



MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721425, WEST BENGAL, INDIA

NAAC Re-Accredited B+Level Govt. aided College

CPE (Under UGC XII Plan) & NCTE Approved Institutions

DBT Star College Scheme Award Recipient

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DEPARTMENT OF GEOGRAPHY

SESSION 2022-23

PROGRAM OUTCOMES:

After successful completion of three year degree program in B.Sc. Geography, a student should be able to acquire

PO1: Knowledge: Students will have a general understanding of physical geographic processes, the global distribution of landforms and ecosystems, and the role of the physical environment on human populations. Also, knowledge will develop regarding various theoretical and methodological approaches in both physical and human geography and be able to develop research questions and critically analyze both qualitative and quantitative data to answer those questions.

PO2 – Rational understanding and sustainable actions: Students will be able to think in rational terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan for the future. They will be able to think about the various processes occurring on the earth in a more scientific way and sustainable way to restore the various resources of the earth for future use.

PO3- Team work and experiential learning: Students will be able to function collaboratively and efficiently thereby keeping their individual skill intact through field trips and other practical works. Also, the students will be aware of the interconnection between people and places and have a general comprehension of how variations in culture and personal experiences may affect our perception and management of places and regions.

PO4: Interdisciplinary Knowledge: Students will develop an interdisciplinary approach to assemble academic enquiry about spatial perspectives and cultural process at the same time. This will enable them to build a distinct interdisciplinary pathway wherein they can analyse, ascertain and portray the mosaics of man- environment relation.

PO5: Critical thinking: Graduates will identify and critically analyze patterns of human-environment perception, distribution and use of spaces in context o human. The study of past

determinants and future predictions help the students to develop a critical understanding of the various environmental problems and act eventually.

PO6: Applicability and Employability: After the completion of the program, students will have professional competencies through the use of software, field work and other analytical methods along with deep skill of reasoning to help them in the application of their knowledge and provide them with employment to serve the society with a mind which is scientific yet thoughtful.

PROGRAM SPECIFIC OUTCOME

On Completion of the B.Sc. (Geography), Students are able to:

1. Work as a teacher in schools, high schools and colleges.
2. Serve as conservator in forest, Soil, Agricultural departments.
3. Work in disaster and water resource management centres.
4. Serve in cartographer in map making divisions of Government.
5. Work in NGOs.
6. Can Prepare for Competitive exams.
7. Can work as planner (urban, rural) in several governmental offices

COURSE OUTCOME : DEPARTMENT OF GEOGRAPHY

❖ **Course1:Geotectonics and Geomorphology**

To have an introductory knowledge about the Earth, its age, processes operating, the various features associated with it and its outcome. The objective is to assist in the knowledge of the Earth as the home of man. This encompasses the basic definition of the subject matter of Geography as a Physical Science. The course also explains the basic of structural geology, both micro- and macro level, how they develop, analysis techniques, interpretation of structures with respect to tectonic processes. It aims at unravelling the deformational history of the rocks.

- **Outcome:** After the completion of the course, the students have a basic knowledge of the subject and a full concept of the Earths variable landforms. They can describe the nature and principles of plate tectonics and related crustal deformation along with the principle methods of isotopic geochronology.

❖ **Course 2: Human Geography**

To encompass the Human elements in the study of Geography. It includes the study of society, settlement and its role in man's life. It studies the various aspects of social geography and examines how society and space are mutually constitutedThe objective is to emphasize on the human as the inhabitant of the Earth.

- **Outcome:** The students, after the course, have a shift in focus from the physical nature of the subject thereby including the concept of man in it. They can understand how space and place mediate the production and reproduction of key social divides – such as class, race, caste, etc and can understand the structure and components of society and culture.

❖ **Course 3: Climatology**

The course takes up the study of Earth in three forms, i.e, as a study of Atmosphere, the study of Soil and the study of Ecosystem. All the three study elaborates the physical basis of Geographical study, thereby including the atmospheric elements, its nature, structure, functioning and effect on human nature. Also, in the study of Soil, the nature, structure, character and its role in human development are dealt along. Ecosystem study includes the study of Earth as the home of various floral and faunal variety.

- **Outcome:** After the course, the students can learn and judge the various activities of the day to day change in atmosphere and can assess its role in the study of Geography. Also, the concept of climate change is elaborately understood by the students. They learn the importance of soil science and can effectively utilize their knowledge. The study of ecosystem not only emancipates the study of the students but, they can understand the various conventions, political agendas regarding ecosystem retention. The sustainability of the Earth is also understood through the course.

❖ **Course 4: Geographic Thought/ Philosophy**

The course tries to seek the history behind the study of Geography. The various historical and philosophical ideas that shape up the subject are read in the subject. Also, the study of India, in particular is taken up alongside that forms a micro analysis of the spatial science.

