Rabindra Sangeet are taught to the students so that they may get an overall flavour of Rabindranath .

DSE-2 Stage performance	Stage performance on the Rabindra Sangeet songs which are in our syllabus are imparted to the students so that they may sing skilfully.
SEC 3 Digital Sound & Audio	Enhances and provides basic information on different computer applications of music both in Windows and Android format. The knowledge of editing and conversion of different types of music is imparted here
Semester-VI	Programme Outcome
DSE-3 Festival Song of Rabindra Sangeet	This paper introduces three festival songs of Rabindranath "fagore I like Halkarshan, Brikliaropan, Grilia Prabesh etc.
DSE-4 Patriotic Song of Rabindra Sangeet	This paper deals with three Patriotic songs which are taught to the students so that they may get a flavour of patriotic songs.
SEC-4 Stage Performance	This paper is designed in such a way that the students may perform with accompanist in stage .

Semester-I	Programme Specific Outcome_ Programme course	
CC 1 Voice training and basic knowledge of Hindustani Music	Unit 1	Practical — Students may get basic knowledge of seven suddha swara, two Swaramalika, One Lakhsman Geet, One Chhota Khayal with Tana
	Unit 2	Theoretical — They would also go through the basic definition of some musical terms like Nada, Swars etc.
Semester-II	Programme Specific Outcome	
CC 2 Outline history of Indian Music	Unit 1	Students are familiarised with the ancient Period music like Indus Valley Civilisation, Vedic Period etc.
	Unit 2	Students get familiarised with the Mediaeval period music like Development of Dhrupad, Development of Khayal etc.
	Unit 3	Students are familiarised with music of Modern period the knowledge of Gharana like Bhatkhande, Jyoti Bhatkhande etc.
Semester-III	Programme Specific Outcome	
CC 3 Bhajan	Unit 1	Students flavours of different types of Bhajan like Mirabai, Tulsidas, Kabir, Nanak, Surdas.
SEC I Knowledge of basic instruments	Unit 1	Ability of playing Harmonium is taught to students. Harmonium being the favoured accompanying instrument, this teaching is very vital
Semester-IV	Programme Specific Outcome	

CC 4 Rabindra Sangeet & Other Bengali Songs	Unit 1	This unit helps to build up sound knowledge level among students about different types of Rabindra Sangeet, Nazrul Geeti, Atulprasad Geeti among the students
SEC-II Ability development course — Tanpura	Unit 1	Ability of playing tanpura with song is taught to students. Singing with tanpura in every semester is compulsory
SEC 2 Performing ability of the Hindustani Ragas	Unit 1	Develops sound knowledge about practical ability in rendering specific Ragas like Kedar, Kamod etc and Bhajan (Nanak, Surdas)
Semester-V		Programme Specific Outcome
DSE 1 Basic definition of different forms of music - theoretical knowledge of raga	Unit 1	The Students learn selected Rabindra sangeet songs like Pratidin Ami, Ar Ghare etc -which Rabindranath penned till he was 40.
DSE 2 Stage Performance	Unit 1	Platform for Stage Performance on Rabindra sangeet songs are provided to the students
SEC-III Digital sound and audio	Unit 1	It enhances and provides basic information on different computer applications of music both in Windows and Android format. The knowledge of editing conversion of different types of music is imparted here.
Semester-VI		Programme Specific Outcome
DSE 3 Festival Song of Rabindra Sangeet	Unit 1	Festival patriotic songs of Rabindranath selected songs are taught to students
DSE 4 Patriotic song of Rabindra Sangeet	Unit 1	To get a flavour of patriotic songs of Rabindranath selected songs are taught to the students
SEC 4 Stage Performance	Unit 1	This unit provides the platform for the students for stage performance
DSE 5 Stage performance — Light classical form of Thumri Dadra Bhajan	Unit 1	Aim of this paper is to impart proper skill for rendering Light classical form of Thumri Dadra Bhajan in Raga like Bhairavi, Pilu etc.
DSE 6 Computer Application for Music	Unit 1	Basic aim of this paper is to grow sound knowledge on different computer applications of Music both in Windows and Android format. The knowledge of editing and conversion of different types of Music is imparted here among students

Kashipur Michael Madhusudan Mahavidyalaya



Under

Sidho Kanho Birsha University

Module

Of

CBCS Syllabus

Of

ENGLISH Hons and Programme

Programme Specific Outcomes & Course Outcomes of B.A. (Hons)

English

Programme Specific Outcomes

Programme	Programme Specific Outcomes
BA ENGLISH (HONS)	<p>PSO-1: The programme educates students in both the artistry and utility of the English language through an artistic/aesthetic study of language through texts and the various historical and contemporary forms of culture. The creative faculties of learners get continuously enhanced.</p> <p>PSO-2: It provides students with a constant enhancement of their critical faculties in conceiving thoughts around literary areas/texts necessary in an academic environment subsequently exercised in their respective career professions useful in an increasingly complex and interdependent world.</p> <p>PSO-3: The programme also graduates students with capabilities of performing research, scrutiny, and undertake analysis of compositions/art works (book reviews & film reviews for instance), and pursue criticism of literary and cultural texts from various genres in different historical and stylistic perspectives and genres (art criticism, writing feature articles for instance).</p> <p>PSO-4: It also facilitates students in the development of intellectual flexibility something which works for them in getting professionally embellished with the use of creativity and an acute sense of reasoning and intellectual subtlety so that their engagement in respective career professions become a life-long learning.</p> <p>PSO-5: The programme also lets students be familiar with geographies and continents: their cultural and historical pasts. Students get familiar with literary portrayals of socio-cultural values, mythologies and their religious and mystical significance. This helps learners in creating/understanding a specific literary heritage and its symbiosis with humanity at large.</p> <p>PSO-6: The programme also creates a solid coordination between knowledge and character building. Students encounter a plethora of characters be it typecast or radical, or socio-culturally located, and undertake in-depth critiques on all possible scrutiny into character-selves—something which enables students in having a better control and better furnish or even facilitate themselves with character building and being responsible citizen/humans in the world.</p> <p>PSO-7: The programme orients students to think in multi-dimensional ways and processes. It helps them with governing tools of exercise (such as language, rhetoric etc. in dealing with a given problem or situation where different perspectives such as political, economic, social and cultural are juxtaposed broadening the horizon of their thought processes. It helps students add dimensions to their thinking and let the possibilities of debate and discussion leave open-ended</p>

**BA
ENGLISH
(HONS)**

always with more and more scope for investigation and research.

PSO-8: The programme connects learners with popular narratives, popular media forms and content. Parts of the programme's content have direct highlights on popular mediums of art such as painting, theatre, ballet/dance/musical etc. Students do take active interest in these areas and subsequently invest their career energy into these fields and attain success and popularity.

PSO-9: It enables the students to relate to trajectories of time: past, present and future. Students read literatures from a vast range of time-space zones ranging from the Greek antiquity to reading of ancient Sanskrit texts to readings of modern contemporary authors from India, Africa, and the Western world. This helps students in understanding the historiography of literary content including language and style—areas that add significantly in the understanding of „nation“ and imbibe the learning into their own appropriations/creations.

PSO-10: Students pursuing this programme are trained into modules of interpretation such as those based on themes and content or also around compositional forms thereby exploring multiple layers of meaning embedded in a given text/situation. This efficiency thereafter also gets hugely added in their philosophical scrutiny.

PSO-11: Students under the programme are also trained (through literary festivals, debates and extempore etc. in developing their oratorical skills, organizational skills interactive and argumentative skills.

PSO-12: The programme also exposes students to possible innovative practices around pedagogy tools/methods (such as use of PPTs in presentations & other technological innovations) which a significant percentage of graduate students Subsequently, use in their own teaching pedagogy. Use of audio-visual tools, for instance, is regularly exercised and this adds to their meritorious teaching-learning paradigm.

PSO-13: The programme also connects students with their dealings with fantasy material and processing. Roles that fancy and imagination play in human life are crucially recognized through classroom textual discussions. Students do eventually relate this fantasy/imaginative material with visual narratives in other media and genres such as films and photography. They learn a set of relative adaptability skills of how in various creative ways art is composed and constantly work on their levels of efficiency around inter-connectivity of art forms and the artist's relationship with the art or writers' relationships with writings.

PSO-14: The programme also allows learners to recognize larger creative energies in the physical universe. It highlights on scientific scrutiny while it directs students

to look closely into Nature or human behaviour. It takes learners into recognition of the creative forms and their inherent compositional traits. Either through readings around Renaissance liberal humanism or Naturalism (Darwinian evolution studies) or around the Romantic authors, the programme connects learners with a sound understanding of the rootedness whether scientific or metaphysical, and inculcates a vision of the larger creative processes.

PSO-15: The programme brings forth a set of research skills in students and brings competence in them required to maintain the national standards in R&D and also makes them competent in following on international research frameworks keeping in view the latest research aspects around literary genres and texts and cultural exchange.

Course Outcomes:

Semester I:

Course Name	Learning Outcomes	PSOs are attained by Students
Indian Classical Literature BENGCCHT101	<p>CO1: Students get introduced to ancient Indian literary traditions such as Epics and other texts transmitted through the oral medium/texts emerging through Indian oral storytelling.</p> <p>CO2: Students get to understand and learn the fundamental acts of reading poetic and dramatic or performative texts from the Indian domain.</p> <p>CO3: Students also learn how to analyse a text or textual passages (Poetry & Drama) keeping in mind the historiography, mythology and cultural values associated therein in an Indian context.</p> <p>CO4: Students encounter and learn basic literary aesthetics/terminology such as imageries, similes, metaphors and intricacies of language with reference to Indian/Sanskrit poetics.</p>	<p>Students are trained in getting acquainted with Indian classical literary forms and genres through classroom lectures and discussions</p> <p>Students are encouraged to read texts followed by critical essays and develop their ideas and arguments around Indian classical texts</p> <p>Students also attain learning and development through continuous writing assignments and presentations</p>
European Classical Literature BENGCCHT102	<p>CO1: Students get introduced to ancient Greek literary traditions such as Epics and other texts transmitted through the oral medium/texts emerging through Greek oral storytelling.</p> <p>CO2: Students get to understand and learn the fundamental acts of reading poetic and dramatic/performative texts in the Greek literary tradition.</p> <p>CO3: Students also learn how to analyse a text or</p>	<p>Students are trained in getting acquainted with Greek classical literary forms and genres through classroom lectures and discussions</p> <p>Students are encouraged to read texts followed by critical essays and develop</p>

	<p>textual passages (Poetry & Drama) keeping in mind the historiography, mythology and cultural values associated therein in the Greek domain.</p> <p>CO4: Students encounter and learn basic literary aesthetics/terminology such as imageries, similes, metaphors and intricacies of language with reference to ancient Greek literature.</p>	<p>their ideas and arguments around Greek classical texts</p> <p>Students also attain learning and development through continuous writing assignments and presentations</p>
--	--	---

Course Outcomes:
Semester II:

