P.N. DAS COLLEGE

ESTD - 1962

NAAC Accredited B Grade College

Prospectus

2022-2023

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From the Principal's Desk...

I take this opportunity to welcome all of you to the enriching journey that this institution has to offer, to be a part of an institution that offers overall personality development of students through blended mode of classical and technology- based learning.

Here, at our college, we have a group of dedicated teachers who train students in the joy and pleasure of learning, to forge a connection between knowledge and the zest for life. All members of the faculty adhere to a technology based approach of Teaching. Special attention is given to the slow learners; extra classes and remedial classes are held for the upliftment of the academic standard of these students. Regular upload of materials on the Learning management System and through other modes ensures self paced learning of students.

Various soft skill development programmes are arranged by the college keeping the students interest in mind. Coaching for Entry in Services is provided by the Teachers of the institution during the end of every academic session.

The NSS of the college are very active. Different extension activities are taken up by the units regularly for generating awareness on social and economic issues.

Students are motivated to participate in games and sports, diverse cultural activities, youth parliament competitions, quiz, etc.

We believe that college is a place where the young enter an active phase of self-development, where they have the freedom to think fearlessly and interact with other minds in a culture of argument, dissent and agreement.

The College Library is fully automated and has a collection of books that is regularly updated according to the syllabus and demand of students. The college has subscription to National Library and Information Services that allows students to access e books and e journals at their convenience.

The college has vast acres of green campus dotted with tall trees and encircled by a water body. It is a hub of flora and fauna, a place where students can be rejuvenated while pursuing their desired education.

The college still remembers its commitment to the downtrodden section of the society as it was envisaged to be at the time of inception. Our objective is to provide a holistic development of our pupils, while keeping in mind the goal of inclusive growth cutting across the various cross-sections of the society.

I sincerely appeal to all to foster and nurture this developing institution.

College History

Half a century ago nobody knew Santinagar, some steps away from Palta Railway Station on the Sealdah (North) Section. However, due to the partition of Bengal, this area witnessed sudden demographic growth. Incidentally, a large number of inhabitants belonged to backward classes of the society. Vast agricultural fields, water bodies and a drainage canal - all in combination - then meant Santinagar. Some energetic persons led by Late Nihar Bose, an eminent social worker and sometimes a minister in the Government of West Bengal took the initiative for social amelioration.

The very first thing towards that direction which they did was the establishment of educational institutions. Primary schools to a college were all clubbed together in very close proximity. One of the end results was the establishment of P. N. Das College on 20th August, 1962, in which Sri Debesh Das, a well wisher, donated a huge sum to facilitate the establishment of the college in the nameof his father, Late Priya Nath Das (P.N. Das). Suddenly, Santinagar assumed a respectable seat in the field of higher education. P.N.Das College got affiliation from the University of Calcutta for teaching some subjects in the Arts faculty and in 1975-76 the department of Commerce was affiliated with the same. Subsequently, Honours courses in Commerce and in different subjects in the Arts faculty were extended by the University. Affiliation of the B.Sc. (General) stream was also obtained in 2003-04. Presently, the College is affiliated to the West Bengal State University.

College Campus

The College campus measures 4.3 acres constituting a vast expanse of green fields dotted with tall trees and a water body. Buildings for Science, Arts and Administrative work encircle the greenery.

The Campus houses the following buildings:

- Administrative and Academic Block
- Old Academic Block
- Science Building
- Library Building
- Nihar Basu Memorial Block
- Ladies' Hostel
- Indoor Sports Stadium (Under Construction).

VISION

The vision of the institute is to achieve excellence while remaining faithful to its commitment to the empowerment of the weaker sections of the society through knowledge that equips and enlightens.

MISSION

- To equip and empower students, especially from displaced (consequent to the Partition of the nation) and socio-economically backward families with updated knowledge, competence and creativity to face global challenges.
- To impart value based and value added education to breed a set of socially responsible and self-confident citizens for the future.
- To educate the pupils and to enlighten them with the idea of and pride in the rich cultural tradition of our nation.
- To evolve innovations in teaching-learning, research and extension activities to achieve national standards.
- To promote women's education.
- To generate consciousness of our national heritage and value system along with a rational, scientific temper and sensitivity to issues related to human rights and environment.
- To realize the constitutional goal of equity through education to all, irrespective of caste and creed.

OBJECTIVES

To promote higher education and to make the students ready to face the challenges of the globalised economy.

STRATEGIC PLAN OF THE INSTITUTION

Implementation of e-governance in all areas and conducting regular Academic and Financial Audit.

GENERAL FEATURES

- The Academic programmes are in adherence to the vision, mission and objectives of the institution.

- In addition to the regular academic programmes, special lectures, educational tours, Industrial visits, etc. are organized by the college.

- ICT based education is effectively implemented. Learning Materials are uploaded on the Learning Management System of the college.

