

# **DEPARTMENT OF CHEMISTRY**

## **Programme Outcome:**

The college has outlined general programme outcome for the historical development of the students like-- an ability to demonstrate, solve and understanding of major concepts such as ; critical thinking and efficient problems solving skills in different branches of chemistry like - Physical, Inorganic, Organic, Analytical, Medicinal , Agricultural, Industrial and bio-chemistry. Students have an ability to conduct theoretical and practical approaches as chemistry is the interdisciplinary subject with courses in other science fields.

Programme specific out come.

The IQAC ensure that all department set target at the beginning of the term with the help of academic calendar.

- Gain the knowledge of chemistry through both theory and practical's in concerned branches.
- Identify chemical formulae and solve numerical problems.
- To explain nomenclature, stereo-chemistry, structure, reactivity and mechanism of the chemical reactions.
- Know structure-activity relationship.
- Understand laboratory practices and safety.
- Use modern chemical tools, models, chem-draw, charts and equipments.
- Make aware and handle the sophisticated instruments/equipments.
- Develop research activity and skills.

## **Course outcome.**

Three years degree under-graduate course in chemistry Honours (core)/general under CBCS curriculum .

The course helps students who are interested to build a career in the field of Chemistry as Analytical Chemist, Chemical Engineer, Chemistry Teacher, Forensic Scientist, Geochemist, Material Scientist, Pharmacist, Toxicologist, Water Chemist, Environment Scientist.

- Solve the numerical problems.
- Know the meaning of Phase, Component and degree of freedom.
- To understand the meaning of various terms involved in Co-ordinate Chemistry.
- To understand Werner's formulation of complexes and identify the types of valences.
- Study the Crystal Field Theory.
- Know the limitations of VBT.
- Study organic acids and bases.
- Distinguish between Geometrical and Optical isomerism.
- Study mechanism and stereochemistry of  $SN^1$ ,  $SN^2$  and  $SN^i$  reactions.
- Compare between  $E^1$  and  $E^2$  reaction.
- To study UV, IR and NMR spectroscopy.
- Discuss different types of rearrangement reactions

## **Department of English**

### **Programme Outcome:**

The Department of English of Godda College, Godda has well-defined Program Outcomes that seeks to achieve, for the holistic development of students, attributes such as:

- critical thinking;
- social, political and environmental sensitivity and responsibility;
- sense of brotherhood for people of all caste, creed and gender;
- skills such as soft skills, survival skills, social skills and so on;
- leadership and teamwork abilities;
- zeal for academic excellence and success on all walks of life;
- and focus on physical and emotional health.

### **Programme Specific Outcome:**

- The Department looks to instil in students, knowledge of the subject matter for its students at the Undergraduate level.
- The ability to analyse texts and apply learned output in various academic as well as real world scenario.
- The ability to judge and appreciate literatures and literary concepts and theories as well as related interdisciplinary knowledge.
- The ability to write and read fluently and express thoughts and ideas on subject matter as well as other matters.

### **Course Outcome:**

- A comprehensive understanding and knowledge of the past and present of English literature.
- Competence in critical and independent thinking.
- Instilling interest and involvement in literary, cultural, social and political activities.



## **GODDA COLLEGE, GODDA**

### **PROGRAMME OUTCOME FOR B.ED.**

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop-

- 1. Teaching competency:** Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
- 2. Pedagogical skills:** Applying teaching skills and dealing with classroom problems.
- 3. Teaching Through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.
- 4. Integration of Artificial Intelligence in Education:** Transform the educational landscape by providing open access to quality, value based and socially relevant education to all by harnessing the disruptive potential of AI.
- 5. Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
- 6. Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
- 7. Sensitivity Towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.
- 8. Content Analysis:** Analyse the text-books and syllabus.
- 9. Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.
- 10. Self-directed Learning:** Preparing scripts for seminars, lesson plans and online content.
- 11. Social Resilience:** Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.
- 12. Physical Development:** Practice yoga, self-defence, sports and scouting-guiding.
- 13. Team Work:** Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

### **PROGRAMMES SPECIFIC OUTCOMES FOR B.ED.**

- 1. Enable to comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India, teaching-learning methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship.**
- 2. Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administering psychological tools, ICT based Communication and teaching and lesson planning.**
- 3. Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching for remote areas' students by using ICT and its different tools and software.**
- 4. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, education for human rights and women empowerment, environmental education and developing online content.**

## Department of Santali

### Programme outcome:

The college has outlined general Programme Outcomes form the holistic development of the students like 'Capability of Independent, learning, sense of civic responsibility, Environmental consciousness, Patriotism and Tolerance, Soft Skills and Life Skills, Leadership qualities and Teamwork, Critical thinking , Quest for Excellence and Physical and Emotional Health'.