- **Outcome:** after the completion of the course, the students learn the history and philosophy of the subject, what actually led to the evolution and popularity of the discourse. Also, the various branches of the subject are known by the students which can help them in choosing their future study. After, the study of India's regional geography, the students develop a core understanding of India which is regarded as a very important part of the study of geography that helps to understand ones home better.

❖ **Course 5: Regional Geography of India**

This course is rather a micro analysis of the study of India. The course focusses on the Indian perspective of analysis and hence discusses on the regional study of India in particular, on the light of the general geographical knowledge.

- **Outcome:** After the students take up this course, they are more concerned with the study of the region they are familiar with, i.e, India. India has a variation in Topography, climatic, soil and all other geographical features which can be better analysed by the students, once they complete the course. Also, the various cultural features are shaped up by the varied physical events which can also be well understood by the students in due course of time.

❖ **Course 6: Population Geography**

This course gradually shifts the focus of the subject matter of geography from physical geography to human geography and discusses about the demographic detailing in the study.

The study examines how and why aspects of population have been understood as 'problems' in different places and times. To develop this critical geographic approach to population issues, the study analyses trends in population, population patterns at several scales (global, national, urban) and the population processes (fertility, mortality, migration) that create them. The course further envisages in to the detailed discussion of the various demographic models and tries to bring about the problems of a demographic imbalance.

- **Outcome:** The course ensures that the students know the basic problem of the human geography, i.e. population, which can, if wisely used, be served as a resource, and if carelessly increased, can be a resistance. It lets the students to investigate how population processes are shaped by, and engender, larger processes of political, environmental, urban, economic, and cultural change.

❖ **Course 7: Settlement Geography**

The course aims at discussing the settlement geography in general with various models and theories associated with the settlement pattern in particular. The study is global and seeks generalization of the science of human settlement settlement as a home of man on earth. Here, the various morphologies, analogies and model building is taught.

- **Outcome:** this course ensures a strong foundation of the student about the various types of rural and urban settlement pattern thereby making the study objective and letting the student decide about the various settlement models around the earth.

❖ **Course 8: Regional Planning**

This course is a specialized attempt to study the regional planning in detail. It examines regional planning in advanced economies and the relationship between regional planning and more conventional land use planning. The course considers the origin and development of regional planning as a discipline, as well as its contemporary applications.

- **Outcome:** After the successful completion of the course, the students can Identify and describe regions based on physical, geographical, land use, environment, social, economic and cultural characteristics. They can also outline and review key contemporary planning challenges and opportunities in rural and regional contexts.

❖ **Course 9: Remote Sensing and GIS**

The course aims at examining the history and modern-day scope of remote sensing and continue with an in-depth review of the full electromagnetic spectrum. Also, it seeks to examine the fundamentals involved in image acquisition, by examining a variety of topics associated with digital photographic sensor systems, the role and importance of digital data, the typical steps that would be involved in transforming these digital data into information (i.e. image interpretation), the various Earth observation missions launched.

- **Outcome:** After the successful completion of the course, the students can explain the principles of remote sensing and the technical characteristics and constraints of Earth Observation missions they can understand the main concepts that define Geographic Information Systems and can describe the geographic space with concepts and terms commonly used to build operating models in GIS.

❖ **Course 10: Practical**

- **Elements of Map:** The study/ course is designed to acquaint the learner with the essential component of a map in order to develop map reading skills.

I. Directions and Scale

- a) Definition of a map; types of maps
- b) Directions- True North and Magnetic North.
- c) Scale – Representation of scales on map. (i) Statement of scale, (ii) Representative Fraction (R.F.) (iii) Linear scale and its construction.
- d) Latitude and longitudes. (i) Important latitudes; (ii) Longitude and time, IST and date line and (iii) Grid of latitudes and longitudes and location of places on maps.

This course involves the conceptual practical knowledge of scale, numbering and its understanding. It also studies various cartographic and diagrammatic representation of the data and its interpretation.

➤ **Survey Instruments**

The study further encompasses the use of various survey instruments and lets the student handle the various types of survey with instruments like Prismatic Compass, Dumpy Level, Theodolite, Geographic Positioning System etc. also, the various types of error correction is also discussed.

➤ **Projection**

This course discusses the details of projection:

- I. Maps – grids of latitude and longitudes.
- II. The globe and maps – their merits and demerits.
- III. Developable and non-developable surfaces.
- IV. Classification of map projections.
- V. Map projection –basis, identification and uses
- VI. Choice of map projection for India.

➤ **Statistical Methods**

This is an introductory course in statistics. Students are introduced to the fundamental concepts involved in using sample data to make inferences about populations. Included are the study of measures of central tendency and dispersion distributions, statistical inferences from large and small samples, linear regression, and correlation. It is designed to acquaint the learner with various methods of statistical techniques and also interpreting data for drawing meaningful inferences and converting them into visual and more comprehensible forms.