Course Name	Learning Outcomes	PSOs are attained By students
<p>Indian Writing in English BENGCCHT201</p>	<p>CO-1: This course introduces students to understand the role of English for literary writings to expand colonial ideology. Subsequently students also learn to recognize the independent genre Indian Writing in English—resisting colonialism, neocolonialism and finally championing the cause of the underdog. The course basically aims to attain in learners a thorough understanding of how Indian Writing in English starting from Bankim Chandra Chatterjee’s <i>Rajmohan’s Wife</i> has become a major literary, intellectual force.</p> <p>CO-2: The course aims to introduce students to Indian Writing in English in terms of various themes, socio-political, cultural and deals with the discourse of postcolonialism. The course explains how does Indian Writing in English becomes a tool not only to write back to the Empire but also dismantle the colonial hegemony in the postcolonial, globalized world and create the separate identity of its own.</p>	<p>Classroom Teaching and Group Discussions on major texts, authors and areas</p> <p>Adequate emphasis on the history of Indian English (language, style etc.) and the stages of its development through compositions</p> <p>Assignments & presentations to ensure that students have understood the concepts</p>
<p>British Poetry and Drama: 14th to 17th Centuries BENGCCHT202</p>	<p>CO-1: Students learn about historical art/drama movements in Europe especially the Renaissance which was a watershed event in European history. Students learn how it rebelled against the superstitions of the Middle Ages and ushered in an era of liberty in art, literature and science, bringing in a revolution in intellectual thought.</p> <p>Students read through plays and poetic compositions that</p>	<p>Interactive discussions in small groups on the art of poetry and drama and also through tutorial classes</p>

	<p>allow them to improve their critical thinking as well as historical knowledge.</p> <p>CO 2: Students are encouraged to exercise multiple interpretations of texts, of characterization, and themes including perspective of the disabled which was a praiseworthy approach. Texts like Doctor Faustus and those of Shakespeare connect students’ learning with Renaissance art and liberal humanism while authors like Wyatt, Surrey and Sidney make them connect to the classicist learning of the Renaissance. Students also get to understand major literary forms such as tragedy, comedy, and also tragi-comedy together with poetic forms such as sonnet and other poetic devices involved therein.</p>	<p>Assignments that test the clarity of thought in the thematic and linguistic understanding of texts.</p> <p>Representation of the Age and its literary merits through slides/ Presentations/tests.</p>
--	--	--

Course Outcomes:

Semester III:

Course Name	Learning Outcomes	PSOs are attained By students
<p>American Literature</p> <p>BENGCCHT301</p>	<p>CO-1: Students are able to locate American Literature as a second world literary site, different from the conventional British Literature and read through American Poetry, American Novel & American Drama.</p> <p>CO2: Students also read through textual depictions of slavery and its probable resistance and the circumstances that gave rise to the prolific identity issues around American dream depicted in texts.</p> <p>CO-3: Students also learn about the struggle between Blacks and White Settlers on one hand; and Red Indians and White Americans on the leading to emergence of a “New America” with promise of greater Civil Liberty. A text like Walt Whitman and Forst, Dickinson center around the theme of slavery— a major issue in contemporary world.</p>	<p>Interactive discussions in small groups in Tutorial classes</p> <p>Undertaking reading-based assignments on thematic topics</p> <p>Also through film screenings (text-to-film adaptations) and through test/presentations</p>

<p>Popular Literature</p> <p>BENGCCHT302</p>	<p>CO 1: This course enables students to see the impact of the discovery of printing technology proliferating into creations of multiple publication genres of popular literature.</p> <p>CO 2: Students get to understand terms and areas such as Bestsellers classics, Children’s Literature, thriller etc. through in-depth textual scrutiny and analysis.</p> <p>CO3: Students get densely introduced to forms of fiction including the visual media such as films. Students study film areas such as James Bond, Pulp Fiction, Detective and Crime genres.</p> <p>CO4: Students learn about the intricacies around the debate between literary and non-literary fiction. Texts like Lewis Carrol’s <i>Through the Looking Glass</i> creates a world around a child’s fantasy which is very much a part of our imagination.</p>	<p>Interactive discussions in small groups in Tutorial Classes.</p> <p>Through critical thought processes exercised through presentations and test.</p>
<p>British Poetry and Drama: 17th & 18th Centuries</p> <p>BENGCCHT304</p>	<p>CO1: This course makes students learn British Literature of the 17th century in its varied genres, the historical ruptures and intellectual debates of the time such as Puritanism.</p> <p>CO2: The course makes students explore the issues on succession and individualism pertinent to the Jacobean Age and relate issues with textual ramifications.</p> <p>CO3: Students also develop their takes/readings on the idea of the evil/good, virtue/vice and also on Christian theme of Fall of Man represented in Paradise Lost offering fresh perspectives to the knowledge of cosmology, theology and human dealings with notions of vice and the evil.</p>	<p>Interactive discussions in small groups in Tutorial Classes How to think critically and write with clarity</p> <p>Test/Presentations and also through a discussion on writing techniques</p>

Course Outcomes:

Semester IV:

Course Name	Learning Outcomes	PSOs are attained By students
<p>British Literature: 18th Century BENGCCHT401</p>	<p>CO 1: This course covers the Restoration Era (1660) till the Enlightenment Period (1715-1789) with Charles II becoming the monarch in 1660 and reacting against the high moral ethics of Puritan England. Students get a strong sense of the political influences on Literary compositions.</p> <p>CO2: Students also get to discuss and improve on their knowledge around the rise of novels for the first time in English literature/England. The advent of the periodicals saw the rise of empiricism and literature for the first time in English Literature.</p> <p>CO3: Students identify and recognize literary forms and areas such as mock-epic, satire and political Literature with highlights on Dryden and Pope.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making learners think critically and write with clarity</p> <p>By discussing Examination questions & making learners do Presentations</p>
<p>British Romantic Literature BENGCCHT402</p>	<p>CO I: The Romantic Period (1798-1837) was a critical link between Enlightenment and Modern Period. Students get to know of the influences of the French Revolution in Literature. The course also allows students to critically read lyrical poetry/ Nature poetry composed the Romantics who believed in the idea of “Liberty, Equality and Fraternity.”</p> <p>CO2: Students also read about the French philosopher Rousseau who was an inspirational figure and his role in the history of ideas and political philosophy and connect his ideas with literary texts.</p> <p>CO3: The course also enables students to understand musicality in art/poetry and the use of poetry for the common masses.</p> <p>CO4: The course also makes learners understand literary reflections of marginalized voices (for the first time as we see that a “leech gatherer” becomes the hero of Wordsworth’s “Resolution and Independence” or a small,</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and Answer Writing Techniques</p>

	country girl like Lucy, an embodiment of innocence and simplicity being the focus of attention).	
British Literature: 19th Century BENGCCHT403	<p>CO-1: The 19th century England popularly known as The Victorian Era (1837-1901) saw the rapid rise of industrialization in England. Students in this Course educate themselves around the economic forces of Industrialization and their impacts on human lives.</p> <p>CO2: Students also relate a text such as Dickens's <i>Hard Times</i>, Karl Marx's articulations on working class and capital and other challenging aspects of capitalism.</p> <p>CO3: Students also understand Scientific discoveries such as Darwin's theory of the evolution of Man in a historical and literary preview.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions & also by presentations</p>

Course Outcomes:
Semester V:

Course Name	Learning Outcomes	PSOs are attained By students
Women's Writing BENGCCHT501	<p>CO-1: This Course focuses on writings by women. Students learn women's writings as different texts highlighting gender issues, and areas that deal with women's subjective positions in society and all kinds of socio-psychological roles and duties they grapple with having a specific focus on texts and female agencies portrayed therein.</p> <p>CO-2: This paper focuses on those stories, poems, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences and challenge patriarchal constructs.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and presentations</p>

<p>British Literature: The Early 20th Century</p> <p>BENGCCHT 502</p>	<p>CO-1: Students learn about intellectual movements, art movements of the 20th century with reference to a number of political upheavals and monumental historical events which had a deep effect on English Literature announcing the beginning and growth of modernism</p> <p>CO2: Students also connect Modernism as a utopian vision of human life and society and as an intellectual art movement with the literary productions across all three genres.</p> <p>CO3: Students discuss in depth contradictions in life/worldview coming off the two World Wars as something which shook man's faith in religion, established ideas of the Church creating a sense of doubt—introspected and learnt through all textual readings.</p> <p>CO4: Students get to think philosophically in line with existentialist principles of man, creation, and the purpose of life and human action. The faculties teaches students to think seriously on the possible meaninglessness and purposelessness in man's pursuit around existentialist dilemmas.</p> <p>CO-2: Students also learn the newer developments in fiction writing and narrative techniques of the same. Students exercise in detail through textual case studies on techniques and aspects of the psychological novel as a literary form with highlights on Virginia Woolf's <i>Mrs Dalloway</i> for instance, and also on other writers and texts.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and presentations</p>
<p>DSE 1 History of English Literature (OE-1798)</p> <p>BENGCCHT503</p>	<p>CO -1 : Students learn for the first time the history of English literature and the social background of history English literature from the Anglo Saxon period to the Pre Romantics which enables</p> <p>CO-2: The students to have a proper knowledge about the social, political and historical period of the time. Students also came to know about the prominent writers of the English literature.</p>	<p>Age division of the English literature and the writing style of the particular age and writers.</p>
<p>DSE 2 Literary Theory and Criticism (Upto Romantics)</p> <p>BENGCCHT504</p>	<p>CO-1: Literary theory of the time students came to know</p> <p>CO -2 : Critical thinking of literature in the lens of theoretical analysis are students came to know.</p>	<p>Critical Faculties and theoretical analysis cum authors writing tenets in the particular age. Why writing change from time to time that had been put into question in these modules.</p>

Course Outcomes:
Semester VI:

Course Name	Learning Outcomes	PSOs are attained By students
Modern European Drama BENGCCHT601	<p>schools/movements such as Naturalist school, absurdist drama, and Epic theatre with textual frameworks and ideas and issues coming from various parts of Europe.</p> <p>CO3: Students also observe shifts in the language and stylistic developments of drama as art and drama as performative literature.</p>	<p>Discussing Exam Questions and making students give presentations</p>
Postcolonial literature BENGCCHT602	<p>CO1: The course introduces students to texts being read from a postcolonial paradigm with „third world“ subject positions being highlighted such as „ideology“, „discourse“and „power“.</p> <p>CO2: Students also practice critiques of „third world“/“postcolonial“ delineations of themes and characters together with the distinct use of language and style.</p>	<p>Through regular classroom discussions on texts and thematic issues and also</p> <p>Through written assignments</p>
DSE 3 History of English Literature (1798 to Present) BENGDST603	<p>CO 1: This course exposes students to the history of ideas in the twentieth century and the material and discursive condition of intellectual production.</p> <p>CO2: The course teaches students the critical merits of major upheavals in political, social and intellectual fields in the 20th century. Students get to study and discuss Marxist critics like Antonio Gramsci who deals with the role of the intellectuals in representing the ideas of the State.</p> <p>CO3: Students also understand Louis Althusser’s articulations of how the state uses the Ideological State Apparatus and Repressive State Apparatus to oppress the masses and connect it with relating citizenship with the State machinery.</p> <p>CO4: It also enables students to understand post-Structuralist critics like Claude Levi Strauss, Jacques Derrida and Michel Foucault who deal with the idea of language and multiple trajectories of language use and interpretation.</p> <p>CO5: It also gives readers to connect women’s states with theoretical gender articulations. Readings from Feminist critics help students in forming critical perspectives on gender hierarchy and women’s position and role in society.</p> <p>CO6: Students also understand and subsequently use articulations by Postcolonial theorists such as Homi Bhabha’s (“How Newness Enters the World”) in the broad assimilation of „third world“ poetics with literary canon.</p>	<p>Interactive discussions in small groups in Tutorial Classes</p> <p>By making students think critically and write with clarity</p> <p>Discussing Exam Questions and making students give presentations</p>

DSE 4
English Language
and Literary
Types
BENGDSHT604

--	--	--

Kashipur Michael Madhusudan
Mahavidyalaya

Kashipur, Panchakote Raj, Purulia – 723132, West Bengal

Name of the Program
B.A. in Physical Education

Program Outcome (PO)
&
Course Outcome (CO)

Department of Physical Education

KASHIPUR MICHAEL MADHUSUDAN MAHAVIDYALAYA

Department of Physical Education

Attainment of Program outcomes (PO), Course outcomes (CO), Program specific outcomes (PSO)

1. Program: B.A program course with Physical

Education Program outcomes(PO):

fundamentals of several sports and games, including cricket, athletics, volleyball, basketball, handball, basketball, volleyball, and kabaddi. They get the essential abilities and proficiency to engage in a variety of games and sports on a practical basis. They get to practice pranayam and yoga techniques. This curriculum aims to develop students comprehensively..