### Programme Specific Outcomes:

- The IQAC ensures that all departments set targets at the beginning of the term with the help of the academic calendar. There is a practice of one department auditing another on various parameters of Teaching, learning and Research at the end of each academic year.
- Monitoring of the classes takes care of day-to-day targets of teaching and learning.

### Course Outcomes: 3 years degree course in Santali (Hon/Gen)

- The course helps the students who are seeking to build a career in the field of Santali. This will be helpful in the prospective career programs such as Teaching and Govt. services and build oneself as a "akilman hor" with the detailed knowledge of the subject.
- It is a social science which analyses the change and modification of the regional language for the better use of mankind.
- The course covers the definition, scope, limitations, concepts, sustainable utilization of major and minor aspects of Santali.
- It teaches them not only to learn but to scrutinize and analyze the different aspects of Santali i.e. language, literature, poetry, etc.
- The course is not only limited to the Indian Santali language but covers Santali language at world level as well, providing a global scope when it comes to career opportunities.
- The course has the inclusion of the environmental aspects and its impacts which is extremely crucial at the present times.
- Since the course concentrates on the fundamental of Santali language, it is very helpful in building the perfect base for the further studies of the subjects.



P.G. Department of Persian  
Godda College Godda

Programme outcome:

The P.G. Department of Persian Godda College Godda Jharkhand has outlined general programme outcome for the abroad development of students. Persian language and literature is a broad faculty of humanities in which studied all kind of subject such as medical science, sciences, strategy, psychology, philosophy etc.

Beside this, Asnaf-e-Adab, and Asnaf-e-Sayari and ethics are immortal part of Persian language and literature. It is very benifecories for students to sense of civic responsibility, patriotism, consciousness, critical thinking, soft skill and life skill, leadership qualities and teamwork.

programme specific outcome

- The IQAC ensure that all department set target at the beginning of the term with the help of academic calendar. There is a practice of one department auditing another on various parameters of teaching and Research at the end of each academic year.
- Monitoring of the classes takes care of day-to-day target of teaching and learning

Course outcome: 2 years degree course in Persian  
P.G.

The Persian course framed in 4 Semesters  
1<sup>st</sup> to 4<sup>th</sup> Semester's Course help the Student-

to build a career in the Persian field, such as different type of job, teaching, Journalism ~~and~~ and Medicine etc.

The Persian course make Students to Welfare work for Society.

The Persian Course not only in India but in Iran, Iraq, Afghanistan, Azerbaijan etc.

The Persian Scholar Can get job in those Country where Persian is national language.

The Persian Course is a rich course. to Study this Course Students may be cultured and civilized.

Tibb-e-unani is almost research work. Students of Persian Can research in this field and make fruitful for



## **DEPARTMENT OF ANTHROPOLOGY :**

Anthropology is social science discipline that deals with social and cultural and physical evolution of mankind. It has two broad category. It has been divided into physical and cultural anthropology. Physical Anthropology is physical evolution of mankind where as cultural Anthropology is the cultural evolution of mankind. Anthropology was started as a separate teaching subject in the early 19th century in Britain and USA. It was started in India in 1924 when Anthropology was established as a separate department in Lucknow University. After that it was started in Mumbai, Kolkata and Ranchi University.

At Godda College, Godda Teaching of Anthropology was started in the year 1984 when two post for lecturer's was created by the then education department of Bihar Government but unfortunately the teacher was appointed only in the year 1987.

Anthropology Department of Godda College is imparting teaching of Anthropology at Intermediate level and under graduate level. It is offering only pass course teaching as far as teaching of Anthropology at under graduate level is concern.