Outcome: The primary outcome of this course is Quantitative Reasoning, which is to understand and apply mathematical concepts and reasoning, and analyze and interpret various types of data. This course provides students with skills for proficiency in statistics, and the opportunity to learn to communicate and reason statistically.

➤ **Map Interpretation**

This course is designed to acquaint the learner with various types of maps, their characteristics and the interpretation.

- I. Maps and their Interpretation
 - a. Interpretation of Topographical Map.
 - i. Marginal Information
 - ii. Use of conventional signs and symbols;
 - iii. Methods of representing relief on map contours level colouring spot heights, benchmarks.
 - iv. Identification of relief features on a map through contours
 - v. Drawing of a cross-section or a profile from a contour map;
 - vi. Interpretation of topographical sheets.
 - b. Weather Instruments and Interpretation of Weather Maps
 - i. Significance of weather maps.
 - ii. Weather Symbols.
 - iii. Study of January and July Indian weather maps in respect of temperature, pressure, wind direction, velocity, cloud cover and precipitation.
 - c. Geological Maps
 - i. Importance of Geological Maps
 - ii. Study of the concept of Unconformity, Dip, Strike, etc.
 - iii. Cross section of Geological Map and to mark its true dip and apparent dip

➤ **Field Work/ Field Survey**

The students are taken to a rural or urban municipal area, to perform their survey work that involve:
1. Land-use survey of a village
2. Socio Economic Survey of a Rural Mouja or a Panchayat Area.
3. Survey of a Market/Weekly market
4. Survey of Civic Amenities in an area.
5. Survey of Landforms of an area.

Outcome: The student, after the field trip learns the processes involved in socio-economic survey of an area to study its various aspects:

A. Field And Its Purpose: 1. Role of Fieldwork in Geography.

2. Aim and Formulation of Hypothesis

| | Mapping | Correlation | Justification |
|------------|----------|---|---|
| CO1 | PO1 | HIGH | Students will acquire knowledge about the physical processes operating on the surface of the earth |
| | PO2 | HIGH | Students will have a rational understanding about the past and the future of the Earth along with the occurrences in the present. |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PSO1 | HIGH | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO6 | MODERATE | Students will have the skill to sit for competitive exams |
| CO2 | PO4 | HIGH | The students will acquire knowledge about the interrelationship of human with that of his immediate surroundings. |
| | PO5 | MODERATE | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PO6 | MODERATE | Student will be able to identify and formulate the problems of space in a unique way. |
| | PSO1 | HIGH | Students develop the skill to relate various aspects of human geography with that of the world |
| | PSO6 | HIGH | Critical thinking and practical assessment skill develops among students. |
| | PSO7 | LOW | The students will develop skill to work as planner (urban, rural) in several governmental offices |
| CO3 | PO1 | HIGH | Students will have the skill to sit for competitive exams |
| | PO2 | MODERATE | Students will have a rational understanding about the past and the future of the Earth along with the occurrences in the present. |
| | PO3 | HIGH | Students will be able to identify problems, solve using constructive reasoning on this course. |
| | PO4 | HIGH | The students learn to focus on local and regional climate and bring out their characteristics that enhance their understanding |
| | PSO1 | HIGH | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO3 | MODERATE | Students realize how to evaluate the problems of this course by figures and models |
| | PSO4 | HIGH | Students learn the concept of space, both physical and human |
| | PSO5 | HIGH | The students learn to manage situations with sustainable effort |
| PSO6 | MODERATE | The students learn to focus on overall system and the study is holistic thereby combining | |

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|------------|------|---|---|
| | | ATE | the study of climate with that of other branches of science |
| CO4 | PO4 | HIGH | Acquire knowledge of questioning and reasoning on ideal, dual spaces,...etc |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PSO1 | MODERATE | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO5 | HIGH | Student learn to identify the problems and analyze to find information correctly in this course. |
| | PSO6 | HIGH | Student will able to identify and formulate the problems of dual spaces, inner product space in a unique way |
| CO5 | PO1 | MODERATE | Students will able to build their interdisciplinary pathway with special focus on problems and their solutions. |
| | PO2 | MODERATE | Students will have a rational understanding about the past and the future of the Earth along with the occurrences in the present. |
| | PO4 | HIGH | The students learn to focus on local and regional problems thereby trying to look for sustainable solutions |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PO6 | MODERATE | Students will able to build their interdisciplinary pathway with focus on regional systems |
| | PSO1 | HIGH | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO4 | HIGH | The students learn to understand and assess the statistical parameters of population |
| | PSO5 | LOW | The students develop skill to work in various NGOs under demography section |
| | PSO6 | MODERATE | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| PSO7 | HIGH | The students develop sound knowledge in Indian geography which in turn will help them in their pursuit for various competitive exams. | |
| CO6 | PO1 | HIGH | The students will acquire knowledge about various definitions and terms of demographic analysis. |
| | PO2 | MODERATE | Students will have a rational understanding about the past and the future of the Earth along with the occurrences in the present. |
| | PO4 | HIGH | Student able to think in advance topics related this subject and improve research skill |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PO6 | LOW | Student will able to identify and formulate the problems of metric space in a unique way |
| | PSO1 | HIGH | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO4 | HIGH | Student will able to analyze complex problem and acquire clear concept to handle those. |