- Mentor/Mentee System is present.

- Anti Ragging Cell, Internal Complaints Committee and Grievance Redressal Cell are in place.

- Structured Feedback on all the aspects are collected and acted upon.

- Special care is taken for the overall development of the students' capacity for social interaction.

- Workshop on skill development, Quiz and Debates are held to nurture and enhance soft skills.

- Continuous internal assessments are conducted. The slow learners are identified and special guidance is offered to them.

- The college prepares the students for competitive and job oriented examinations. Free Entry in Services coaching is arranged for all.

- The entire campus is Wi-Fi enabled. The college library is automated and E-books and E-journals are readily available.

- The students of the college have won accolades in the field of sports, culture and other competitive events.

- The college campus is eco- friendly.

- NSS activities are encouraged by the college. The college involves the students in various extension and outreach activities.

- The college campus is clean and green and provides a conducive environment for teaching and learning.

GOVERNING BODY

Sl. No.	Name	Appointed as
1	Smt. Manju Basu	President
2	Dr. Sharmila De	Principal & Secretary
3	Dr. R.K. Sarkar	Government Nominee
4	Sri Subhasis Biswas	Government Nominee
5	Sri Dheeman Das	WBSCHE Nominee
6	Dr. Bittoo Rani	University Nominee
7	Dr. Manojit Ray	University Nominee
8	Prof. Sanjib Kumar Dhar	Teachers' Representative
9	Prof. Amal Kumar Bhakat	Teachers' Representative
10	Prof. Kakoli Sen Banerjee	Teachers' Representative
11	Sri Ashim Sarkar	Non-Teaching Representative
12	Vacant	Students' Representative

FACULTY MEMBERS

PRINCIPAL - DR. SHARMILA DE, Ph.D.

DEPARTMENTS	QUALIFICATION	DESIGNATION
A. DEPARTMENT OF BENGALI		
1. Dr. Basumita Tarafdar	Ph.D.	(Associate Professor)
2. Dr. Sakhawat Hossain	Ph.D.	(Associate Professor)
B. DEPARTMENT OF ENGLISH		
1. Sri Suman Ranjan Bandyopadhyay	M.A.	(Assistant Professor)
2. Smt. Kakoli Sen Banerjee	M.A.	(Associate Professor)
3. Smt. Mrittika Malakar	M.A.	(SACT)
4. Smt. Amrita Sarkar	M.A.	(SACT)
C. DEPARTMENT OF HISTORY		
1. Sri Sanjib Kumar Dhar	M.A.	(Assistant Professor)
2. Sri Goutam Biswas	M.A.	(Assistant Professor)
3. Sri Sayan Choudhury	M.A.	(SACT)
4. Smt. Jhumpa Bose	M.A.	(SACT)
D. DEPARTMENT OF POLITICAL SCIENCE		
1. Dr. Sutapa Bhattacharyya	Ph.D.	(Associate Professor)
2. Dr. Thakurdas Tudu	Ph.D.	(Associate Professor)
3. Sri Sukumar Sarkar	M.A.	(SACT)
4. Smt. Sangita De	M.A.	(SACT)
E. DEPARTMENT OF PHILOSOPHY		
1. Smt. Dipa Chakroborty	M.Phil.	(Associate Professor)
2. Smt. Suchandra Chowdhury	M.A.	(SACT)
F. DEPARTMENT OF MATHEMATICS		
1. Dr. Bablu Biswas	Ph.D.	(Assistant Professor)
G. DEPARTMENT OF ECONOMICS		
1. Dr. Madhuchandra Lahiri	Ph.D.	(Assistant Professor)
2. Smt. Priya Biswas	M.A.	(Assistant Professor)

DEPARTMENTS	QUALIFICATION	DESIGNATION
H. DEPARTMENT OF HINDI		
1. Sri Ajay Choudhary	M.A.	(Assistant Professor)
I. DEPARTMENT OF EDUCATION		
1. Smt. Bonny Samanta	M.Phil.	(Assistant Professor)
2. Smt. Deboshree Bhattacharya (Das)	M.A.	(SACT)
J. DEPARTMENT OF PHYSICAL EDUCATION		
1. Dr. Ajit Das	Ph.D.	(Assistant Professor)
K. DEPARTMENT OF GEOGRAPHY		
1. Dr. Chandan Sarkar	Ph.D.	(Assistant Professor)
1. Sri Rajarshi Ghosh	M.Sc.	(SACT)
2. Smt. Debaroti Das	M.Sc.	(SACT)
L. DEPARTMENT OF SANSKRIT		
1. Sri Santanu Kumar Singha	M.A.	(SACT)
2. Dr. Manas Kumar Ghosh	Ph.D.	(SACT)
M. DEPARTMENT OF PHYSICS		
1. Dr. Sharmila De	Ph.D.	(Principal)
2. Sri Prodesh Sarkar	M.Sc.	(SACT)
N. DEPARTMENT OF CHEMISTRY		
1. Sri Partha Pratim Bhattacharya	M.Sc.	(SACT)
O. DEPARTMENT OF COMPUTER SCIENCE		
1. Sri Nepal Malik	M.Sc.	(Guest Lecturer)
P. DEPARTMENT OF COMMERCE		
1. Sri Amal Kumar Bhakat	M.Com.	(Associate Professor)
2. Dr. Mohasin Mallick	Ph.D.	(Associate Professor)
3. Sri Mrinal Kanti Datta	M.Com.	(SACT)
4. Smt. Sangita Bag	M.Phil.	(SACT)