## **GOALS AND OBJECTIVE OF THE DEPARTMENT :**

The first and foremost important Goals and Objective of the Anthropology Department is to impart and provide selfless knowledge to the student and provide them the tools through which student can become responsible and good citizen of the contry. It also and important objective of the department to make the student desciplin fellow.



range of different contexts using the main concepts, constructs and techniques of the subject(s).

- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

## **Programme Learning Outcomes for Graduates in Anthropology**

The outcomes and attributes described in qualification descriptors are attained by learners through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which specify the intended outcomes from that programme of study which must be achieved for the award of a specific degree. The programme learning outcomes are aligned with the relevant qualification descriptors.

Programme learning outcomes are quite broad and are designed to capture the knowledge, skills, attitudes and values that are acquired through a programme of study. Programme learning outcomes will include disciplinary-area specific skills that a programme cultivates and generic skills, including transferable global skills and competencies, the achievement of which the students of specific programme of study should be able to demonstrate on completion of the UG programme of study for the award of the graduate degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. Programme learning outcomes outline the minimum essential learning required to successfully complete a programme of study. They also help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates/postgraduates of a given programme of study. A programme of study may be mono-disciplinary, multi-disciplinary or inter-disciplinary.



Some examples of desirable learning outcomes (disciplinary-area specific skills, generic skills and attributes) that an undergraduate student of Anthropology should be able to:

- Demonstrate a fundamental or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects; and (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service.
- Demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with Anthropology.
- Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software, and report accurately the findings of the experiment/field investigations.
- Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) ICT skills; and (v) personal skills such as the ability to work both independently and in a group.
- Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviour such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii) the ability to identify the potential ethical issues in work-related situations; and (iii) promoting safe learning and working environment.



## Department of Geography

### Programme outcome:

The college has outlined general Programme Outcomes for the holistic development of the students like 'Capability of Independent, learning, sense of civic responsibility, Environmental consciousness, Patriotism and Tolerance, Soft Skills and Life Skills, Leadership qualities and Teamwork, Critical thinking, Quest for Excellence and Physical and Emotional Health'.

### Programme Specific Outcomes:

- The IQAC ensures that all departments set targets at the beginning of the term with the help of the academic calendar. There is a practice of one department auditing another on various parameters of Teaching, learning and Research at the end of each academic year.
- Monitoring of the classes takes care of day-to-day targets of teaching and learning.

### Course Outcomes: 3 years degree course in Geography (Hon/Gen)

- The course helps the students who are seeking to build a career in the Geography field. This will be helpful in the prospective career programs such as Teaching and Govt. services and build oneself as a geographer with the detailed knowledge of the subject.
- It is a science which analyses the change and modification of the surrounding landforms for the better use of mankind.
- The course covers the definition, scope, limitations, concepts, sustainable utilization of major and minor aspects of geography.
- It teaches them not only to learn but to scrutinize and analyze the different aspects of geography i.e. population, regional, atmospheric etc.
- The course is not only limited to the Indian Geography but covers the world geography as well, providing a global scope when it comes to career opportunities.
- The course has the inclusion of the environmental aspects and its impacts which is extremely crucial at the present times.
- Since the course concentrates on the fundamental of Geography, it is very helpful in building the perfect base for the further studies of the subjects.

## Department Of Botany

### Program outcome:

The college has outlined general program outcomes for the holistic development of the students like 'capability of Independent, learning, learning, civic sense, responsibility, environmental consciousness, patriotism and tolerance, soft skills and life skills, leadership qualities and teamwork, critical thinking, quest for excellence and physical and emotional health'.

### Program specific outcomes:

- The IQAC ensures that all departments, set targets at the beginning of the term with the help of the academic calendar. There is a practice of one department auditing another on various parameters of teaching, learning and research at the end of each academic year.
- Monitoring of the classes takes care of day-to-day targets of teaching and learning.