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| | PSO5 | HIGH | The students practice skills for various demographic and population problems that help them in working as various NGOs in regional scale. |
| | PSO6 | HIGH | Students learn to assess any situation wisely and promptly that can be reflected in their skill to work in any of the offices that deal with demographic parameters. |
| | PSO7 | HIGH | The population attribute helps the students to learn about the aspects, definitions and terminology of population and geography together that helps them to correlate the two subjects to qualify in competitive exams. |
| CO7 | PO1 | HIGH | The students learn the concepts and conceptual framework about planning in particular. |
| | PO2 | HIGH | Students will have a rational understanding about the past and the future of the settlement along with the occurrences in the present. |
| | PO3 | HIGH | Origin and development of settlement pattern and their growth helps in the study of settlement geography |
| | PO4 | HIGH | Student able to think in advance topics related this subject and improve research skill |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PO6 | HIGH | The application of data in various areas of geography that increases employability in many spheres of academic and other developmental disciplines |
| | PSO1 | MODERATE | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO3 | HIGH | Student realize how to evaluate the problems of this course by figures and models |
| | PSO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PSO6 | HIGH | Students learn to assess any situation wisely and promptly that can be reflected in their skill to work in any planning offices that deal with human settlements and the BLROs |
| PSO7 | HIGH | The study of human settlements helps the students to learn about the aspects, definitions and terminology of population and geography together that helps them to correlate the two subjects to qualify in competitive exams. | |
| CO8 | PO1 | HIGH | Students make questioning and reasoning to enrich in various levels of planning process |
| | PO2 | MODERATE | Students will have a rational understanding about the past and the future of the regional problems that help them to prevent their occurrences in the present. |
| | PO3 | HIGH | To let them realize the various challenges of planning and help them with their |
| | PO4 | LOW | The students learn the interdisciplinary approach in regional planning procedure. |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems in regional scale and will learn to act accordingly |
| | PO6 | HIGH | The application of satellite data and remote sensing technology helps the students in their pursuit of employment in many spheres of academic and other developmental disciplines. |
| | PSO1 | MODERATE | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO3 | HIGH | Students will be able to use research methods for this specified courses |

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| | PSO5 | HIGH | Students will able to think critical problems related to multilevel planning |
| | PSO6 | HIGH | Student realize to evaluate the problem of this course by mathematical& statistical method |
| | PSO7 | HIGH | Obtain clear concept on Simulation, sensitivity analysis etc. |
| CO9 | PO1 | HIGH | Students make questioning and reasoning to enrich in subject of this course. |
| | PO2 | MODERATE | Students will have a rational understanding about the past and the future of the Earth along with the occurances in the present. |
| | PO3 | HIGH | The students will develop critical and rational understanding in developing the technology of remote sensing in present time |
| | PO4 | MODERATE | The students promote interdisciplinary knowledge and help to research into new modes of interdisciplinary or transdisciplinary works with the aid of this technique |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PO6 | HIGH | The application of satellite data and remote sensing technology helps the students in their persuit of employment in many spheres of academic and other developmental disciplines. |
| | PSO1 | MODERATE | Students develop the skill to teach geography in schools and colleges and in various other institutions. |
| | PSO2 | HIGH | The students develop a comparison between past and present situations on earth. |
| | PSO3 | MODERATE | The students learn the importance of specialization and team work in collection of remote sensing data. |
| | PSO4 | LOW | Student able to think in advance topics related this subject and improve research skill |
| | PSO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PSO6 | HIGH | Student will able to identify and formulate the problems of FCC in a unique way. And help them in working for any survey offices that rely on remote sensing technologies. |
| | PSO7 | HIGH | The focus of the student is improved that let them to excel in competitive exams. |
| CO10 | PO1 | HIGH | The students can have a complete understanding about both the qualitative and quantitative data and actions taking place on the surface of the earth. |
| | PO2 | HIGH | Students will have a rational understanding about the past and the future of the Earth along with the occurances in the present. |
| | PO3 | HIGH | The students will learn to act as a team and will learn about the various activities taking place on the earth with the variation of places. |
| | PO4 | HIGH | The students will learn about the various interdisciplinary approach to assemble the spatial and cultural attributes |
| | PO5 | HIGH | The students will develop a critical understanding of the various environmental problems and will learn to act accordingly |
| | PO6 | HIGH | Students will have professional competenciesby the use of software, fieldwork and other analytical method. |
| | PSO1 | HIGH | Students develop the skill to teach geography in schools and colleges and in various other institutions. |