LIBRARIAN:

Sri Prosenjit Pramanik	MLIS,	M.Phil.

OFFICE STAFF

Vacant	Head Clerk
Sri Ashim Sarkar	Accountant
Sri Biswajit Mandal	Cashier
Sri Atanu Giri	Clerk
Sri Biswajit Dey	Library Clerk
Sri Gopal Chandra Das	Clerk
Sri Srikumar Paul Chowdhury	Electrician Cum Caretaker
Sri Ranjit Pradhan	Guard
Sri Manick Ch. Das	Peon
Sri Bikram Bhowmick	Lab Attendant (Geo)
Sri Tapesh Karmakar	Library Asstt. (Contract)
Sri Rajkumar Thakur	Karmabandhu
Sri Biswa Basak	Karmabandhu
Vacant	Guard
Vacant	Guard
Vacant	Lady Attendant
Vacant	Peon

COURSES OFFERED

B.A. Honours	Bengali, English, Political Science, History, Education, Geography
B.A. General	Bengali, English, Hindi, Sanskrit, Education, History, Political Science, Geography, Philosophy, Physical Education, Economics
B.Sc. Honours	Geography
B.Sc. General	Mathematics, Physics, Chemistry, Computer Science, Geography, Economics, Political Science
B.Com. Honours	Accounting & Finance
B.Com. General	Group I, Group II, Group III

ADMISSION RULES

• As per West Bengal State University regulations, marks obtained in Environmental Education/Science as a compulsory subject at the H.S. (10+2) Examination conducted by the West Bengal Council of H.S. Education or its equivalent should not be taken into account for calculating the aggregate marks in top four subjects for the purpose of admission at the degree course of studies under this University. However, the subject Environmental Science studied as an elective subject of 100 marks may be taken into account for calculating the aggregate marks.

• No candidate shall be allowed for admission after a lapse of more than 3 years from the year of passing the previous qualifying examination or discontinuation of regular courses of study after passing the previous qualifying examination. However, students who have cleared their 10+2 Course during the *period 2016 to 2018 with break in studies and now willing to continue studies may get admitted in the Under Graduate General Courses in the Academic Session 2022-23.* The admission is strictly Provisional Admission in the *B.A/B.Sc/B.Com/B.Mus and other Under Graduate General Courses only,* strictly in compliance with the Regulation of Admission of the University and the intake capacity of the college.

The University shall take the final decision regarding regularity of the provisional admission and convey the same to the concerned college accordingly. However, the students who have cleared their 10+2 courses in the period 2019 – 2022 are eligible for admission to Under Graduate Honours courses.

A candidate taking up Honours Course in a subject must obtain:

• A minimum of 50% marks in aggregate and 45% marks in the subject or related subject at the previous qualifying examination.

OR

• 55% marks in the subject or related subject at the previous qualifying examination.

OR

• 50% marks in aggregate when the candidate has not studied the subject in his/her previous qualifying examination provided all other clauses are satisfied. However, candidates belonging to the Scheduled Caste or Scheduled Tribe community taking up Honours Course of study must obtain a minimum of 40% marks in the aggregate and 40% marks in the subject or related subject at the previous qualifying examinations, or 40% in aggregate (when the candidate has not studied the subject in his/her previous qualifying examination) as the case may be.

For admission to the B.Com. Honours courses in 'Accounting and Finance', "subject" or "related subject" shall mean the following: Accountancy, Business Economics including Business Mathematics, Business Organization, Mathematics, Business Mathematics, Economics, Statistics, Business Studies, Office Practice and Secretarial Practice, Financial Accounting, Elements of Cost Accountancy and Auditing, Book Keeping, Commerce, Cost Accountancy and Principles of Management.

• The institution endeavours to maintain complete transparency in the admission process. Immediately after the publication of results of the Higher Secondary examination conducted by the WBCHSE, and after the relevant government orders are brought out, important dates related to the admission process are notified in the college website as well as notice boards in the college campus and at the main gate. Government orders and university guidelines are strictly adhered to and the Merit Lists, dates of admission are put up at the college notice boards and website.