Semester	Course Name & Title	Course outcomes	Program specific outcomes
I	Course Title: Foundation History of Physical Education. Course Code : BPEDCCRT101	<ul style="list-style-type: none">➤ To develop modern concept of physical education➤ To gain the knowledge about pre- independence & post- independence of physical education in India.➤ To develops the psychological factors of influence motor learning.	<ul style="list-style-type: none">➤ To understand the concept ,definition & scope of physical education➤ To know the historical development of Phy. Edu. Of sports.➤ To know the Philosophical & psychological foundation of Phy.education➤ To know the Biological & sociological foundation
II	Course Title: <u>Management of Physical Education</u> Course Code : BPEDCCRT201	<ul style="list-style-type: none">➤ To develop modern concept of sports management➤ To gain the knowledge of Tournaments➤ develops the leadership qualities & organizational performance➤ To develops the lay out abilities of games & sports	<ul style="list-style-type: none">➤ To understand the concept, scope & purpose sports management➤ To know the role of leadership in physical education & sports➤ To know the meaning, definition of tournament.➤ To know the layout of games & sports.➤ How to know the care & maintenance of sports equipment's.

III	<p>Course Title: Game Specialization Course Code : BPECERS301</p>	<ul style="list-style-type: none"> ➤ To develop the fundamentals skills gain the knowledge about specific games ➤ To gain the practical knowledge about games & sports ➤ To gain the practical knowledge about rules regulation of games & sports 	<ul style="list-style-type: none"> ➤ To understand the specific games ➤ To know the Indian games ➤ To know the ball games & racket sports ➤ To know the track & field events
	<p>Course Title: Fitness and Wellness (SEC-1) Course Code : BPEDESERT304</p>	<ul style="list-style-type: none"> ➤ To develop modern concept of fitness ➤ To gain the knowledge about wellness ➤ To gain the knowledge about the relationship between physical activities & wellness. ➤ To improve healthy life style & living status 	<ul style="list-style-type: none"> ➤ To understand the component, definition & meaning of fitness ➤ To understand the component, meaning & definition of wellness ➤ To know the fitness & wellness ➤ To know the life style & nutrition
	<p>Course Title: Yoga Science Generic (Hons) Course Code : BPEDEGHT25</p>	<ul style="list-style-type: none"> ➤ To develop modern concept of yoga ➤ To gain the knowledge about aims & objectives of yoga ➤ To gain the knowledge about yogic exercises through cure disease. ➤ To improve physiological values of Pranayam & shudhi kiryas. 	<ul style="list-style-type: none"> ➤ To understand the concept, history of yoga ➤ To know the aims and objectives of yoga ➤ To know the importance of yogasanas. ➤ To know the meaning objectives of Pranayam ➤ To know the objectives of shudhi kiryas

IV	<p>Course Title: Anatomy and Physiology Course Code: BPEDCCRT401</p>	<ul style="list-style-type: none"> ➤ To gain the knowledge about structure & function of skeletal system ➤ To gain the knowledge about effect of exercise of muscular system ➤ To gain the knowledge about mechanism of blood circulatory system of human body ➤ To gain the knowledge about respiratory systems ➤ To gain the knowledge about the nervous systems 	<ul style="list-style-type: none"> ➤ To understand the anatomy ➤ To know the muscular system ➤ To know circulatory system. ➤ To know respiratory systems ➤ To know the nervous system ➤ To know the endocrine system
	<p>Course Title: Yoga Skills (SEC-2) Course Code: BPEDSERT404</p>	<ul style="list-style-type: none"> ➤ To gain the knowledge about yogic exercises through cure disease ➤ To improves physiological values of Pranayama & shudhi kiryas 	<ul style="list-style-type: none"> ➤ To understand the yoga skills – Standing position Sitting position Supine position Prone position Inverted position ➤ To know the skills of Kiryas
	<p>Course Title: Health Education Generic (Hons) Course Code: BPEDGEHT25A</p>	<ul style="list-style-type: none"> ➤ To develop modern concept of health education ➤ To gain the knowledge about importance of health education in daily life ➤ To gain the knowledge about personal hygiene 	<ul style="list-style-type: none"> ➤ To understand the introduction, definition & meaning of health education ➤ To know the importance of health education ➤ To know the health service ➤ To know the environmental hygiene

V

	<p>Course Title: Health Education & Safety Education Course Code: BPEDDSRT501</p>	<ul style="list-style-type: none"> ➤ To develop modern concept of health education ➤ To gain the knowledge about importance of health education in daily life ➤ To gain the knowledge about personal hygiene ➤ To gain the knowledge about safety education ➤ To gain the knowledge about pollution & nutrients 	<ul style="list-style-type: none"> ➤ To understand the introduction, definition & meaning of health education ➤ To know the importance of health education ➤ To know the health service ➤ To know the environmental ➤ To know first aid & safety education ➤ To know the pollution ➤ To know the need of nutrients
	<p>Course Title: Sports Training Course Code: BPEDDSRT502</p>	<ul style="list-style-type: none"> ➤ To gain the knowledge about meaning, definition & aim – objectives of sports training ➤ To gain the knowledge about the methods of training & conditioning of sports. ➤ To gain the knowledge about the training load & adaptation ➤ To gain the knowledge about the training techniques 	<ul style="list-style-type: none"> ➤ To understand the meaning, definition & aim ➤ –objectives of sports training ➤ To know the methods of training & conditioning of sports. ➤ To know the training load & adaptation ➤ To know the training techniques
	<p>Course Title: Test measurement and evaluation in Physical Education (SEC-3) Course Code : BPEDSERT504</p>	<ul style="list-style-type: none"> ➤ To gain the knowledge about of test, measurement & evaluation ➤ To gain the knowledge about the measurement of body composition, somatotypes ➤ To gain the knowledge about of the fitness test ➤ To gain the knowledge about of the sports skill test 	<ul style="list-style-type: none"> ➤ To understand the knowledge of test , measurement & evaluation ➤ To understand the measurement of body composition , somatotypes ➤ To know the fitness test ➤ To know the sports skill test
	<p>Course Title: Yoga Science Program (GE) Course Code : BPEDGERT25</p>	<ul style="list-style-type: none"> ➤ To develop modern concept of yoga ➤ To gain the knowledge about aims & objectives of yoga ➤ To gain the knowledge about yogic exercises through cure disease. ➤ To improve physiological values of Pranayam & shudhi kiryas. 	<ul style="list-style-type: none"> ➤ To understand the concept, history of yoga ➤ To know the aims and objectives of yoga ➤ To know the importance of yogasanas. ➤ To know the meaning objectives of pranayama ➤ To know the objectives of shudhi kiryas

VI	Course Title: Indigenous games marching , mass demonstration , Gymnastics and Yoga Course Code : BPEDDSRS3	<ul style="list-style-type: none"> ➤ To gain the knowledge about the indigenous games. ➤ To gain the knowledge about drill & marching ➤ To gain the knowledge about mass demonstrations ➤ To gain the knowledge practices about yoga skills ➤ To gain the knowledge about Bratachari & NCC & NSS 	<ul style="list-style-type: none"> ➤ To understand the indigenous games ➤ To understand the drill & marching ➤ To understand the mass demonstrations ➤ To understand the floor gymnastics ➤ To understand the yoga skills ➤ To understand Bratachari & NCC & NSS
	Course Title: <u>Track and Field</u> Course Code : BPEDDSRS4	<ul style="list-style-type: none"> ➤ To develop the fundamentalskills gain the knowledge about track & field ➤ To gain the practical knowledgeabout officiating. 	<ul style="list-style-type: none"> ➤ To understand the track events. ➤ To know the field events ➤ To know the officiating
	Course Title: <u>Postural deformities and remedial measures</u> (SEC-4) Course Code : BPEDSERT604	<ul style="list-style-type: none"> ➤ To gain the knowledge aboutmeaning ,definition postural deformities ➤ To gain the knowledge aboutthe postural deformities ➤ To gain the knowledge aboutpreventing & correcting postural defects in yoga ➤ To gain the knowledge about nutrients preventing postural defects 	<ul style="list-style-type: none"> ➤ To understand the meaning ,definition postural deformities ➤ To know the postural deformities & causes ➤ To understand the nutrition in daily living
	Course Title: <u>Health Education</u> (GE) Course Code : BPEDGERT25A	<ul style="list-style-type: none"> ➤ To develop modern concept ofhealth education ➤ To gain the knowledge about importance of health educationin daily life ➤ To gain the knowledge aboutpersonal hygiene 	<ul style="list-style-type: none"> ➤ To understand the introduction, definition & meaning of health education ➤ To know the importance of health education ➤ To know the health service ➤ To know the environmental hygiene

Kashipur Michael Madhsudan Mahavidyalaya
P.O. Panchakote Raj, Purulia – 723132, West Bengal

COURSE OUTCOME (CO)
&
PROGRAMME OUTCOME (PO)

NAME OF THE DEPARTMENT: GEOGRAPHY

NAME OF THE PROGRAMME: B.A. HONOURS IN GEOGRAPHY

1. Introduction

Geography has been broadly accepted as a bridge discipline between human and physical sciences. In the beginning, geography focused on the physical aspects of the earth but the modern geography is an all-encompassing discipline that seeks to understand the earth and all of its human and natural processes as integrating elements. Geography has emerged through time as a transdisciplinary subject integrating the regional diversity with the concepts of the timing of space and the spacing of time. It provides broad, human and place-centred perspectives on the transformation of rural ecology to globalized urban landscape at different levels, from the local/regional/national to global. It is essential to focus on the current socio-spatial problems, issues and challenges to make the students aware of the application of geography to sort out the societal upcoming problems. It is also essential to rejuvenate the ancestral geographical knowledge to address the current local and global problems. In the light of exponential changes in the field of arts, science and technology, it is to be studied from multifaceted angles. It is important for the policy makers to consider the geo-spatial aspects with references to the location and in context of the best utilization of public utilities. It is further expected that if the above said spatial aspects are considered, it will certainly develop the lagging regions and people living therein.