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| PSO2 | HIGH | Students can work as forest conservator and as government forest advisor |
| PSO3 | HIGH | Students will develop competencies about various disaster centres and can work at disaster management personnels |
| PSO4 | MODERATE | Students can have profound knowledge about maps and hence can work at NATMO office or Geographical survey organizations. |
| PSO5 | HIGH | The students will learn to assess any situation with practical capability that would enhance their skill in the society |
| PSO6 | HIGH | Students learn to assess any situation wisely and promptly that can be reflected in their skill to work in any planning offices |
| PSO7 | HIGH | The focus of the student is improved that let them to excel in competitive exams. |

JUSTIFICATION MATRIX OF CO WITH PO & PSO (High: 3, Medium: 2, Low: 1)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|--------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | | | 3 | | | 3 | | | | 3 | 3 |
| CO2 | | | | | | | | | | | | | |
| CO3 | 3 | 3 | | | 3 | | | 2 | | 1 | | 3 | |
| CO4 | 3 | 3 | 2 | | | 3 | | 3 | | 2 | | | |
| CO5 | 3 | 3 | 3 | | | | | 2 | 3 | | 3 | | |
| CO6 | 3 | | 3 | 2 | | | | 3 | | 1 | 3 | | |
| CO7 | 3 | 3 | | 2 | | | 3 | | 3 | | 3 | | |
| CO8 | 3 | 3 | | | 3 | | | 2 | 3 | | | | 3 |
| CO9 | 3 | 3 | | | | 3 | 3 | 3 | | | | 3 | |
| CO10 | 3 | 3 | | | 2 | 1 | | | 3 | | 3 | | |
| Target | 3 | 3 | 2.6 | 2.3 | 2.6 | 2.3 | 3 | 2.5 | 3 | 1.3 | 2.8 | 3 | 3 |

DEPARTMENT OF GEOGRAPHY

Attainment of Course & Programme Outcomes

Regulation procedure of assessment under CBCS system (followed by Vidyasagar University):

(http://www.vidyasagar.ac.in/Downloads/ShowPdf.aspx?file=/policies_regulations/UG_CBCS_Regulations_18082021.pdf)

In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (CO's).

The process for finding the attainment of Course outcomes uses various tools/methods. These methods are classified into two types: **Direct and Indirect methods.**

Direct methods display the student's knowledge and skills from their performance in the class/assignment test, internal assessment tests, assignments, semester examinations, seminars, projects, etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning.

Indirect methods such as course exit survey and examiner feedback to reflect on student's learning. They are used to assess opinions or thoughts about the graduate's knowledge or skills.

Following tables show the various methods used in assessment process that periodically documents and demonstrates the degree to which the Course Outcomes are attained. They include information on:

- Listing and description of the assessment processes used to gather the data, and
- The frequency with which these assessment processes are carried out.

| Sr. No. | Direct Assessment Method | Assessment frequency | Description |
|---------|--------------------------|----------------------------------|---|
| 1. | Internal Assessment Test | Twice in a Semester | The Internal Assessment marks in a theory paper shall be based on two tests generally conducted at the end of 6 th and 11 th weeks of each semester. It is a metric used to continuously assess the attainment of course outcomes w.r.t course objectives. Average marks of two tests shall be the Internal Assessment Marks for the relevant course. |
| 2. | Social Experiments | Frequently done in each Semester | Experiment is a qualitative performance assessment tool designed to assess students' practical knowledge and problem solving skills in society. |
| 3. | End Semester Examination | Once in a Semester | End Semester examination (theory or projects) are the metric to assess whether all the course outcomes are attained or not framed by the course in charge. End Semester Examination is |
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|-----|-------------------------|---|---|
| | | | more focused on attainment of all course outcomes and uses analytical questions. |
| 4 . | Home Assignments | Frequently taken in a Semester | Assignment is a metric used to assess student's analytical and problem solving abilities. Every student is assigned with course related tasks & assessment will be done based on their performance. Grades are assigned depending on their innovation in solving/deriving the problems. |
| 5. | Class / Assignment Test | Twice in a Semester | It is a metric used to continuously assess the student's understanding capabilities. |
| 6. | Presentations | As per the requirement | Presentation is the metric used to assess student's communication and presentation skills along with depth of the subject knowledge. Seminars topics are given to the students that cover topics of current interest or provide in-depth coverage of selected topics from the core courses. |
| 7. | Class Attendance | As Per Vidyasagar University Guideline. | Total 5 Marks allotted for every Course / SEC/ DSE/AECC or others. The marks obtained of every course from Class Attendance by the students is following manner. <ol style="list-style-type: none"> 1. 05 Marks if he/ she attained greater than or equal to 95%. 2. 04 Marks if he/ she attained greater than or equal to 90%. 3. 03 Marks if he/ she attained greater than or equal to 85%. 4. 02 Marks if he/ she attained greater than or equal to 80%. 5. 01 Marks if he/ she attained greater than or equal to 75%. |