Reservation Rules

In terms of the provisions of relevant government orders, the percentage of reservation in various categories is given hereunder:
SC: 22%, ST: 6%, OBC-A: 10%, OBC-B: 7%.
Percentage of reservation for persons with disabilities shall be extended to not less than 5% in each of the categories, i.e., SC, ST, OBC-A, OBC-B and General Categories.

Other Regulations

A candidate shall be eligible for admission to B.A./B.Sc./B.Com. (Honours and General) Degree Course of studies provided he/she has passed the 10+2 examination in at least 5 recognized subjects, of which at least one is English, carrying not less than 100 as full marks.

Candidates should keep the following documents ready in original, for inspection by the Admission Committee:

a)   Admit Card/ Birth Certificate

b)   Mark sheets

c)   Three recent stamp sized photographs

d)   School Leaving Certificate

e)   Certificate of Caste(for SC/ST/OBC and PWD candidates)

MINIMUM CRITERIA FOR DEGREE

B. SC, B. A., B. COM. DEGREE WITH HONOURS			
COURSE	**NUMBER OF PAPERS**	**CREDIT PER PAPER**	**CREDIT SCORE**
CORE	14	6	84
AECC	02	2	04
SEC	MINIMUM 02	2, MAXIMUM 4	04
DSE	04	6	24
GE	04	6	24
		TOTAL	**140***

*CREDIT FOR B.COM HONOURS: 144

B. SC. GENERAL DEGREE IN SCIENCE			
COURSE	**NUMBER OF PAPERS**	**CREDIT PER PAPER**	**CREDIT SCORE**
CORE (3 Subjects To Be Chosen)	4 x 3 = 12 (4 From Each Subject)	6	72
AECC	2	2	04
SEC	4	2	08
DSE	2 x 3 = 6 (2 From Each Subject)	6	36
		TOTAL	**120**

COURSE	NUMBER OF PAPERS	CREDIT PER PAPER	CREDIT SCORE
	B. A. GENERAL DEGREE		
CORE1	04	06	72
CORE 2	04	06	
ENGLISH CORE	04	06	
DSE1	02	06	24
DSE2	02	06	
GE	02	06	12
AECC	02	02	04
SEC	04 (Minimum)	02	08
TOTAL			120

Distribution of Courses

Distribution of courses in different semesters for Undergraduate (Honours) courses

Semester	Core	DSE	GE	AECC	SEC	Total credit
I	C1 C2		GE1	Environmental Science		20
II	C3 C4		GE2	English/MIL Communication		20
III	C5 C6 C7		GE3		SEC1	26
IV	C8 C9 C10		GE4		SEC2	26
V	C11 C12	DSE1,DSE2				24
VI	C13 C14	DSE3,DSE4				24
Total number of courses	14	4	4	2	2	140

Distribution of courses in different semesters for
Undergraduate course in Sciences

Semester	Core	DSE	GE	AECC	SEC	Total credit
I	DSC 1A DSC 2A DSC 3A			Environmental Science		20
II	DSC 1B DSC 2B DSC 3B			English/MIL Communication		20
III	DSC 1C DSC 2C DSC 3C				SEC1	20
IV	DSC 1D DSC 2D DSC 3D				SEC2	20
V		DSE1A DSE2A DSC3A			SEC3	20
VI		DSE1B DSE2B DSC3B			SEC4	20
Total number of courses	12	6	0	2	4	120

Distribution of courses in different semesters for
Undergraduate course in Arts

Semester	Core	DSE	GE	AECC	SEC	Total credit
I	DSC 1A DSC 2A English			Environmental Science		20
II	DSC 1B DSC 2B English			English/MIL Communication		20
III	DSC 1C DSC 2C MIL				SEC1	20
IV	DSC 1D DSC 2D MIL				SEC2	20
V		DSE1A DSE2A	GE1		SEC3	20
VI		DSE1B DSE2B	GE2		SEC4	20
Total number of courses	12	4	2	2	4	120