2. Learning Outcomes based Approach to Curriculum Planning

Learning Outcomes based Curriculum Framework (LOCF) for geography curriculum revision incorporates dynamic processes including fundamental and modern techniques, contemporary paradigms such as global initiatives like Sustainable Development Goals (SDGs), Disaster Risk Reduction (DRR), Paris Climate Action and national initiatives like smart cities, Securities of food, water, energy, human health and livelihood, biodiversity, and disaster management. The approaches are to make geography more scientific and societal-need oriented that could be the panacea of India's developmental challenges. Geography uses scientific knowledge with the current focus that includes spatio-temporal analysis, skill development, GIScience, sustainable development and human security.

2.1 Nature and Extent of the B.A. (Hons.) Programme

Geography curriculum inculcates knowledge of essential concepts of physical and human geography together with appropriate techniques using lectures, tutorials, group discussions,

presentations, assignment evaluation, lab work and field visits. Thus, pedagogy process includes:

- Identifying and explaining the physical and cultural characteristics globally and processes at varied spatio-temporal contexts.
- Understanding human-environment and nature-society interactions as well as various global environmental challenges.
- Analyzing geographic information by using geo-spatial technologies.
- Responding to the global and national challenges and initiatives.

2.2 Aims of B.A./B.Sc. (Hons.) Programme

Four distinct and new learning outcomes have been incorporated from each Course such as:

- Appreciate the relevance of geographical knowledge to everyday life.
- Demonstrate the ability to communicate geographic information by utilizing both lecture and practical exercises.
- Inculcate the ability to evaluate and solve geographical problems effectively.
- Demonstrate the skills in using geographical research tools including spatial statistics, cartography, remote sensing, GIS, IRNSS and GI Science.
- Based on the field knowledge and advanced technologies, the students should be able to understand the on-going geographical problems in different regions and levels with appropriate pragmatic solutions.

3. Graduate Attributes in Geography

The curriculum uses CBCS framework and organizes under Core Course, Skill Enhancement Course, Elective - Discipline Specific and Elective - Generic Courses. The core courses cover key areas of geography about which all students should have basic knowledge. These courses are grouped as follows:

A. Theory – These courses build up the theoretical and conceptual foundations of geography.

B. Practical – Three courses on Statistical Techniques in Spatial Analysis; Remote Sensing and Geographical Information System; and Research Methods and Fieldwork in Geography will strengthen the methodological and practical foundations of geography.

C. Regional Approach – Such courses focus on World Geography, Geography of India / different states.

D. Application Oriented – This includes disaster management, climate change etc.

4. The Programme Learning Outcomes

The programme learning outcomes relating to B.A./B.Sc. (Hons.) Programme in geography:

- Demonstrating the understanding of basic concepts in geography.
- Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
- Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.
- Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
- Recognize the skill development in Geographical studies programme as part of career avenues in various fields like teaching, research and administration. It is also suggested that after the completion of B.A./B.Sc. (Hons.) Programme, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society.

4.1 Learning Outcomes

Three distinct and new learning outcomes have been incorporated from each course such as to:

- Understand the relevance of geographical knowledge to everyday life.
- Getting the ability to communicate geographic information utilizing both lecture and practical exercises.
- Inculcate the ability to evaluate geographical problems effectively.
- Exhibit the skill in using geographical research tools including spatial statistics, cartography, remote sensing, GIS, IRNSS and GIScience.

4.2 Course Level Learning Outcomes

The course level learning outcomes includes:

1. Basic Concept: The fundamental concepts and philosophical foundation of each course need to be discussed.
2. Understanding Landscape: An understanding of landscape at different levels needs to be discussed and understood for a thorough knowledge of spatial dimensions.

3. Understanding Ecosystem Structure and Potential: To comprehend the dynamic dimensions of human and ecosystem relationships.
4. Human Perception and Behaviour: Learning human perception and behaviour to acquire the geographical knowledge evolved over time, is essential to improve decision making process.
5. Identification of Critical Problems and Issues: Detection and identification of the critical problems and spatial issues are essential for sustainable development.
6. Field Based Knowledge: Field based knowledge is essential to understand the ground reality, spatial patterns and processes.
7. Spatial Tools and Techniques: The basics and applications of spatial tools and techniques are essential to make the studies more scientific and applicable.
8. Statistical Techniques: Use of statistical tools and techniques is essential for precise and objective geographic analysis and interpretation of complex phenomena.
9. Applied Dimensions: Identification of the critical problems and spatial issues form the core of the modern geography for various applications and decision making, including Resources, Environment & Disaster Management, Land Use Planning, and Urban and Regional Development together with Climate Change Mitigation and Adaptation, etc.
10. Case Study based Analysis: There is a need to understand the specificities of the problems in specific areas for their in depth comprehension and solution. The case studies are essential, especially to find out the solutions to the lagging regions for their solutions based on first-hand information.

5. Geography Course Outcomes and SDGs

The global community has adopted the Sustainable Development Goals to ensure holistic and multifaceted development of human societies across the world. These goals adopted in 2015 were an ambitious upgradation of millennium development goals. The Indian Geographical community aims to harness the trans-disciplinary nature of the subject and link it with sustainable development goals through a range of multi-dimensional core and elective papers

B.A. (Hons) Geography- Core Papers: Contribution towards SDGs

B.A. (Hons) Geography- Elective Papers: Contribution towards SDGs.

Course Outcome to be Written unit wise as CO1 and CO2

Semester	Course Title	Course Code	Course Outcome		Bloom's verb
I	CC1: Geotectonic & Geomorphology	BGEOCCHT 101	CO 1	<ul style="list-style-type: none"> • Understand earth's interior and structural evolution with special reference to geological time scale & Seismology • Acquire knowledge about types of folds and faults, and associated landforms. 	1, 2
			CO 2	<ul style="list-style-type: none"> • Know and understand geomorphic processes that lead to the evolution of landforms. • Overview and critical appraisal of landform development models. 	1, 2, 4, 5
	CC2: Cartographic Techniques	BGEOCCHS 102	CO 1	<ul style="list-style-type: none"> • Understand the concept and types of scale. • Understand the different types of map projection. • Know the instruments used for land use mapping, levelling and height measurement. • Know the different types of maps; understand topographical maps. 	1, 2
			CO 2	<ul style="list-style-type: none"> • Prepare different types of graphical scale. • Construct map projection of different parts of the world. • Read and interpret topographical maps. • Create and interpret thematic maps, profiles and transect charts from toposheets. 	1, 2, 3, 4, 6
II	CC3: Hydrology & Oceanography	BGEOCCHT 201	CO 1	<ul style="list-style-type: none"> • Analyze the concepts of Hydrology and Oceanography • Emphasizing the significance of ground water quality and its circulation • Evaluate the role of the global hydrological cycle. 	1, 2
			CO 2	<ul style="list-style-type: none"> • Studying the behavior and characteristics of the global oceans. • Realize the importance of water conservation. • Identify marine resources and characteristics of ocean waters. 	1, 2

	CC4: Cartograms & Thematic Mapping	BGEOCCHS 202	• CO	<ul style="list-style-type: none"> • Recognize basic themes of map making. • Representation of data through cartograms. • Develop an idea about different types of thematic mapping techniques. • Prepare and interpret synoptic charts. • Learn the usages of survey instruments. Brings direct interaction of different types of surveying instruments like Prismatic Compass & Dumpy level with environment. • Map and interpret data on transport network and flows. 	1, 2, 3, 4, 6
III	CC5: Climatology	BGEOCCHT 301	• CO	<ul style="list-style-type: none"> • Understand the elements of weather and climate, different atmospheric phenomena and climate change. • Learn to associate climate with other environmental and human issues. • Approaches to climate classification. • To analyze the dynamics of the Earth's atmosphere and global climate. • Assessing the role of man in global climate change. • Learn the interaction between the atmosphere and the earth's surface. Understand the importance of the atmospheric pressure and winds. • Understand how atmospheric moisture works. 	1, 2
	CC6: Regional Geography of India	BGEOCCHT 302	• CO	<ul style="list-style-type: none"> • Studying typical physiographic, planning, arid and biotic regions of India. • Understanding the detailed geography of India. 	1, 2
	CC7: Statistical Analysis	BGEOCCHS 303	• CO	<ul style="list-style-type: none"> • Learn the application and significance of statistics in geography. • Understand the importance of use of data in geography. • Interpret statistical data for a holistic understanding of geographical phenomena. • Know about different types of sampling. • Learn to use tabulation and classification of data. 	1, 2, 3, 4, 6

				<ul style="list-style-type: none"> • Gain knowledge about correlation and regression. • Identify the trend of variables. 	
	SEC1: Disaster Management	BGEOSEHT 305	• CO	<ul style="list-style-type: none"> • Understand the nature of hazards and disasters. • Assess risk, perception and vulnerability with respect to hazards. • Assessing the nature, impact and management of major natural and man-made hazards affecting the Indian subcontinent. 	1, 2, 4
IV	CC8: Regional Planning & Development	BGEOCCHT 401	<ul style="list-style-type: none"> • CO 1 • CO 2 	<ul style="list-style-type: none"> • Understand and identify regions as an integral part of geographical study. • Appreciate the varied aspects of development and regional disparity, in order to formulate measures of balanced development. • Analyzing the concept of regions and regionalization. They can know about delineation of formal regions by weighted index method and also delineation of functional regions by breaking point analysis. • Gain knowledge about definition of region, evolution and types of regional planning. • Develop an idea about choice of a region for planning. • Build an idea about theories and models for regional planning. • Know about measuring development indicators. 	1, 2, 4, 5 1, 2, 4, 5
	CC9: Economic Geography	BGEOCCHT 402	• CO	<ul style="list-style-type: none"> • Understand the concept of economic activity, factors affecting location of economic activity. Gain knowledge about different types of Economic activities. • Assess the significance of Economic Geography, the concept of economic man and theories of choice. • Analyze the factors of location of agriculture and industries. • Understand the evolution of varied types of economic activities. 	1, 2
	CC10: Remote	BGEOCCHS 403	• CO	<ul style="list-style-type: none"> • Have knowledge of the principles of remote sensing, sensor resolutions and image referencing schemes. 	1, 2, 3, 4, 6

	Sensing			<ul style="list-style-type: none"> • Interpret satellite imagery and understand the preparation of false color composites from them. • Analyzing and interpreting remotely sensed satellite images and aerial photographs in order to understand topographical and cultural variations on the Earth's surface. 	
	SEC2: Advanced Spatial Statistics	BGEOSEHS 405	• CO	<ul style="list-style-type: none"> • Know about different types of sampling. • Learn to calculate statistics in any statistical software specially in excel. • Gain knowledge about correlation and regression. • Identify the trend of variables. 	1, 2, 3, 4, 6
V	CC11: Environment al Geography	BGEOCCHT 501	• CO	<ul style="list-style-type: none"> • Understand the different type of approaches of Environmental Geography & its development throughout civilization • Acquiring knowledge about biotic & abiotic components of Environment. • Increase the awareness about the agents of environmental pollutants. • Awareness about environmental issues related to different hierarchy like local, regional, national & global. 	1, 2, 4, 6
	CC12: Research Methodology & Field Work	BGEOCCHS 502	• CO	<ul style="list-style-type: none"> • Have expertise in identification of area of study, methodology, quantitative and qualitative analysis, and conclusions to be drawn about the area – fundamental to geographical research. • Handle logistics and other emergencies on field. • Conducting field excursions and preparation of field report on research on problem in different areas of India. 	1, 2, 3, 4, 5, 6
	DSE2: Urban Geography	BGEODSHT 2	• CO	<ul style="list-style-type: none"> • Understand the nature, scope, approaches and recent trends in Urban Geography • Temporal analysis of urban growth using census data • Trace the origin of urban places over time and analyze the factors, stages and characteristics of these places 	1, 2, 4

