

Programme Outcomes:

Jesus and Mary College offers three year undergraduate Honors degree programmes in Commerce, Economics, English, Hindi, History, Mathematics, Political Science, Psychology and Sociology.

The College also offers B.A. (Prog), B.Com, B.Voc and four year degree programme in B.El.Ed.

The learning outcomes of graduate programmes reflect disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire and demonstrate. Some of the programme outcomes in general areas follows:

Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problem solving, synthesizing and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific Reasoning:** Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

- **Information/digital Literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed Learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- **Moral and Ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Ability to acquire knowledge and skills, including learning how to learn, "that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades.

Programme Name	Programme specific Outcome
B.A. (Hons.) English	<ol style="list-style-type: none"> 1. On successful completion of the Programme, the students will be accurate both in oral and written communication as they will be strong in Grammar and its usage. 2. They can express a thorough command of English and its linguistic structures. 3. They can apply critical frameworks to analyze the linguistic, cultural and historical background of texts written in English. 4. They will be familiar with the conventions of diverse textual genres including fiction, non-fiction, poetry, autobiography, biography, Journal, films, plays, editorials etc. 5. The course for an English Honours degree has evolved and developed over time, so that it is markedly different now from what it was about 15 years ago. Earlier, students were required to cover literature written

	<p>primarily in the United Kingdom from the 13th century to the 20th century, with a little room made for literature produced in America. Today's syllabus covers literature in translation from India, as well as the works of writers from Australia, Africa, and South America.</p> <p>6. In addition, the faculty now undertakes teaching papers in contemporary Media Studies, Popular Literature, and English Language teaching in terms of contemporary usage. The course in English Honours today is up to date and relevant</p>
B.A. (Hons.) Economics	<ol style="list-style-type: none"> 1. Economics is the study of how societies, governments, businesses, households and individuals allocate their scarce resources. 2. This discipline has two important features. First, it helps to develop conceptual models of behaviour to predict responses to changes in policy and market conditions. Second, rigorous statistical analysis is used to investigate these changes. 3. Economists are well known for advising the government on economic issues, formulating policies at the Reserve Bank of India and analyzing economic conditions for investment banks, brokerage houses, real estate companies, and other private sector businesses. They also contribute to the development of many other public policies including health care, welfare, and social reform and efforts to reduce inequality, pollution and crime. 4. The study of economics can also provide valuable knowledge for making decisions in everyday life. It offers a tool with which to approach questions about the desirability of a particular financial investment opportunity, whether or not to attend college, the benefits and costs of alternative careers, and the likely impacts of public policies including universal education and a higher minimum wage.
B.A. (Hons.) Hindi	<ol style="list-style-type: none"> 1. On successful completion of the Programme, the students will be skilled in both oral and written communication. 2. They will be familiar with the conventions of diverse textual genres including fiction, non-fiction, poetry, autobiography, biography, Journal, films, plays, editorials etc. 3. This course helps the students to have a

	<p>better understanding of the society. They are able to comprehend human behaviour with all sorts of causes and effects, which helps them to become good human beings.</p> <ol style="list-style-type: none"> 4. Other career avenues open for Hindi graduates are pursuing Master's Degree, Journalism, Media, B.Ed., Nursery Teachers Training and sitting for competitive exams. 5. Students can work anywhere in India, as they know Hindi – Our National Language. In many other countries also, Hindi is used as second Language. So they can easily gain employment in those countries.
B.A. (Hons.) History	<ol style="list-style-type: none"> 1. Sound Knowledge of different Historical Periods: Under the CBCS papers in each semester are devoted to the study of particular Historical phase in the historical in the events along with the study of a few major works by some master Historians of that period. These not only help the students to understand a historical period better, but also reduce the load of study in the concerned area. 2. Knowledge of the Development of Historical perspective: While pursuing Honours course of studies in History it is mandatory that a student develops proper knowledge of the historical events. In this sphere also the present syllabus appears to be illuminating, as it's provides the students with standard and upto date knowledge of historical events, impact, war and history, result. The students may acquire knowledge of the historical events of the Ancient, Medieval, Modern and European history in new aspects. 3. Development of the Historical Perspectives: The current syllabus is well chosen to represent different events from different angles. They are not only meant to make the students familiar with the dominant events of different ages, but also to open out new perspectives, the student may acquire a knowledge of the changing nature of politics or kingdoms of the changing times.
B.A. (Hons.) Psychology	<ol style="list-style-type: none"> 1. The Department of Psychology emphasizes training in theoretical and applied psychological skills with the purpose of creating students who are high on intra-psychic and inter-personal sensitivity. 2. The various realms of life - cognition,