DIRECT ASSESSMENT:

1. Internal Assessment Test

| Sr. No. | Indirect Assessment Method | Assessment frequency | Method Description |
|---------|---|----------------------|--|
| 1 | Course Exit Survey / Students Feedback Survey | End of Semester | Collect variety of information about course outcomes from the students after learning entire course. |

The weightage given for various assessment tools used for the attainment of Course Outcomes are shown in table 3.

Table 3: List of Course Assessment tools

| Assessment Tools | Direct | Internal Tools | Tools | Frequency | Weightage |
|----------------------------|---------------------|-------------------------|--|--------------------------------|---|
| | | | Assignment or Class Test | Frequently taken in a semester | 10/75, 05/50 |
| Internal Assessment | Twice in a semester | | | | |
| Home Assignments | Frequently given. | | | | |
| MOCK Test or Surprise Test | Frequently done. | | | | |
| MCQ | | | | | |
| Seminar/Presentations | | | | | |
| | | External Tools | End Semester Examination | Once in a semester | 60/75(Theory paper), 40/50(Theory paper), 40/75(Practical Paper) |
| | | Class Attendance | Counted after completion the End Semester classes. | Once in a semester | Total 5 Marks allotted for every Course / SEC/ DSE/AECC or others. The marks obtained of every course from Class Attendance by the students is following manner. 05 Marks if he/ she attained greater than or equal to 85%. 04 Marks if he/ she attained greater than or equal to 70%. 03 Marks if he/ she attained greater than or equal to 55%. 02 Marks if he/ she attained greater than or equal to 40%. 01 Marks if he/ she attained greater than or equal to 25%. |

DIRECT METHOD

Academic Session: 2022-23

Semester VI

Programme Name: B. Sc. HONS GEOGRAPHY

ATTAINMENT LEVELS

| Target Level | Level Description | Marks student scoring |
|--------------|-------------------|--|
| 1 | Below 40% | 50 → indicates % and above in the questions in Internal and External tests |
| 2 | Below 40%-49% | |
| 3 | 50% & about | |

**Mugberia Gangadhar Mahavidyalaya**

CLASS TESTS, 2021 - 2022

Subject.....2nd Sem.....(Hons. / General)
.....CCG..... Paper

| Class Test No. .. | 1 | 2 | 3 | 4 | 5 |
|---------------------|---|---|---|---|---|
| Date of taking Test | | | | | |

| SL. No. | Roll No. | Name of Student | Marks scored in Tests | | | | | Marks scored out of 10 | Remarks |
|---------|----------|------------------|-----------------------|------------|------------|------------|------------|------------------------|---------|
| | | | 1st (4) | 2nd (5) | 3rd (6) | 4th (7) | 5th (8) | | |
| 1. | 1801 | Anvika Paria | 8 | 9 | | | | 9 | |
| 2. | 1804 | Archita Das | 9 | 9 | | | | 9 | |
| 3. | 1805 | Anvika Pradhan | 8 | 9 | | | | 9 | |
| 4. | 1806 | Anur Kumar | 7 | 8 | | | | 8 | |
| 5. | 1807 | Anya Paria | 8 | 9 | | | | 9 | |
| 6. | 1808 | Ashna Khatur | 9 | 10 | | | | 10 | |
| 7. | 1809 | Bansha Beja | 8 | 9 | | | | 9 | |
| 8. | 1810 | Bidyut Bajor Das | 6 | 7 | | | | 7 | |
| 9. | 1811 | Benita Das | 9 | 8 | | | | 9 | |
| 10. | 1812 | Biswajit Maity | 7 | 8 | | | | 8 | |
| 11. | 1813 | Biswajit Ghosal | 8 | 7 | | | | 8 | |
| 12. | 1814 | Bitika Katar | 8 | 9 | | | | 9 | |
| 13. | 1815 | Brishta Jana | 9 | 10 | | | | 10 | |
| 14. | 1817 | Debi Rani Pal | 9 | 8 | | | | 9 | |
| 15. | 1820 | Depanjana Maity | 10 | 10 | | | | 10 | |
| 16. | 1821 | Gayatri Jana | 10 | 10 | | | | 10 | |
| 17. | 1823 | Indrajit Ghosal | 6 | 7 | | | | 7 | |
| 18. | 1825 | Kankona Das | 8 | 8 | | | | 8 | |
| 19. | 1826 | Kushal Maity | 9 | 9 | | | | 9 | |
| 20. | 1828 | Matyishna Sasmal | 9 | 10 | | | | 10 | |
| 21. | 1829 | Monalika Manne | 10 | 10 | | | | 10 | |
| 22. | 1832 | Mousumi Pradhan | 10 | 10 | | | | 10 | |
| 23. | 1834 | Mounita Das | 7 | 8 | | | | 8 | |
| 24. | 1836 | Peyali Das | 8 | 9 | | | | 9 | |
| 25. | 1839 | Radhayani Jana | 9 | 8 | | | | 9 | |
| 26. | 1878 | Rahul Shee | 7 | 8 | | | | 8 | |
| 27. | 1877 | Rakesh Pramanik | 8 | 8 | | | | 8 | |
| 28. | 1841 | Linki Bhunia | 10 | 10 | | | | 10 | |