				<ul style="list-style-type: none"> • Analyze the theories of urban evolution and growth, hierarchy of urban settlements • Understand the various aspects of urban place : location, site and situation; Rank-size rule and Law of primate city • Understand the concept of urban hierarchies • Understand the patterns of urbanization in developed and developing countries • Understand the ecological processes of urban growth; urban fringe; city-region • Analyze the models on city structure • Identify and analyze the problems of housing, slums and civic amenities • Understand the patterns and trends of urbanization in India • Assess the policies on urbanization in post-liberalized India • Study the changing land use of Delhi, Kolkata and Chandigarh • Learn the technique to plot Rank-Size Rule and establish a hierarchy of urban settlements • Assess state-wise variation and trends of urbanization • Learn to analyze census data to measure urban growth 	
	DSE3: Population Geography	BGEODSHT 3	• CO	<ul style="list-style-type: none"> • Understanding about the sphere of population geography and demography through different sources of population data such as PCA, NFHS, NSSO etc. • Understanding the demographic transition theory from ancient to modern periods population growth, structure & distribution in different levels. • Increase the awareness among the students about fertility rate, population growth control measures, sex ratio, HIV/AIDS. • Understanding the phenomenon of migration specially in the rural areas and its impact on the left behind 	1, 2, 4

				people.	
VI	CC13: Evolution of Geographical Thought	BGEOCCHT 601	• CO	<ul style="list-style-type: none"> • Perceive the evolution of the philosophy of Geography. • Appreciate the contribution of the thinkers in Geography. • Give power point presentations on different schools of geographical thought. • Discussing the evolution of geographical thought from ancient to modern times. • Establishing relationship of Geography with other disciplines and man-environment relationships. • Analyzing modern and contemporary principles of Empiricism, Positivism, Structuralism, Human and Behavioral Approaches in Geography 	1, 2, 4
	CC14: GIS	BGEOCCHS 502	• CO	<ul style="list-style-type: none"> • Training in the use of GIS software for contemporary mapping skills. • Apply GIS to the preparation of thematic maps. 	1, 2, 3, 4, 6
	DSE4: Soil & Biogeography	BGEODSHT 4	• CO	<ul style="list-style-type: none"> • Have knowledge about the character and profile of different soil types. • Understand the impact of man as an active agent of soil transformation, erosion and degradation. • Recognize land capability and classify it. • Explaining the Pedological and Edaphological. • Approaches to Soil Studies - Processes of soil formation, types of soil, and principles of soil and land classification and management. • Understand the varied ecosystems and classify them. • Recognize the significance of biogeochemical cycles and biodiversity. • Comprehend the devastating impact of deforestation. • Identify soil types and derive their pH. 	1, 2, 4

	DSE5: Social Geography	BGEODSHT 5	• CO	<ul style="list-style-type: none"> • Understanding social geography as a part of mainstream geography & different social issues in the light of geography. • Understanding the contemporary social issues in the different parts of India. • Awareness about relevant contemporary Government Policies. • Awareness about recent trends of social policies & issues. 	1, 2, 4
--	------------------------	------------	------	--	---------

PROGRAMME OUTCOME (PO)

Upon the completion of the Programme, the student will be able to:

PO 1 – Role of Humans on the Planet

An understanding and acknowledgment of the threats that endangers the earth's natural systems. This helps in further realization of the significance of anthropogenic causes of many of the disasters and threats that puts life on this planet on the edge. Enabling the students to understand that man and his ingenuity has given rise to resource and its utilization; which has sprung from man's need for a better life. Hence, the students of this course become conservationists and support the principle of sustainable development with practices of reuse and recycling. Human role and his use of the planet are further discussed and analyzed by the Department through the organization of national seminars on 'The Fragile Himalayas at Crossroads' (2014) and 'Landscapes on the Edge: Risks, Resilience and Restoration' (2017).

PO 2 – Scientific and Critical Thinking

Development of knowledge, skills and holistic understanding of the discipline among students. Encouragement of scientific mode of thinking and scientific method of enquiry in students. This goal is achieved through the regular field excursions conducted by the Department to various parts of India extensively and the writing of a report/thesis on it.

PO 3 – Disaster Response and Management

Students become equipped with the ability to respond to both natural and man-made disasters and acquire management skills. This is attained through the curriculum by studying and analyzing hazards, disasters, their impact and management. The Department had also held a Workshop on 'Disaster Preparedness: A Community based Management Approach for My City Kolkata' for the schools of Kolkata in 2014 and 2015 as well as conducted a Certificate Course on Disaster Management in 2015; both of which were aimed at inculcating skills beyond the curricular requirement.

PO 4 – Interdisciplinary Research Skills

Ability to undertake research in interdisciplinary studies and problems or issues beyond the realm of what strictly come under the purview of geography. This is possible because of the varied nature of the curriculum that encompasses the study and analyses of concepts of sub-disciplines and allied disciplines of Geology, Seismology, Pedology, Hydrology, Environmental Studies, Disaster Management, Resource Management and Conservation, Regional Planning and Development Studies etc.

Attainment of the Program: Geography (Honours)

YEAR	Semester VI (PO)		
	No. of Students Appeared	No of the Students Passed	Remarks
2018-19	24	15	01 student in Primary School 01 in High School 01 student qualified UGC-NET 01 student in West Bengal Police
2019-20	05 (Part III) 25 (Sem VI)	05 (Part III) 20 (Sem VI)	01 student in Kolkata police 01 in Primary School 02 student qualified UGC-NET 01 student in Gnr (Clk Sd), Indian Army
2020-21	24	24	01 student got service in WB police.
2021-22	26	26	Qualified UGC NET 02 students qualified WB Primary TET Exam 01 student qualified for nursing (GNM)
2022-23	28	26	01 student qualified for nursing (ANM) 01 student qualified for nursing (GNM)

Kashipur Michael Madhusudan Mahavidyalaya

Panchakote Raj, Purulia – 723132, West Bengal

Name of the Program

B.A. in Bengali

Program Outcome (PO)

&

Course Outcome (CO)

Department of Bengali

UG Syllabus of Economics

Semester	Course Title	Course Expectations	Course Outcomes (CO)
1 st	CC 1 (101) : Prak-Adhunik Bangla Sahitya(PSO1)	<ul style="list-style-type: none"> • Concept of Pre-Modern Bangla literature. • Knowledge of folk influences on Bangla literature. • Understanding the historical route of Bangla literature. 	<ul style="list-style-type: none"> • Clear concept of Pre-Modern era of Bangla literature. (CO1) • Got ideas on how the Bangla literature has become a legacy of literary assimilation. (CO2) • Got ideas on how to learn even literature through the historical perspectives. (CO3) • Encouraged to do research work on this topic.
	CC 2 (102) : Adhunik Bangla Sahitya (PSO2)	<ul style="list-style-type: none"> • Concept of modern era. • Knowledge of ‘the renaissance of Bengal’ • Knowledge of various literary genre of Bangla literature. 	<ul style="list-style-type: none"> • Got understand the various aspects of modernity, especially in literature. (CO1) • Got an overview of modern Bangla literature and the Bengalee culture as well. (CO2) • Got understand the colonial influence on Bangla literature. (CO3) • Encouraged to do research work on this topic.
	G.E (103) : Prak-Adhunik Bangla Sahityer Nirbachita Path (PSO3)	<ul style="list-style-type: none"> • Knowledge of various folk traditions of Bangla literature. • Detail concept of Bangla traditional literatures like – Vaishnava Padavali, Shakta Padavali. 	<ul style="list-style-type: none"> • Idea of Bengali root-culture. (CO1) • Got an overview of selective spiritual literature with its aesthetic relevance. (CO2) • Encouraged to do research work on this topic. (CO3)
2 nd	CC 3 (201) : Chhanda O Alankar (PSO1)	<ul style="list-style-type: none"> • Concept of rhetoric and prosody used in Bangla literature. • Knowledge of various prosody and metre of Bangla Poetry. 	<ul style="list-style-type: none"> • Got experience to write prose and poetry. (CO1) • Define various style of poetry through metre counting. (CO2) • Encouraged to do research work on this topic. (CO3)
	CC 4 (202) : Bhashatattwa (PSO2)	<ul style="list-style-type: none"> • Concept of Bangla linguistics. • Linguistic study of Bangla grammar. • Linguistic aspects of Bangla literature. 	<ul style="list-style-type: none"> • Got understand the Bangla literature through the linguistic perspective. (CO1) • Deep knowledge of Bangla language as well as literature. (CO2) • Encouraged to do research work on this topic. (CO3)
	G.E (203) : Adhunik Bangla Sahityer Nirbachita Path	<ul style="list-style-type: none"> • Detail concept of selective literary pieces of Bangla literature. Like epic, poetry, drama. 	<ul style="list-style-type: none"> • Deep knowledge of various signature works of Bangla literature, their social-political and cultural significance. (CO1)

	(PSO3)		<ul style="list-style-type: none"> • Got understand how to reveal the Modern history of Bengal through the literature. (CO2) • Even understand the first spark of Nationalism in Bengal in an aesthetic way. (CO3) • Encouraged to do research work on this topic. (CO4)
	AECC (204) : Bangla Bhashar Bhashik Sangjog (PSO4)	<ul style="list-style-type: none"> • Concept of the grammar of Bangla language. • To become more conscious about the usage of Bangla language with its proper grammatical approach. 	<ul style="list-style-type: none"> • Got confidence to use Bangla language properly. (CO1) • Got knowledge of sentence structure and phonetic structure of Bangla language. (CO2)
3rd	CC 5 (301) : Madhya Yuger Kabita O Kabya (PSO1)	<ul style="list-style-type: none"> • Detail reading of selective medieval Bangla literature. • Basic introduction to various religious schools like Vaishnavism, Tantrism through the literary pieces. 	<ul style="list-style-type: none"> • Got interest and knowledge as well in medieval Bangla culture and literature. (CO1) • Encouraged to do research work on this topic. (CO2)
	CC 7 (303) : Engreji Sahityer Itihas (PSO2)	<ul style="list-style-type: none"> • Basic concept of English literature. • Brief concept of selective poets, novelist and authors of English literature. 	<ul style="list-style-type: none"> • Got understand how to read Bangla literature comparatively with English literature. (CO1) • Got a brief idea of cross-culture literary works. (CO2)
	SEC (305) : Anubad O Proof Sangsodhan (PSO3)	<ul style="list-style-type: none"> • To learn the applied method of language through 'Anuvad' i.e. Translation and proof reading. 	<ul style="list-style-type: none"> • Learners got to know the practical and applied part of language and literature. (CO1) • Particularly this portion of the prescribed course helps to set foot in the professional field. (CO2)
4th	CC 8 (401) : Sanskrit Sahityer Itihas (PSO1)	<ul style="list-style-type: none"> • Basic concept of Sanskrit literature. • Brief concept of selective poets and authors of Sanskrit literature. 	<ul style="list-style-type: none"> • Got understand how to read Bangla literature comparatively with Sanskrit literature. (CO1) • Got a brief idea of cross-culture literary works. (CO2)
	CC 9 (402) : Kabyatattwa O Sahityer Rupriti (PSO2)	<ul style="list-style-type: none"> • Concept of aesthetics in Bangla literature. • Knowledge of various genre of Bangla literature i.e. types of poetry, types of novel and types of drama. 	<ul style="list-style-type: none"> • Got experience to write prose and poetry. (CO1) • Define various style of poetry through metre counting. (CO2) • Encouraged to do research work on this topic. (CO3)
	CC 10 (403) : Bangla Upanyas O Chhotogalpo (PSO3)	<ul style="list-style-type: none"> • Knowledge of selective works i.e. short stories and novels of Bangla literature. • Detail reading of Bangla signature literary works of eminent Bengalee authors. 	<ul style="list-style-type: none"> • Deep knowledge of various signature works of Bangla literature. (CO1) • Encouraged to do research work on this topic. (CO2)
	SEC (405) :	<ul style="list-style-type: none"> • Practical learning of 'Patra 	<ul style="list-style-type: none"> • Learners got to know the practical