Subject Combinations and Fees Structure

		B.A./B.SC./B.COM (Honours)		
CODE	HONOURS SUBJECT	GENERIC GEN1	GENERIC GEN2	AT THE TIME OF ADMISSION (AMOUNT)
BNGA1	BENGALI	EDUCATION	SANSKRIT	2073
BNGA2	BENGALI	EDUCATION	POLITICAL SCIENCE	2073
BNGA3	BENGALI	SANSKRIT	HISTORY	2073
BNGA4	BENGALI	EDUCATION	PHILOSOPHY	2073
BNGA5	BENGALI	HISTORY	PHYSICAL EDUCATION	2273
BNGA6	BENGALI	SANSKRIT	POLITICAL SCIENCE	2073
ENGA1	ENGLISH	HINDI	HISTORY	2073
ENGA2	ENGLISH	PHILOSOPHY	HISTORY	2073
ENGA3	ENGLISH	PHYSICAL EDUCATION	HINDI	2373
ENGA4	ENGLISH	MATHEMATICS	EDUCATION	2073
ENGA5	ENGLISH	EDUCATION	HISTORY	2073
HISA1	HISTORY	POLITICAL SCIENCE	BENGALI	2073
HISA2	HISTORY	HINDI	POLITICAL SCIENCE	2073
HISA3	HISTORY	PHILOSOPHY	POLITICAL SCIENCE	2073
HISA4	HISTORY	EDUCATION	BENGALI	2073
HISA5	HISTORY	PHYSICAL EDUCATION	BENGALI	2373
HISA6	HISTORY	HINDI	ENGLISH	2073
PLSA1	POLITICAL SCIENCE	HISTORY	BENGALI	2073
PLSA2	POLITICAL SCIENCE	PHILOSOPHY	EDUCATION	2073
PLSA3	POLITICAL SCIENCE	HISTORY	HINDI	2073
PLSA4	POLITICAL SCIENCE	PHYSICAL EDUCATION	HISTORY	2373
PLSA5	POLITICAL SCIENCE	HINDI	PHYSICAL EDUCATION	2273
EDCA1	EDUCATION	PHILOSOPHY	POLITICAL SCIENCE	2273
EDCA2	EDUCATION	PHILOSOPHY	ECONOMICS	2273
EDCA3	EDUCATION	BENGALI	POLITICAL SCIENCE	2273
EDCA4	EDUCATION	BENGALI	PHILOSOPHY	2273
EDCA5	EDUCATION	HINDI	HISTORY	2273
EDCA6	EDUCATION	POLITICAL SCIENCE	HISTORY	2273
GEOA1	GEOGRAPHY	ECONOMICS	POLITICAL SCIENCE	2508
GEOA2	GEOGRAPHY	POLITICAL SCIENCE	COMPUTER SCIENCE	2708
GEOA3	GEOGRAPHY	MATHEMATICS	COMPUTER SCIENCE	2708
GEOA4	GEOGRAPHY	MATHEMATICS	ECONOMICS	2508
GEOA5	GEOGRAPHY	POLITICAL SCIENCE	MATHEMATICS	2508
GEOA6	GEOGRAPHY	HISTORY	POLITICAL SCIENCE	2473
GEOA7	GEOGRAPHY	HISTORY	EDUCATION	2473
COMA	ACCOUNTING AND FINANCE	GENERIC 1	GENERIC 2	2083

BA(GEN)

CODE	SUBJECT -1	SUBJECT -2	SUBJECT - 3	AT THE TIME OF ADMISSION (AMOUNT)
AG1	HISTORY	POLITICAL SCIENCE	BENGALI	1898
AG2	POLITICAL SCIENCE	HINDI	HISTORY	1898
AG3	PHILOSOPHY	HINDI	EDUCATION	1898
AG4	HISTORY	ECONOMICS	POLITICAL SCIENCE	1898
AG5	PHYSICAL EDUCATION	POLITICAL SCIENCE	BENGALI	2198
AG6	HINDI	HISTORY	ENGLISH	1898
AG7	ENGLISH	HINDI	PHYSICAL EDUCATION	2098
AG8	EDUCATION	HISTORY	PHILOSOPHY	1898
AG9	PHILOSOPHY	EDUCATION	ENGLISH	1898
AG10	BENGALI	SANSKRIT	EDUCATION	1898
AG11	EDUCATION	ECONOMICS	HISTORY	1898
AG12	BENGALI	PHYSICAL EDUCATION	PHILOSOPHY	2198
AG13	BENGALI	HISTORY	SANSKRIT	1898
AG14	ENGLISH	HISTORY	ECONOMICS	1898
AG15	ENGLISH	PHILOSOPHY	HINDI	1898
AG16	GEOGRAPHY	HISTORY	POLITICAL SCIENCE	2098
AG17	GEOGRAPHY	HISTORY	EDUCATION	2098
AG18	SANSKRIT	PHILOSOPHY	HISTORY	1898
AG19	PHILOSOPHY	HISTORY	BENGALI	1898
AG20	PHILOSOPHY	HISTORY	ENGLISH	1898
AG21	HINDI	SANSKRIT	HISTORY	1898

B.SC (GENERAL)