### Course outcomes: 3 years degree course in Botany (Hons/Gen)

- The course helps the students who are seeking to build a career in the field of botany. This will be helpful in the prospective career programs such as teaching and govt. services and build oneself as a botanist with the detailed knowledge of the subject.
- It is the science which analyses the change of the surrounding flora for the better use of mankind.
- The course covers the definition, scope, limitations, concepts, sustainable utilization of major and minor aspects of botany.
- The students of Post graduate have wide range of options such as research, teaching, pharmacy etc
- The students of Undergraduate apply for various state and centre level exams both in public and private institutions.
- It teaches them not only to learn but to scrutinize and analyze the different aspects of botany i.e. biostatistics and biotechnology etc.
- The course is not only limited to botany but covers biotechnology as well, providing a global scope when it comes to career opportunities.
- The course has the inclusion of the environmental aspects and its impacts which is extremely crucial at the present times.
- Since the course concentrates on the fundamentals of botany, it is very helpful in building the perfect base for the further studies of the subject.



# Department of Zoology

## Programme outcome :->

It is the vision and mission of the college to provide holistic development of the student, like to become fast learners, soft skill and life skill qualities, Environmental consciousness, Civic responsibility and a quest for physical and emotional Health.

## Programme specific outcome :->

- All departments of the college adhered the guidelines of IQAC, regarding monitoring of classes as for teaching and learning both.
- All department along with head of the institution set targets at the beginning of the term with the help of academic calendar.

Course outcome : 3 years (6 semester) Degree course  
and 2 years (4 semester) Post graduate course  
Honours / General / PG : —

- The course helps the students of UG who seek building a career in the field of Animal science (Zoology).
- ◈ This will be helpful in prospective career programme such as medical, nursing, para medical, B. Pharma, etc.

- PG students are well prepared for Net and Ph.D entrance exam. They have target and trying.
- The ~~general~~ course covers to meet the all challenges of students.
- Students always try to cover the health care of community people as they are well expected, for culture is oftenly manage



# Dept. of Economics

## 1. Programme Outcome

The Department of Economics is offering BA (Hons./General course & MA Programmes at present in Godda College, Godda/ present Time Department is working with a vision of creating National & International academician and good researchers.

Further, department has eminent and skilled faculty members to train the students in accordance with the need of the current job Market.

The curriculum is good extensive and needful job oriented the Department involves the students in National seminars, debates, Cultural programme and conference.

## 2. Programme specific outcome

To prepare the students to successfully compete for employment in Economics research Technique, Industries small & long Data analysis etc.

To spring strong student skills in pretense, data analysis & interpretation.

## 3. Course Outcome B.A. (Hons.) Economics

Sem.-I	-	CC1	-	Micro Economics-I
		CC2	-	Money & Banking.
		AEC	-	Language Paper
Sem.-II	-	CC3	-	Micro Economics
		CC4	-	Indian Economy.
		AEC1-	-	Language Paper
Sem.-III	-	CC5	-	Micro Economics-II
		CC6	-	Statistical Methods in Economics.
		CC7	-	Macro Economics-II
		SEC1	-	Rural Development.
Sem.-IV	-	CC8	-	Mathematical Methods for Economics.
		CC9	-	International Economics.
		CC10	-	Eco. Dev. & Policies in India
		SEC2	-	Data Analysis.

Sem.-V	-	CC11 -	Growth & Development.
		CC12 -	History of Economic thought.
		DSE1 -	Optional Paper-I
		DSE2 -	Optional Paper-II
Sem.-VI	-	CC13 -	Public finance
		CC14 -	Environment Economics
		DSE3 -	Optional Paper-III
		DSE4 -	Optional Paper-IV

#### **4. Course Outcome M.A. Economics**

S-I	F01	-	Foundation of Mathematical Economics.
	C02	-	Micro Economic Analysis.
	C03	-	Macro Economic Analysis.
	C04	-	Demography & Environmental economics.
S-II	C05	-	Statistical & computer Application for skill development.
	C06	-	Monetary Theory.
	C07	-	India Economics Policy.
	C08	-	Theory of growth & Development.
S-III	C09	-	Choice Base.
	C10	-	Production, distribution & welfare.
	C11	-	Public Economics.
	C12	-	International Economics.