	Amantran Patra, Pratishthanik Chithi O Prabandha Rachana (PSO4)	Rachna' i.e. various types of letter writing, 'Prabandha rachna' i.e. essay writing as well as article writing.	and applied part of language and literature. (CO1) • This prescribed course helps to set foot in the professional field. (CO2)
5 th	CC 11 (501) : Bangla Natak (PSO1)	<ul style="list-style-type: none"> • Knowledge of Bangla drama. • Detail concept of the history of Bangla drama and its contemporary background. 	<ul style="list-style-type: none"> • Idea of Bengla drama. (CO1) • Got an overview of selective Bangla drama with its aesthetic relevance. (CO2) • Encouraged to do research work on this topic. (CO3)
	CC 12 (502) : Prabandha O Sahitya-Sanskriti Bishayak Prabandha Rachana (PSO2)	<ul style="list-style-type: none"> • Practical learning of 'Prabandha rachna' i.e. essay writing as well as article writing. 	<ul style="list-style-type: none"> • Got experience to write essays. (CO1) • Define various style of essay and article through prescribed selected essays. (CO2) • Encouraged to do research work on this topic. (CO3)
	DSE (503) : Bangla Sahityer Itihas : Ashtadash Shatabdi Parjanta (PSO3)	<ul style="list-style-type: none"> • Concept of 18th centuries Bangla literature. • Knowledge of folk influences on Bangla literature. • Understanding the historical route of Bangla literature. 	<ul style="list-style-type: none"> • Clear concept of Pre-Modern era of Bangla literature. (CO1) • Got ideas on how the Bangla literature of 18th century has become a legacy of literary assimilation. (CO2) • Got ideas on how to learn even literature through the historical timelines. (CO3) • Encouraged to do research work on this topic.
	DSE (504) : Bangla Samalochna Sahitya (PSO4)	<ul style="list-style-type: none"> • Concept of critical studies in Bangla literature. • Knowledge of various genre of literary criticism. 	<ul style="list-style-type: none"> • Got experience to write literary critics. (CO1) • Define various style of literary criticism. (CO2) • Encouraged to do research work on this topic. (CO3)
6 th	CC 13 (601) : Rabindra Sahitya (PSO1)	<ul style="list-style-type: none"> • Knowledge of selective works i.e. short stories and novels of Rabindrantah Thakur. • Detail reading of signature literary works of Rabindranath Thakur. 	<ul style="list-style-type: none"> • Deep knowledge of various signature works of Rabindranath Thakur. (CO1) • Encouraged to do research work on this topic. (CO2)
	CC 14 (601) : Simanta Banglar Loksahitya (PSO2)	<ul style="list-style-type: none"> • Basic concept of marginal Bangla folk-literature. • Brief concept of selective poets and authors of marginal Bangla folk-literature. 	<ul style="list-style-type: none"> • Got understand how to read marginal Bangla literature with cross-border perspective. (CO1) • Got a brief idea of cross-culture literary works of marginal Bangla folk-literature. (CO2)

	DSE (603) : Bangla Sahityer Itihas : Unish Shatak O Bish Shataker Prathamardha (PSO3)	<ul style="list-style-type: none"> • Concept of modern era. • Knowledge of ‘the renaissance of Bengal’ • Knowledge of various literary genre of Bangla literature. 	<ul style="list-style-type: none"> • Got understand the various aspects of modernity, especially in literature. (CO1) • Got an overview of modern Bangla literature and the Bengalee culture as well. (CO2) • Got understand the colonial influence on Bangla literature. (CO3) • Encouraged to do research work on this topic.
--	--	---	---

Attainment of the Program: Bengali (Hons & Program)

Year	Semester VI & Old P-III (PO)		
	No. of Students Appeared	No. of Students Passed	Remarks
2017 – 18	31(H)+ 563(P) = 594	21(H) + 182(P) = 203	
2018 – 19	37(H) + 316(P) = 353	26(H) + 54(P) = 80	
2019 – 20	36(H) + 336(P) = 372	35(H) + 155(P) = 190	
2020 – 21	NA	NA	Covid Outbreak
2021-22			

1. Total Number of Students Appeared in the Examination (2017 - 22) :

2. Number of Students Qualified (2017 - 22) :

3. Program Expectations (PSO) :

- Concept of Pre-Modern Bangla literature.
- Knowledge of folk influences on Bangla literature.
- Understanding the historical route of Bangla literature.
- Concept of modern era.
- Knowledge of ‘the renaissance of Bengal’.
- Knowledge of various literary genre of Bangla literature.
- Knowledge of various folk traditions of Bangla literature.
- Detail concept of Bangla traditional literatures like – Vaishnava Padavali, Shakta Padavali.
- Concept of rhetoric and prosody used in Bangla literature.
- Knowledge of various prosody and metre of Bangla Poetry.
- Concept of Bangla linguistics.
- Linguistic study of Bangla grammar.
- Linguistic aspects of Bangla literature.
- Detail concept of selective literary pieces of Bangla literature. Like epic, poetry, drama.
- Concept of the grammar of Bangla language.
- To become more conscious about the usage of Bangla language with its proper grammatical approach.
- Detail reading of selective medieval Bangla literature.

- Basic introduction to various religious schools like Vaishnavism, Tantrism through the literary pieces.
- Basic concept of English literature.
- Brief concept of selective poets, novelist and authors of English literature.
- To learn the applied method of language through ‘Anuvad’ i.e. Translation and proof reading.
- Basic concept of Sanskrit literature.
- Brief concept of selective poets and authors of Sanskrit literature.
- Concept of aesthetics in Bangla literature.
- Knowledge of various genre of Bangla literature i.e. types of poetry, types of novel and types of drama.
- Knowledge of selective works i.e. short stories and novels of Bangla literature.
- Detail reading of Bangla signature literary works of eminent Bengalee authors.
- Practical learning of ‘Patra Rachna’ i.e. various types of letter writing, ‘Prabandha rachna’ i.e. essay writing as well as article writing.
- Knowledge of Bangla drama.
- Detail concept of the history of Bangla drama and its contemporary background.
- Practical learning of ‘Prabandha rachna’ i.e. essay writing as well as article writing.
- Concept of 18th centuries Bangla literature.
- Knowledge of folk influences on Bangla literature.
- Understanding the historical route of Bangla literature.
- Concept of critical studies in Bangla literature.
- Knowledge of various genre of literary criticism.
- Knowledge of selective works i.e. short stories and novels of Rabindrantah Thakur.
- Detail reading of signature literary works of Rabindranath Thakur.
- Basic concept of marginal Bangla folk-literature.
- Brief concept of selective poets and authors of marginal Bangla folk-literature.
- Concept of modern era.
- Knowledge of ‘the renaissance of Bengal’
- Knowledge of various literary genre of Bangla literature.

4. Program Outcomes (PO)

a. Remembering (PO1)

- Students remembered the concept clearly.
- There is some doubt clearing classes after the course is completed in every semester.

b. Understanding (PO2)

- Students better understand the subject with literary examples.
- Understand the social relations in the domestic and out-house atmospheres.

c. Applying (PO3)

- They can apply the concept of literature in their daily life and placed in publication, teaching and journalism jobs.
- In competitive examinations also students are applying the learning in Bangla Language classes.

d. Analysing (PO4)

- This is the part where students need more practice as they are still weak in analysing of a theoretical part of the subject.
- Students learned about the genres like poetry, novels, drama etc.

7. Attainment of Course Outcomes for the last three Batches with CBCS

Attainment of Bengali (Batch 2017 - 2020)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
1st	Core Course (CC 1)	Prak-Adhunik Bangla Sahitya (PSO1)	101	
	Core Course (CC 2)	Adhunik Bangla Sahitya (PSO2)	102	
	General Elective (G.E)	Prak-Adhunik Bangla Sahityer Nirbachita Path	103	
2nd	Core Course (CC 3)	Chhanda O Alankar	201	
	Core Course (CC 4)	Bhasatattwa	202	
	General Elective (G.E)	Adhunik Bangla Sahityer Nirbachita Path	203	
	Ability Enhancement Compulsory Courses (AECC)	Bangla Bhashar Bhashik Sangjog	204	
3rd	Core Course (CC 5)	Madhyayuger Kabita O Kabya	301	
	Core Course (CC 6)	Adhunik Kabya-Kabita	302	
	Core Course (CC 7)	Engreji Sahityer Itihas	303	
	Skill Enhancement Courses (SEC)	Anubad O Proof Reading	305	
4th	Core Course (CC 8)	Sanskrit Sahityer Itihas	401	
	Core Course (CC 9)	Kbyatattwa O Sahityer Rupriti	402	
	Core Course (CC 10)	Bangla Upanyas O Chhotogalpa	403	
	Skill Enhancement Courses (SEC)	Amantran Patra, Pratishthanik Chithi O Prabandha Rachna		
5th	Core Course (CC 11)	Bangla Natak	501	
	Core Course (CC 12)	Prabandha O Sahitya-Sanskriti Bishayak Prabandha Rachna	502	
	Discipline Specific Elective (DSE)	Bangla Sahityer Itihas : Astadash Satabdi Parjanta	503	
	Discipline Specific Elective (DSE)	Bangla Samalochna Sahitya	504	
6th	Core Course (CC 13)	Rabindra Sahitya	601	
	Core Course (CC 14)	Simanta Banglar Lok-Sahitya	602	
	Discipline Specific Elective (DSE)	Bangla Sahityer Itihas : Unish Shatak O Bish	603	

		Shataker Prathamardha		
	Discipline Specific Elective (DSE)	Byaboharik Bangla Byakaran	604	