CODE	GENERIC1	GENERIC2	GENERIC3	AT THE TIME OF ADMISSION (AMOUNT)
SG1	GEOGRAPHY	ECONOMICS	POLITICAL SCIENCE	2123
SG2	GEOGRAPHY	MATHEMATICS	COMPUTER SCIENCE	2423
SG3	GEOGRAPHY	ECONOMICS	MATHEMATICS	2123
SG4	PHYSICS	CHEMISTRY	MATHEMATICS	2523
SG5	PHYSICS	CHEMISTRY	COMPUTER SCIENCE	2823
SG6	PHYSICS	MATHEMATICS	COMPUTER SCIENCE	2523
SG7	GEOGRAPHY	POLITICAL SCIENCE	COMPUTER SCIENCE	2423
SG8	GEOGRAPHY	POLITICAL SCIENCE	MATHEMATICS	2123
SG9	ECONOMICS	COMPUTER SCIENCE	MATHEMATICS	2223

B.COM (GENERAL)

CODE	GENERIC1	GENERIC2	GENERIC3	AT THE TIME OF ADMISSION (AMOUNT)
COMG	GROUP1	GROUP2	GROUP3	1908

Learning Outcome

Bachelor of Arts:

- Thorough Knowledge of the subjects taught: The dedicated group of teachers ensure that the students gain a deep knowledge of the subjects.
- Technological Upgradation: In addition to the syllabus the students are also trained in using ICT, prepare presentations, work on various features of Office.
- Improvement of Communicative Skills.
- Ethics and Values in Life: Students realize and appreciate the moral values which help them to transform into a good citizen.
- Environment Consciousness is developed.
- Through collaborative assignments, the quality of Teamwork is developed.
- Knowledge of correlation between literature and Social Sciences
- Acquiring sense of social responsibility through participation in various extension and outreach activities.
- Student can pursue higher studies, take up courses for Teaching or apply for competitive examinations.

Bachelor of Science:

- Understanding the basic concepts, principles and philosophy behind science.
- To gain knowledge of application through Practical experiments
- Development of experimental skill, qualitative and quantitative analysis experience
- Development of Environment consciousness
- Appreciating Ethics and Values of Life
- Acquiring sense of social responsibility through participation in various extension and outreach activities
- After completion of the course a student may pursue higher studies or take up some specialized Diploma or Degree courses, can take up course for Teaching

Bachelor of Commerce:

- Bachelor of Commerce:
- Knowledge of Accounting, Finance, Tax Structure
- Development of Environment consciousness
- Appreciating Ethics and Values of Life
- Development of Environment consciousness
- Acquiring sense of social responsibility through participation in various extension and outreach activities
- The course has numerous openings in various sectors
- Student may take up Higher studies, or pursue job oriented specialized courses.

Department Wise Learning Outcomes

Bengali Department

- Bengali is our mother language. Learning Bengali as a subject would enhance the Bengali culture. It helps the students to learn about their Bengali culture deeply.
- This course also includes the history of Bengali language. Thus the students would know the origin and evolution of their mother language.
- Through this course the students would learn about ancient and modern Bengali Literature which includes novels, poetry, drama, ancient scriptures.
- This course would develop oral and written communication.
- The course includes Bengali grammars thus would help student to use grammatically correct Bengali language.
- It enhances writing power of the students by analysis of the various styles of poetry and prose.
- It helps to grow awareness about political, economical and social scenarios by reading various prose, poetry, dramas of various centuries.
- Reading various texts and scriptures helps students to increase their ability to analyze human behaviour and human nature.
- It helps to change society's prejudices about religion, caste, gender, region and thus helps to address gender discrimination, asterism etc.
- It helps to develop ethics and values in the students.

English Department

Objectives

The specific objectives of the B.A. programme in English Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

- Disciplinary Knowledge of English Literature and Literary Studies
- Communication Skills
- Critical Thinking
- Analytical Reasoning
- Problem Solving
- Research-Related Skills
- Self-Directing Learning
- Multicultural Competence
- Values: Moral and Ethical, Literary and Human
- Digital Literacy

The details are explained in the sections that follow.

Disciplinary Knowledge:

a) ability to identify, speak and write about different literary genres, forms, periods and movements

b) ability to understand and engage with various literary and critical concepts and categories

c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations

d) ability to understand appreciate, analyze, and use different theoretical frameworks

e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively

f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self- questioning

g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

h) ability to see and respect difference and to transcend binaries

Communication Skills:

a) ability to speak and write clearly in standard, academic English

b) ability to listen to and read carefully various viewpoints and engage with them.

c) ability to use critical concepts and categories with clarity

Critical Thinking:

a) ability to read and analyze extant scholarship

b) ability to substantiate critical readings of literary texts in order to persuade others

c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

a) **ability** to transfer literary critical skills to read other cultural texts

b) **ability** to read any unfamiliar literary texts

c) **ability** to recognise different stylistic devises,like rhetorical figures, rhymes and rhythms in an unknown prose / verse passage.