	<p>emotion, behaviour and spirituality are explored with ample amount of space given to both objectivity and subjectivity of human nature.</p> <p>3. The course is designed to enhance not only knowledge of concepts but also introduce skills required for research and profession as psychologists. 4. Empathetic understanding of the socio-cultural and cross-cultural aspects of community living fine-tune students to become responsible individuals and citizens in a highly globalized environment.</p>
B.Sc (Hons.) Maths	<ol style="list-style-type: none"> 1. Disciplinary knowledge: Capability of demonstrating comprehensive knowledge of basic concepts and ideas in mathematics and its subfields, and its applications to other disciplines. 2. Communications skills: Ability to communicate various concepts of mathematics in effective and coherent manner both in writing and orally, ability to present the complex mathematical ideas in clear, precise and confident way, ability to explain the development and importance of mathematics and ability to express thoughts and views in mathematically or logically correct statements. 3. Critical thinking and analytical reasoning: Ability to apply critical thinking in understanding the concepts in mathematics and allied areas; identify relevant assumptions, hypothesis, implications or conclusions; formulate mathematically correct arguments; ability to analyse and generalise specific arguments or empirical data to get broader concepts. 4. Problem solving: Capacity to use the gained knowledge to solve different kinds of non-familiar problems using a broad range of significant mathematical techniques, including calculus, algebra, geometry, analysis, numerical methods, differential equations, probability and statistics and apply the learning to real world situations. Capability to solve specific problems or models in operations research, physics, chemistry, electronics, medicine, economics, finance etc. 5. Research-related skills: Capability to ask and inquire about relevant/appropriate

	<p>questions, ability to define problems, formulate hypotheses, test hypotheses, formulate mathematical arguments and proofs, draw conclusions; ability to write clearly the results obtained.</p> <p>6. Information/digital literacy: Capacity to use ICT tools in solving problems or gaining knowledge; capacity to use appropriate softwares and programming skills to solve problems in mathematics.</p> <p>7. Self-directed learning: Ability to work independently, ability to search relevant resources and e-content for self-learning and enhancing knowledge in mathematics.</p> <p>8. Lifelong learning: Ability to acquire knowledge and skills through self-learning that helps in personal development and skill development suitable for changing demands of work place.</p>
B.A. (Hons.) Sociology	<ol style="list-style-type: none"> 1. The curriculum framework for Sociology is intended to help students understand the nature of society in which they live and acquire skills to view social reality objectively. 2. It enables through critical thinking and observation at a national and global level of institutions and social problems of inequality and development in realms of gender, environment, polity, religion, economy, kinship and culture. 3. The objective of the course is to introduce sociological concepts and theories to students and help them link these to actual life experiences.
B.Com (Hons.)	<p>The curriculum planning of B.Com.(Hons) course envisages the students demonstrating inclusive knowledge of the areas related to human resource management international business, corporate and business laws, marketing etc. The students will be made capable of using modern ways and means of dealing with issues arising in the dynamic business world and will also help them tackle the resistances.</p>
B.Com (Prog)	<p>This programme will instill in the students the knowledge and capability of understanding the business world and its complexities. It will also make them able and competent enough to have a problemsolving approach towards the issues which accompany the dynamism attached to the business world. This degree course intends to</p>

	<p>make future managers and aims at enhancing employability options of the students. The curriculum helps instilling learnability among student upskilling and reskilling even in later part of life.</p>
B.El.Ed	<ol style="list-style-type: none"> 1. The B.El.Ed Programme aims to achieve a teacher who understands learners, her subject and school processes, to the end of independently taking care of the challenges of education in contemporary India. 2. Each of our students is exposed to ideas in theory that spans philosophy, sociology and systems of education. 3. She also gains perspective in the pedagogical traditions that are centered on the learner and their development. 4. In terms of outcomes, the B.El.Ed, in its 25 years has achieved a professional teacher with in-depth theoretical grounding. 5. Each of our former students contributes to the field of education as a reflective practitioner. This through their varied roles as teachers, curriculum developers, teacher-educators or researchers.
B.Voc (Retail Management) & B.Voc (Health Care Management)	<p>B.Voc- Retail Management & Healthcare Management courses are a combination of classroom learning and training to develop new skills. The objective of these courses is to give industry relevant skill training to fill the skill gaps, identified to meet the rising demand in the healthcare and retail sector and make students job ready.</p>
M.A. English	<ol style="list-style-type: none"> 1. To build on the development of the discipline from undergraduate to master level. 2. To understand the evolution of literatures in English within England from the middle ages to the present day. 3. To understand the evolution of the literatures in India in English translation from classical to modern times . 4. To use literatures in English and Indian languages as a mean of understanding and countering marginalization on the basis of caste , class and gender. 5. To develop a basic multidisciplinary knowledge of language studies, translation studies and visual culture.
French	<ol style="list-style-type: none"> 1. Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture

	<p>within which these languages have developed and are used.</p> <p>2. Integrate knowledge of socio-historical events and literary and cultural fields into the acquisition of the four linguistic skills -reading, writing, listening and speaking. Develop language skills and critical thinking.</p> <p>3. enable students to attain B1 level at the end of the program by completing stages of language learning specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council</p> <p>4. equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, tourism, foreign language teaching at the school and equivalent levels, publishing, the print and electronic media, and in other emerging areas in the corporate world where knowledge of a foreign language is either required or seen as an advantage)</p>
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