Signature of the Examiners :

1st Test

2nd Test

3rd Test

4th Test

5th Test



Mugberia Gangadhar Mahavidyalaya

CLASS TESTS, 20 - 20

Subject.....(Hons. / General)
..... Paper

| | | | | | |
|---------------------|---|---|---|---|---|
| Class Test No. | 1 | 2 | 3 | 4 | 5 |
| Date of taking Test | | | | | |



Class Te
Date of t

| SL. No. | Roll No. | Name of Student | Marks scored in Tests | | | | | Marks scored out of 10 | Remarks |
|---------|----------|--------------------|-----------------------|-----|-----|-----|-----|------------------------|---------|
| | | | 1st | 2nd | 3rd | 4th | 5th | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
| 29. | 1843 | Sanchari Singh | 10 | 10 | | | | 10 | |
| 30. | 1844 | Sanjib Chandra | 10 | 9 | | | | 10 | |
| 31. | 1846 | Santu Chakraborty | 8 | 8 | | | | 8 | |
| 32. | 1849 | Satyajit Maity | 7 | 8 | | | | 8 | |
| 33. | 1850 | Sayani Manne | 8 | 9 | | | | 9 | |
| 34. | 1851 | Sitashankar Panda | 7 | 6 | | | | 7 | |
| 35. | 1853 | Soma Barman | 8 | 8 | | | | 8 | |
| 36. | 1855 | Sonali Pradhan | 8 | 9 | | | | 9 | |
| 37. | 1857 | Soumitra Nandi | 9 | 10 | | | | 10 | |
| 38. | 1858 | Soumyajit Nayek | 9 | 8 | | | | 9 | |
| 39. | 1860 | Subhadip Gizi | 8 | 8 | | | | 8 | |
| 40. | 1862 | Subhajit Sasmal | 9 | 9 | | | | 9 | |
| 41. | 1863 | Subham Gizi | 8 | 7 | | | | 8 | |
| 42. | 1865 | Suchana Kulica | 8 | 9 | | | | 9 | |
| 43. | 1866 | Sucharita Pradhan | 10 | 10 | | | | 10 | |
| 44. | 1867 | Subeshna Mal | 10 | 10 | | | | 10 | |
| 45. | 1868 | Sudipta Maikap | 8 | 8 | | | | 8 | |
| 46. | 1869 | Sujaya Pradhan | 10 | 10 | | | | 10 | |
| 47. | 1870 | Sulekha Barik | 9 | 9 | | | | 9 | |
| 48. | 1871 | Sunitra Pattanayak | 6 | 7 | | | | 7 | |
| 49. | 1872 | Suparna Das | 10 | 10 | | | | 10 | |
| 50. | 1881 | Supriya Maity | 7 | 8 | | | | 8 | |
| 51. | 1875 | Tena Jana | 9 | 9 | | | | 9 | |
| 52. | 1856 | Soumen Sahoo | 7 | 8 | | | | 8 | |
| 53. | 1879 | Aniket Kar | 8 | 8 | | | | 8 | |

Signature of the Examiners :

1st Test

2nd Test

3rd Test

4th Test

5th Test

Signatu

1st Tes

PO & PSO ATTAINMENT

INDIRECT METHOD

Academic Session: 2022-23

Programme Name: B.Sc. HONS GEOGRAPHY

EVERY PROGRAM OF THE DEPARTMENT FOCUSES ON THE BETTERMENT AND INTEREST OF THE STUDENT WHICH CAN BE ASSESSED THROUGH PROGRAM FEEDBACK.