Analytical Reasoning:

a) **ability** to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments

b) **ability** to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

a) **ability** to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers

b) **ability** to plan and write a research paper

Teamwork and Time Management:

a) **ability** to participate constructively in class discussions

b) **ability** to contribute to group work

c) **ability** to meet a deadline

Scientific Reasoning:

a) **ability** to analyze texts, evaluating ideas and literary strategies

b) **ability** to formulate logical and persuasive arguments

Reflective Thinking:

a)**ability** to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

a) ability to work independently in terms of reading literary and critical texts

b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

a) ability to use digital sources, and read them critically

b) ability to use digital resources for presentations

Multicultural Competence:

a) ability to engage with and understand literature from various nations and reasons and languages

b) ability to respect and transcend differences

Moral and Ethical Values:

a) ability to interrogate one's own ethical values, and to be aware of ethical issues

b) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

c) Leadership Readiness: ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

a) ability to retain and build on critical reading skills

b) ability to transfer such skills to other domains of one's life and work

Qualification descriptors for a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of

writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation

communicate ideas, opinions and values—both literary values and values of life in all shades and shapes— in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds

demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet

recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate keys issues in the text and around in the world— thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

Programme Learning Outcomes (BA Hons. English)

demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity

demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.

display an ability to read and understand various literary genres and stylistic variations and write critically

cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture

demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.

display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.

recognize employ-ability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme

to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

Hindi Department

Hindi is spoken and understood in almost all the states of India. At such a time, there has been a strong tradition in India regarding the study of Hindi. Under this tradition, literature and culture are observed under the language.

Language is a powerful medium to understand culture. Unless we do not have knowledge of language, we will not be able to understand the customs, tradition and culture of our country properly. For this it becomes necessary that the youth should have a good understanding of the Indian language. Language is directly related to our sensations and feelings. Which is obtained through cognition. In the absence of knowledge of language, we will be unable to understand our culture and tradition. That the knowledge of the language should be disseminated among the youth through the academy sector. For this our organization is active for the development and expansion of Hindi under the Indian language.

Our organization is committed to identify the Indianness within the Indian youth by choosing Hindi as a subject. Under this program, for the development of the expansion of Hindi, the study of Hindi literature was started as a subject. For the last 16 years, through this institution, the Hindi subject has been continuously preparing the outline of the future of the youth under a certain arrangement and will continue to do so.

Education Department

One of the principles of Gandhiji's approach to curriculum and teaching methods in education was that he spoke of integrated curriculum and correlation in teaching different subjects, i.e. realizing that there is an interrelationship between all subjects. So it can be said about the subject of Education that it is a subject where concept about many subject can be found like Philosophy, Psychology, Sociology, Statistics, and Sociology etc. Since education is a social process, many important issues related to social life have taken place in this subject, which has made education relevant to our lives.

Studying Education subject is just sounds like to knowing education itself. As a degree, students will learn about different aspects of education like-history, philosophy, cognitive psychology, sociology, economics of education, human development, statistics, guidance and counseling, mental hygiene, research methodology, teaching strategies, educational provision of special learners, environmental issues, value and ethics etc. i.e. it covered wide range of disciplines.

An Education degree will help develop learning skills as well as teaching skills such as problem solving learning, oral and written communication, observational skill, Interpersonal skill, experimental learning, teamwork, research, time management, discipline, self management, building an ideal philosophy of life, self realization, ICT skills, how to create learning environment, understanding the psychological aspects of students, and making institutional planning, professional ethics. As a subject Education helps both student and teacher in continuous skill development and provides guidance in living a healthy life in social environment. Students can develop their own perspectives, interpretation, and understanding of other perspectives, values and attitude. They also can aware and understand of people, culture, societies and their environmental, socio-economical, political factors, and their impacts on child's developments, society and educational policy, think about the education for children with special needs and they also become aware their responsibility and role towards society.

Honours course outcomes

Honours course in Education offered the both theoretical and practical curriculum. While the theoretical part helps in acquiring knowledge about the subject related to education, on other hand the practicum includes those activities where students can develop their skills by observation, experiential, problem solving learning such a DTP operation, statistical analysis, presentation skill, survey, team work etc.

Higher education

Candidates who have interred this B.A course in Education (both Honours and General) may also do Post Graduation course in Education or a related Social science in research, theory, and policies of Education. After completion of P.G degree they can apply to the teachers training course like B.Ed and M.Ed or they may apply other higher degree like M.Phil or Ph.D .

Employment prospects

Various job opportunities like -

- Primary School teacher
- Secondary School teacher
- College teacher(Both General degree college and B.Ed College)
- Special Educator
- Adult education worker
- Curriculum design/developer
- Educational policy making adviser
- Involved with different NGOs
- Researcher Assistant
- School Inspector
- Child care Director
- Educational Administrator
- Educational Software and Policy Developer

And also they can able to engage in -

- Civil Service
- Marketing
- Advertising
- Public relations
- UPSC & WBCS and other Govt. job
- Counselor/ Careers adviser

History Department

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines.

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.