Attainment of Bengali (Batch)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
1st	Core Course (CC 1)	Prak-Adhunik Bangla Sahitya (PSO1)	101	
	Core Course (CC 2)	Adhunik Bangla Sahitya (PSO2)	102	
	General Elective (G.E)	Prak-Adhunik Bangla Sahityer Nirbachita Path	103	
2nd	Core Course (CC 3)	Chhanda O Alankar	201	
	Core Course (CC 4)	Bhasatattwa	202	
	General Elective (G.E)	Adhunik Bangla Sahityer Nirbachita Path	203	
	Ability Enhancement Compulsory Courses (AECC)	Bangla Bhashar Bhashik Sangjog	204	
3rd	Core Course (CC 5)	Madhyayuger Kabita O Kabya	301	
	Core Course (CC 6)	Adhunik Kabya-Kabita	302	
	Core Course (CC 7)	Engreji Sahityer Itihas	303	
	Skill Enhancement Courses (SEC)	Anubad O Proof Reading	305	
4th	Core Course (CC 8)	Sanskrit Sahityer Itihas	401	
	Core Course (CC 9)	Kbyatattwa O Sahityer Rupriti	402	
	Core Course (CC 10)	Bangla Upanyas O Chhotogalpa	403	
	Skill Enhancement Courses (SEC)	Amantran Patra, Pratishthanik Chithi O Prabandha Rachna		
5th	Core Course (CC 11)	Bangla Natak	501	
	Core Course (CC 12)	Prabandha O Sahitya-Sanskriti Bishayak Prabandha Rachna	502	
	Discipline Specific Elective (DSE)	Bangla Sahityer Itihas : Astadash Satabdi Parjanta	503	
	Discipline Specific Elective (DSE)	Bangla Samalochna Sahitya	504	
6th	Core Course (CC 13)	Rabindra Sahitya	601	
	Core Course (CC 14)	Simanta Banglar Lok-Sahitya	602	

	Discipline Specific Elective (DSE)	Bangla Sahityer Itihas : Unish Shatak O Bish Shataker Prathamardha	603	
	Discipline Specific Elective (DSE)	Byaboharik Bangla Byakaran	604	

Attainment of Bengali (Batch 2017 - 2020)				
Semester	Course	Course Title	Course Code	Attainment (Grading Average on a Scale of 3)
1st	Core Course (CC 1)	Prak-Adhunik Bangla Sahitya (PSO1)	101	
	Core Course (CC 2)	Adhunik Bangla Sahitya (PSO2)	102	
	General Elective (G.E)	Prak-Adhunik Bangla Sahityer Nirbachita Path	103	
2nd	Core Course (CC 3)	Chhanda O Alankar	201	
	Core Course (CC 4)	Bhasatattwa	202	
	General Elective (G.E)	Adhunik Bangla Sahityer Nirbachita Path	203	
	Ability Enhancement Compulsory Courses (AECC)	Bangla Bhashar Bhashik Sangjog	204	
3rd	Core Course (CC 5)	Madhyayuger Kabita O Kabya	301	
	Core Course (CC 6)	Adhunik Kabya-Kabita	302	
	Core Course (CC 7)	Engreji Sahityer Itihas	303	
	Skill Enhancement Courses (SEC)	Anubad O Proof Reading	305	
4th	Core Course (CC 8)	Sanskrit Sahityer Itihas	401	
	Core Course (CC 9)	Kbyatattwa O Sahityer Rupriti	402	
	Core Course (CC 10)	Bangla Upanyas O Chhotogalpa	403	
	Skill Enhancement Courses (SEC)	Amantran Patra, Pratishthanik Chithi O Prabandha Rachna		
5th	Core Course (CC 11)	Bangla Natak	501	
	Core Course (CC 12)	Prabandha O Sahitya-Sanskriti Bishayak Prabandha Rachna	502	
	Discipline Specific Elective (DSE)	Bangla Sahityer Itihas : Astadash Satabdi Parjanta	503	
	Discipline Specific Elective (DSE)	Bangla Samalochna Sahitya	504	
6th	Core Course (CC 13)	Rabindra Sahitya	601	

	Core Course (CC 14)	Simanta Banglar Lok-Sahitya	602	
	Discipline Specific Elective (DSE)	Bangla Sahityer Itihas : Unish Shatak O Bish Shataker Prathamardha	603	
	Discipline Specific Elective (DSE)	Byaboharik Bangla Byakaran	604	

**KASHIPUR MICHAEL MADHSUDAN
MAHAVIDYALAYA**

Kashipur, P. K. Raj, Purulia, W.B. 723132

Name of the Program: B.Sc. in Botany

PROGRAM OUTCOME (PO)

&

COURSE OUTCOME (CO)

DEPARTMENT OF BOTANY

UG Syllabus of Botany

Semester	Course Title	Course Expectations	Course Outcomes (CO)
I	CC1: Biodiversity (Microbes, Algae, Fungi and Archegoniate) (PSO1)	<ul style="list-style-type: none"> ✓ Idea on diversity of microbes ✓ Knowledge on general structure, classification of algae, fungi and their reproduction and economic importance ✓ Understand the archegoniate, land habit and alternation of generation ✓ Knowledge on general structure, ecology and economic importance of Bryophytes, Pteridophytes and Gymnosperms 	<ul style="list-style-type: none"> ✓ Understand the world of microbes with special reference to structure, nutrition and reproduction in bacteria(CO1) ✓ Priorities the economic importance of bacteria (CO2) ✓ Distinguish the different types of algae and fungi given in syllabus (CO3) ✓ Idea on land habit and alternation on generation (CO4) ✓ Identify the Bryophytes, Pteridophytes and Gymnosperms given in syllabus (CO5) ✓ Understand the ecological and economic importance of algae, fungi, bryophytes, pteridophytes and gymnosperms (CO6) ✓ Examine the micro preparation of thallus of Bryophytes, vegetative structure of Pteridophyte and Gymnosperms given prescribed in syllabus (CO7)
II	CC2: Plant ecology and Taxonomy (PSO1)	<ul style="list-style-type: none"> ✓ Knowledge on soil origin, formation, composition etc and water states and precipitation types ✓ Idea on light, temperature variation and limiting factors, shelford law of tolerance ✓ Knowledge on plant community, phytogeography ✓ Idea on ecosystem structure, ecological pyramid, production and productivity ✓ Idea on Botanical nomenclature, classification and biometrics 	<ul style="list-style-type: none"> ✓ Approaches to study of ecology (autecology, synecology), population ecology (CO1) ✓ Gain knowledge about plant taxonomy, nomenclature, identification (CO2) ✓ To understand ecological relationship between organisms and their environments (CO3) ✓ To understand the role play in conservation science (CO4) ✓ Learn about system of classification with merit and demerits (CO5) ✓ Learn the taxonomic evidences from molecular, phylogeny and cytology (CO6) ✓ Learn rules of ICN and binomial nomenclature (CO7) ✓ Understand the morphological adaptation of hydrophytes and xerophytes (CO8) ✓ Learn the floral characteristics of the plant families prescribed in syllabus (CO9) ✓ Learn the types of classification – artificial, natural and phylogenetic (CO10)
III	CC3: Plant anatomy and embryology (PSO1)	<ul style="list-style-type: none"> ✓ Idea on meristematic and permanent tissues ✓ General idea on dicot, monocot stem and root, secondary growth ✓ General concept on adaptive and protective system ✓ Knowledge on structural organization of flowers, types of embryo sac and their ultrastructure ✓ Understand the pollination and fertilization ✓ Concept of endosperm structure and function 	<ul style="list-style-type: none"> ✓ On completion of this course students will be able to gain knowledge of plant cells, meristem and non meristematic tissues and their functions (CO1) ✓ To identify and compare structural differences among different taxa of vascular plants(CO2) ✓ Know the tissues, dicot and monocot stem, leaf, and root (CO3) ✓ Students will perceive the knowledge of floral organization (CO4) ✓ Learn the ultrastructure of embryo sac (CO5) ✓ Students learn the structure of

		<ul style="list-style-type: none"> ✓ Idea on apomixis and polyembryony 	<ul style="list-style-type: none"> endosperm and their functions (CO6) ✓ Students learn the types of pollination and pollinating vectors (CO7) ✓ Learn the types of fertilization, concept of double fertilization (CO8)
	SEC-1: Biofertilizer (PSO2)	<ul style="list-style-type: none"> ✓ General account about the microbes used as biofertilizer ✓ Idea on isolation and multiplication of Rhizobium and Azospirillum ✓ Knowledge of cyanobacteria (blue green algae), Azolla and Anabaena association ✓ Idea on nitrogen fixation, factor effecting growth ✓ Concept on blue green algae and Azolla in cultivation ✓ General concept of mycorrhizal association and their influences on yield of crop plants ✓ Concept on organic farming, green manuring, organic fertilizer, biocomposting, vermicomposting 	<ul style="list-style-type: none"> ✓ Students learn the uses of microbes as biofertilizer (CO1) ✓ Learn about application of blue green algae, Azolla, Anabaena in crop field (CO2) ✓ Students gain the knowledge of Nitrogen fixation, their processes and fixing organisms (CO3) ✓ Learn the general concept of mycorrhizal types, their association, taxonomy etc. (CO4) ✓ Students learn the concept of biocompost making method and vermicomposting, their application in crop field (CO5)
	CC3: Plant physiology and metabolism (PSO1)	<ul style="list-style-type: none"> ✓ Understanding of plant-water relation, transpiration ✓ Mechanical processes of water uptake and transport of water and prepared food throughout the plant body ✓ Importance of minerals in plant body ✓ Understanding the most important physiological mechanisms like Photosynthesis, Respiration, and Nitrogen metabolism ✓ Concept of enzymes and their mechanism of catalysis and inhibition ✓ Knowledge on plant growth regulators: their types and physiological roles ✓ Understanding the role of sunlight on plant's development other than photosynthesis, i.e., photoperiodism ✓ Knowledge on phytochrome and vernalization 	<ul style="list-style-type: none"> ✓ Student understand the concept of 'plant physiology' and difference of physiology from morphology and anatomy (CO1) ✓ They got the idea of how the mechanical or physical concept get applied in plant biology (CO2) ✓ Students knows the importance of minerals in plants body (CO3) ✓ Understand the structure and properties of enzymes and their mechanism of catalysis and inhibition (CO4) ✓ Students get the idea on photosynthetic pigments, electron transport mechanisms and different carbon fixing pathways (CO5) ✓ General idea about glycolysis, TCA cycle and pentose phosphate pathway ✓ Students learn the concept of biological nitrogen fixation (CO6) ✓ Learn the role of plant growth regulators (CO7) ✓ Learn the concept of photoperiodism, SDP, LDP, DNP, phytochromes (CO8)