Annexure-IX
Feedback Form for Seminar/Workshop / Programme
Mugberia Gangadhar Mahavidyalaya

Programme Name: Teachers Day 2022
 Department : Geography Department
 Collaborative Institution : No
 Venue : F. (Room no.-216) Date: 5/9/2022
 Student Name : Archita Das
 UG/PG : UG SEM : 3rd Sem. Year : 2022
 Mobile No. : 8617691974 Email : dasarchita@451gmail.com

1. How will you rate the content or Subject of Workshop ?

| | | | |
|----------------|------|---------|------|
| Excellent ✓ | Good | Average | Poor |
|----------------|------|---------|------|

2. Rate your skill development in terms of critical thinking & reasoning offered in the Workshop ?

| | | | |
|-----------|-----------|---------|------|
| Excellent | Good ✓ | Average | Poor |
|-----------|-----------|---------|------|

3. How much are the Workshop offered to you suggesting the JAM related questions ?

| | | | |
|-----------|------|---------|------|
| Excellent | Good | Average | Poor |
|-----------|------|---------|------|

4. Do you think this information provided in this Workshop is useful to you ?

| | | | |
|-----------|------|--------------|------|
| Excellent | Good | Average ✓ | Poor |
|-----------|------|--------------|------|

5. How will you rate the format of the Workshop ?

| | | | |
|----------------|------|---------|------|
| Excellent ✓ | Good | Average | Poor |
|----------------|------|---------|------|

6. Are you motivated by this Programme for Higher Studies ?

| | |
|----------|----|
| Yes ✓ | No |
|----------|----|

8. Suggestions : Nothing

Archita Das
 Signature of the participant

EXIT FORM SURVEY IS CONDUCTED THROUGH QUESTIONNAIRE METHODS. OUT OF 10 QUESTIONS, FIRST 7 OF THEM RELATE DIRECTLY TO THE POs & THE LAST 3 QUESTIONS RELATE TO THE PSOs. A SAMPLE FORM IS GIVEN BELOW:

MUGBERIA GANGADHAR MAHAVIDYALAYA

Student Curriculum Feedback

SEMESTER VI

SESSION 2022-23

Enter your response by using tick mark (✓). Rating scale is 1- Poor, 2- Average, 3- Good, 4- Very Good, 5- Excellent

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The curriculum and syllabus are well organized and easy to follow. | | | | | ✓ |
| 2. The syllabus is in alignment with UGC recommendation | | | | | ✓ |
| 3. The syllabus is updated and revised regularly | | ✓ | | | |
| 4. The syllabus helps to create knowledge base | | | | ✓ | |
| 5. The syllabus is designed to enhance comprehension and cognitive | | | | ✓ | |
| 6. The syllabus is designed to encourage analytical and communication skill | | | | | ✓ |
| 7. The syllabus focuses on employability skills | | | ✓ | | |
| 8. The syllabus is conducive to higher academic goals. | | | | | ✓ |
| 9. The syllabus is at par with global economic standards | | | | ✓ | |
| 10. Content of the course is suitable for NET/SET/ Other competitive exams. | | | | | ✓ |

Any particular topic you would like to be taught: *No*

Any particular topic which you find obsolete in the syllabus: *No*

Suman Sen
Student's Signature

| Questions | Average Rating (Out of 48 Students) |
|---|--|
| 1. The curriculum and syllabus are well organized and easy to follow | 3.7 |
| 2. The syllabus is in alignment with UGC recommendation | 3.5 |
| 3. The syllabus is updated and revised regularly | 3.6 |
| 4. The syllabus helps to create knowledge base. | 3.8 |
| 5. The syllabus is designed to enhance comprehension and cognitive ability. | 3.4 |
| 6. The syllabus is designed to encourage analytical and communication skills. | 3.4 |
| 7. The syllabus focuses on employability skills. | 3.1 |
| 8. The syllabus is conducive with higher academic goals. | 3.8 |
| 9. The syllabus is at par with global educational standards | 3.7 |
| 10. Content of course is suitable for NET/SET? Other competitive exams. | 3.9 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 | PSO6 |
|----------------|-----------|-----------|------------|------------|------------|------------|------------|-------------|-----------|-----------|-----------|------------|-------------|
| Questions | Q1,Q 3,Q2 | Q1,Q 4,Q5 | Q1, Q7, Q5 | Q1, Q5, Q3 | Q2, Q4, Q9 | Q1, Q6, Q3 | Q1, Q5, Q9 | Q1,Q 10,Q 6 | Q1,Q 4,Q7 | Q2,Q 6,Q9 | Q1,Q 6,Q8 | Q1, Q3, Q8 | Q1, Q7, Q10 |
| Average Rating | 3.73 | 3.70 | 3.4 | 3.63 | 3.73 | 3.7 | 3.67 | 3.8 | 3.53 | 3.67 | 3.76 | 3.76 | 3.56 |

Handwritten signature
08/08/2023



Handwritten signature
08.08.2023
Principal
Mugheria Gangadhar Mahavidyalaya