S-IV            Students can opt. one of the two elective groups. (A or B0

Group A (E-13)	-	Mathematical Economics & Econometrical – I, E-14 II & E-15 III
Group B (E-13)	-	Aquaculture & Industrial Eco.-I, II & III (E-13, 14 & 15)
D.16	-	Research & Project work (Dissertation)



## DEPARTMENT OF PHYSICS

### PROGRAMME OUTCOMES

- ☐ Physics encompasses the study of the universe from the smallest subatomic particles to the largest galaxies. Moreover it is the basis of many other sciences like chemistry, oceanography, seismology and can be applied to biology or Medical Sciences. All are easily accessible to a bachelor's degree in Physics.
- ☐ Physics challenges our imagination with concepts like relativity and string theory. It leads to great discoveries like computers and Lasers that lead to technologies which change our lives - from healing joints to curing cancer and to develop sustainable energy solutions.
- ☐ It serves as a basis to build a purely academic profile for further studies and research in Physics such as M.Phil and Ph.D.
- ☐ On successful completion of the course, one can apply for the UGC-NET or JRF exam. The success in these exams makes teaching or research as good options.
- ☐ The degree holders can opt for further higher studies and career in various specializations of Physics such as in Nano Physics, Applied Optics and Laser Physics and computer oriented course with Numerical Methods in computer programming.

### PROGRAMME SPECIFIC OUTCOMES

- ☐ Apart from the basic concepts of the core subject physics the curriculum has provided an opportunity to the student's community to adhere skill based knowledge about all the emerging fields of physics like Medical Physics, Astrophysics, Solar Physics, Nano Physics, Opto Electronics.
- ☐ An enrichment of knowledge about Programming Language in C is also provided. Hence the overall curriculum design is effective in bringing out the students intellectually and skill oriented in the field of Physics.



# Course Outcomes - B.Sc Physics

## Course Outcomes- B.Sc Physics

The Board of Studies in Physics (UG) recognizes that curriculum, course content and assessment of scholastic achievement play complementary roles in shaping education. The committee is of the view that assessment should support and encourage the broad instructional goals such as basic knowledge of the discipline of Physics including phenomenology, theories and techniques, concepts and general principles. This should also support the ability to ask physical questions and to obtain solutions to physical questions by use of qualitative and quantitative reasoning and by experimental investigation. The important student attributes including appreciation of the physical world and the discipline of Physics, curiosity, creativity and reasoned scepticism and understanding links of Physics to other disciplines and to societal issues should give encouragement. With this in mind, we aim to provide a firm foundation in every aspect of Physics and to explain a broad spectrum of modern trends in physics and to develop experimental, computational and mathematics skills of students.

The programme also aims to develop the following abilities:

1. Read, understand and interpret physical information – verbal, mathematical and graphical.
2. Impart skills required to gather information from resources and use them.
3. To give need based education in physics of the highest quality at the undergraduate level.
4. Offer courses to the choice of the students.
5. Perform experiments and interpret the results of observation, including making an B Sc Programme in Physics, an assessment of experimental uncertainties.
6. Provide an intellectually stimulating environment to develop skills and enthusiasms of students to the best of their potential.
7. Use Information Communication Technology to gather knowledge at will.
8. Attract outstanding students from all backgrounds.

Objectives: The syllabi are framed in such a way that it bridges the gap between the plus two and post graduate levels of Physics by providing a more complete and logical framework in almost all areas of basic Physics.

By the end of the first year (2nd semester), the students should have attained a common level in basic mechanics, a secure foundation in mathematics, Chemistry (otherwise specified), Languages and other relevant subjects to complement the core for their future courses and developed their experimental and data analysis skills through experiments at laboratories.

By the end of the second year (4th semester), the students should have been introduced to powerful tools for tackling a wide range of topics in Optics, Laser, Fiber optics, semiconductor devices and circuits. Along with Languages, they should have been familiar with additional relevant techniques in mathematics, Chemistry or Electronics/Computer application and developed their experimental and data analysis skills through a wide range of experiments through practical at laboratories.



By the end of the third year (6th semester), the students should have developed their understanding of core Physics by covering a range of topics in almost all areas of physics including Classical and Quantum Mechanics, Electricity and Electrodynamics, Relativity and spectroscopy, Thermal and Statistical Physics, Nuclear and Particle physics, Solid State Physics, Digital Electronics etc. along with one choice based courses, Open course and had experience of independent work such as projects; seminars etc. and thereby developing their experimental skills through a series of experiments which also illustrate major themes of the lecture courses.