IV	SEC2: Herbal technology (PSO2)	<ul style="list-style-type: none"> ✓ Ideas on herbal medicine and their utilization ✓ General concept of pharmacognosy ✓ Idea on phytochemistry ✓ Concept of analytical pharmacognosy ✓ Concept of micro propagation of important plant species 	<ul style="list-style-type: none"> ✓ Students learn the definition of medical term and role of medicinal plants in Siddha systems of medicine (CO1) ✓ Students understand the cultivation, harvesting, processing, storage, marketing and utilization of medicinal plants (CO2) ✓ Learn the systematic position and medicinal uses of medicinal herbs prescribed in syllabus (CO3) ✓ Students get knowledge of active principle, methods of their testing of some medicinal plants mentioned in syllabus (CO4) ✓ Students learn the methods of drug evaluation, types of drug adulteration, biological testing of herbal drug (CO5) ✓ Learn the concept of pytochemical screening tests for secondary metabolites (CO6) ✓ Students knows the micropropagation of some medicinal plant species prescribed in syllabus (CO7)
V	DSE1: Economic Botany and Biotechnology (PSO1)	<ul style="list-style-type: none"> ✓ Concept of origin of cultivated plants ✓ Morphology and uses of some cereals, legumes, and spices prescribed in syllabus ✓ Idea of beverage processing and uses with special emphasis to tea ✓ Oil and fats producing plants ✓ Knowledge of fibre yielding plants ✓ Concept of plant tissue culture ✓ Idea of recombinant DNA technique 	<ul style="list-style-type: none"> ✓ Students learn the concept of centre of origin of cultivated plants with reference to Vavilov's work (CO1) ✓ Students understands the morphology and uses of wheat, Gram and soybean, clove and black pepper (CO2) ✓ Learn the processing of tea and uses (CO3) ✓ Learn the general description of groundnut as a oil and fats producing plants (CO4) ✓ Students get the idea of morphology, taxonomy, parts used of cotton as a fibre yielding plant (CO5) ✓ On completion of the course, students understands the idea of micro propagation, haploid production, embryo and endosperms culture and their application (CO6) ✓ Student learn the different Blotting techniques, DNA fingerprinting, molecular DNA marker (CO7) ✓ Students learn the different recombinant techniques such as PCR, ELISA, hybridoma etc (CO8) ✓ Learn the concept of Molecular diagnosis of human disease, Human gene Therapy (CO9)
	DSE1: Cell and Molecular Biology (PSO2)	<ul style="list-style-type: none"> ✓ Concept of techniques in biology ✓ General idea of cell theory ✓ General concept of cell membrane and cell wall ✓ Knowledge of cell cycle ✓ Idea of genetic materials ✓ General idea of transcription and regulation of gene expression 	<ul style="list-style-type: none"> ✓ Students learn the principles of microscopy such as Light Microscopy; Phase contrast microscopy; Fluorescence microscopy; Confocal microscopy; Sample Preparation for light microscopy; Electron microscopy (EM)- Scanning EM and Scanning Transmission EM (STEM) (CO1) ✓ Students get the idea of sample preparation for electron microscopy (CO2) ✓ Students learn the concept of cell theory (CO3) ✓ Students learn the structure and functions

		<ul style="list-style-type: none"> of different cell organelles (CO4) ✓ Students get the knowledge of model of membrane structure, membrane protein, carbohydrates and their functions (CO5) ✓ Learn the general concept of cell cycle and their molecular control (CO6) ✓ Students learn the structure and types of genetic materials (CO7) ✓ Learn the Watson and Crick model, Griffith's and Avery's transformation experiments, Hershey-Chase bacteriophage experiment (CO8) ✓ Students get the knowledge of different types of RNA and genetic code (CO9) ✓ Students get the idea of Lac operon and Tryptophan operon model (CO10) 	
	<p>SEC3: Ethnobotany (PSO3)</p>	<ul style="list-style-type: none"> ✓ General concept of Ethnobotany ✓ Knowledge on methods of ethnobotanical studies ✓ Role of Ethnobotany in modern medicine ✓ Role of ethnic groups in conservation of plant genetic resources ✓ Concept on Ethnobotany and legal aspects 	<ul style="list-style-type: none"> ✓ Ideas about the relevance of ethnobotany in the present context (CO1) ✓ Students learn the major and minor ethnic groups or Tribals of India, and their life styles and plant used by them (CO2) ✓ Students get the idea on ethnobotanical field studies, ancient literature, archaeological findings (CO3) ✓ Students learn the significance of the plants in ethno botanical practices prescribed in syllabus (CO4) ✓ Students gain the knowledge on Endangered taxa and forest management (CO5) ✓ Learn the role of ethnic groups in conservation of plant genetic resources (CO6) ✓ Knowledge on sharing of wealth concept with few examples from India (CO7) ✓ Learn about the Biopiracy, Intellectual Property Rights and Traditional Knowledge (CO8)
VI	<p>DSE2: Genetics and Plant Breeding (PSO1)</p>	<ul style="list-style-type: none"> ✓ Concept of Mendelian genetics and its extension ✓ Idea on extrachromosomal inheritance ✓ Idea on linkage and crossing over ✓ General concept of Variation in chromosome number and structure ✓ Knowledge on gene mutation, population genetics, crop improvement and plant breeding 	<ul style="list-style-type: none"> ✓ Student learn the principles of inheritance; Chromosome theory of inheritance; Autosomes and sex chromosomes (CO1) ✓ Student get the idea about Multiple alleles, Lethal alleles, Epistasis, and Pleiotropy (CO2) ✓ Students get the idea of Chloroplast mutation, Mitochondrial mutations in yeast; Maternal effects-shell coiling in snail (CO3) ✓ General idea about cytological and molecular basis of crossing over; Recombination frequency, Interference and coincidence (CO4) ✓ Students learn the concept of Deletion, Duplication, Inversion, Translocation, Euploidy and Aneuploidy (CO5) ✓ Students gain knowledge of types of mutations; Molecular basis of mutations and Mutagens (CO6) ✓ Understand the idea of Hardy-Weinberg Law (CO7) ✓ Students gain the knowledge of plant

			genetic resources; Acclimatization; Selection methods; Hybridization: Procedure, advantages and limitations of plant breeding (CO8)
	DSE2: Analytical Techniques in Plant Sciences (PSO2)	<ul style="list-style-type: none"> ✓ Idea on Principles of microscopy ✓ Knowledge on Centrifugation and Spectroscopy ✓ General idea about Chromatography ✓ Characterization of proteins and nucleic acids ✓ General knowledge on Biostatistics 	<ul style="list-style-type: none"> ✓ Students learn the principles of Light microscopy; Fluorescence microscopy; Confocal microscopy; Transmission and Scanning electron microscopy (CO1) ✓ Gain the idea of Principle and application of differential and density gradient centrifugation (CO2) ✓ Learn the Spectroscopy Principle and its application in biological research (UV-Vis and IR) (CO3) ✓ Students gain the knowledge on Chromatographic Principle and types (CO4) ✓ Students learn the concept of proteins and nucleic acids characterization using gel electrophoresis (CO5) ✓ Understand the Arithmetic mean, mode, median and standard deviation (CO6)
	SEC4: Nursery and Gardening (PSO3)	<ul style="list-style-type: none"> ✓ General idea about nursery ✓ Idea on seed structure and dormancy breaking ✓ Concept of vegetative propagation ✓ General concept about gaedening ✓ Knowledge on sowing/raising of seeds and seedlings 	<ul style="list-style-type: none"> ✓ Students learn the definition, objectives and scope and building up of infrastructure for nursery and seasonal activities (CO1) ✓ Gain the knowledge of causes and methods of breaking dormancy (CO2) ✓ Idea on seed banks, factors affecting seed viability and genetic erosion (CO3) ✓ Understand the Seed production technology, seed testing and certification (CO4) ✓ Gain idea on air-layering, cutting, selection of cutting, collecting season, treatment of cutting, rooting medium and planting of cuttings (CO5) ✓ Understand the definition, objectives and scope of gardening (CO6) ✓ Know the transplanting of seedlings, study of cultivation of different vegetables prescribed in syllabus (CO7)

Attainment of the Program: Botany
(Programme)

Year	Semester VI (PO)		
	No of Students Appeared	No of Students Passed	Remarks
2017-18	03	01	Ramesh Gorain selected in W.B. Police
2018-19	04	02	Paritosh Mahato and Chandana Mahato
2019-20	04	02	Dipak Kumbhakar studies in M.Sc (Biotechnology)
2020-21	02	02	Tulsi Mahato studies in M.Sc (Biotechnology)
2021-22	04	04	
2022-23	03	03	Soukan Goswami selected in W.B. govt. service

1. Total Number of Students Appeared in the Examination (2017-23): 20
2. Number of Students Qualified (2017-23): 12

Kashipur Michael Madhusudan **Mahavidyalaya**

Kashipur, Panchakote Raj, Purulia – 723132, West Bengal

Name of the Program

B.A. in Sanskrit

Program Outcome (PO)

&

Course Outcome (CO)

Department of Sanskrit

CHAPTER SPECIFIC COURSE OUTCOME

SEMESTER-I(PROGRAM COURSE)

- **DSC 1 Self-Management in the Srimadbhagavadgītā**

This course is to study the philosophy of self-management in the Gita. The course seeks to help students negotiate the text.

SEMESTER-II(PROGRAM COURSE)

- **DSC 2 Sanskrit Composition and Communication**

This paper aims at teaching composition and other related information based on *laghusiddhāntakaumudī vibhaktiyarthaprakaraṇa*. Student might be familiar themselves about the grammatical knowledge in Sanskrit. They introduce the basic of prefixes, suffixes, case-endings, compounds, essay writings etc.

SEMESTER-III(PROGRAM COURSE)

- **DSC 3 Vedic Literature**

This course on Vedic literature aims to introduce various types of Vedic texts. Students will also be able to read one Upaniṣad, namely, Muṇḍaka, where primary Vedāntaview is propounded. Students can learn Vedic agriculture in Ancient India. They can analyze between women's education in ancient India and modern education system. They came to know Vedic society, Vedic culture and tradition

SEMESTER-IV(PROGRAM COURSE)

- **DSC 4 Classical Sanskrit Literature (Poetry)**

This course aims to acquaint students with Classical Sanskrit Literature and essence of Poetry. It intends to give an understanding of literature, and students will be able to appreciate the evolution of Sanskrit Literature. Students negotiate the texts independently throughout the programme.

SEMESTER –V(PROGRAM COURSE)

- **DSE 2 *Art of Balanced Living***

This course aims to get the students acquainted with theories of art of living inherent in Sanskrit literature and apply them to live a better life. It also intends to make students work on human resource management for giving better results. Self-presentation, Concentration and Refinement of Behavior also introduced here with the reading of Yogāsūtra of Patañjali

SEMESTER-VI(PROGRAM COURSE)

- **DSE 3 *Fundamentals of Ayurveda***

Ayurveda is a five thousand years ago medicinal practice considered by many profound scholar. Ayurveda means 'The science of life' which gradually originated in many sub-continent. This course will introduce students to the theory of Ayurveda. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance diet and nutrition usage of commonly uses spices and herbs. And outline of Ayurvedic therapeutic procedures in Ayurveda

SEMESTER-I

- **G.E-1 *Basic Sanskrit***

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from very beginning. Essential Sanskrit grammar will be introduced through the multiple example method with emphasis on students constructing themselves sentences.

SEMESTER-II

- **G.E-2 *Basic Principles of Indian Medicine System(Ayurveda)*** This course will introduce students to the theory of Āyurveda. The major objective is to understand the basic principles and concepts to preventive medicine and health care

.SEMESTER –III(PROG)

- **S.E.C 1 *Indian System of Debate***

This course aims to get the students acquainted with the Indian principles of debate and its applications

.SEMESTER-IV(PROG)

- **S.E.C 2 *Tradition and History of Indian Dramaturgy***

It aims at to cope up the learners with dramaturgy which was developed by Bharatmuni.

SEMESTER-V(PROG)

- **S.E.C 3 *Indian System of Logic***

The course wants to enable students to develop logical faculty of their mind and to perceive the world in a more national way in their day to day life.

SEMESTER-VI(PROG)

- **S.E.C 4 *Tradition and History of Indian Theatre***

The objectives of this curriculum are to introduce classical aspects of development of Indian theatre among the students.



(Dr. Bibhas Kanti Mandal)

Principal

Kashipur M. M. Mahavidyalaya

Kashipur :: Purulia