It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

Philosophy Department

Philosophy focuses on fundamental questions concerning the nature of reality, knowledge and values: metaphysics seeks to understand the true nature of reality in general and of humankind in particular, logic and epistemology endeavor to determine valid method of reasoning and the limits and criteria of knowledge; and ethics attempts to formulate the basic moral norms by which our choices and actions should be governed. Through the study of philosophy, students can improve their understanding of themselves and the world in which they live; they can increase their command of intellectually responsible methods of establishing and evaluating beliefs and theories; and they can develop more effective ways of determining their moral duties.

In general, the study of philosophy helps develop the ability to think clearly. If one understands how to think clearly, one can apply the techniques of critical and constructive thinking to the study of any discipline or to the concerns of any occupation. The department curriculum provides an opportunity for all students, whether majoring in philosophy or not, to be educated in the methods of critical and constructive thought through reflection on the fundamental presuppositions of knowledge in general and of individual disciplines such as art, mathematics, religions and science in particular. Genuine philosophy by its nature is dialectical; various points of view are brought into critical contact, their assumptions critically assessed, their connections and implications explored. This is the central task of the philosophical enterprise.

Learning outcomes of undergraduate courses

We provide all possible learning modes within our infrastructural constraints including Laptop Wi-Fi enabled, departmental library, PPT classes , remedial & tutorial classes, study material, extension lecture, students seminar, departmental Journal, students' mentoring to help students learn following outcomes.

1. Study of Indian Philosophy students should make their ability to state a clear and strong objection to an argument advanced by others; and to articulate counter-arguments to their own objection.
2. Psychology helps student justify their own and evaluate others' actions using general ethical principles of the psychological account as a framework.

3. Students will be capable of reading both primary and secondary sources through the western philosophical thought and analyzing their argument.

4. By the logical portion of entire syllabus of philosophy, will help identify arguments in ordinary language, as well as distinguish premises from conclusions and also help differentiate deductive arguments from inductive arguments, construct arguments of their own, and evaluate deductive arguments in terms of validity and soundness and inductive arguments in terms of strength and cogency.

5. After learning the rules of ethics students can analyze particular moral problems by applying those ethical theories which will help them examine the moral value of their own life as well as of others.

6. Through practical ethics students must learn the concepts of right, wrong, good and bad in their environment and also have to learn the moral principles and their application in everyday life.

Physical Education Department

Students are prepared for potential careers as :

- Athletic Coach
- Corporate Fitness Instructor
- Dance/Aerobics Instructor
- Health/Fitness Consultant
- Recreation Specialist
- Physical Education Director
- Health Club Manager
- Sporting Goods Sales
- Physical Education Teacher
- Physical Instructor
- Physio-therapist
- Professional Sports Scout
- Psychologist
- Gym. Instructor
- Physical Trainer
- Yoga Instructor
- Sports Manager

Political Science Department

Students of Political Science can benefit immensely from the study of this social science as they learn to differentiate among multiple perspectives of political ideology and evaluate different research methods of comparative politics.

With an empirical approach, students can analyse governance and public administration of the country they reside in and defend a vision in politics in areas such as justice, democracy,liberty etc.

Global issues like economy and environment or social issues like patriarchy and feminism can draw, not only on the interests of students but can pave the way for redefined social and political equations.

Theoretical framework of international politics can be applied in contemporary cases and issues of good governance can be focussed upon by politically aware citizens as they influence multiple fields of political and social life such as human rights, social welfare, teaching , law-making, disaster management, civil service, planning, market –research, journalism and social media and public representation and able governance.

Sanskrit Department

Sanskrit language has given a great contribution to the world as it is one of the oldest languages in the world and till date it holds the prominent position in the world. Sanskrit language is a main source of knowledge, tradition, culture and the history of ancient India.

The oldest vedic literature, classical dramas, poetry, the great epics like Ramayana and Mahabharata, various Puranas all these can be understood in depth by studying Sanskrit. Even the philosophy and idealism pertaining to various periods can be understood by studying Sanskrit language. The study of Sanskrit enables one to comprehend the 'Upanishads' and 'Bhagawatgita' which enlighten the concept of 'Atmatattva' and 'Moksha'.

Sanskrit is a key to the hidden treasures of India like Yoga and Ayurveda, Astronomy, Medicines, Ancient Indian Epistemology, History, Geography, Politics, Music, Natyashastra, details of sixty four Kala and many others shastras. If Sanskrit is made available to experts in these areas, they can unravel the knowledge contained in the ancient texts and also interpret such wisdom in the latest scientific discoveries.

Outcome of Sanskrit as a subject:

- To get acquainted to the traditions, culture and history of ancient India.
- To make awareness about the importance of world famous vedic and classical Sanskrit literature, various shastras and incredible philosophy which is treasure of knowledge.
- To know the stringent the grammar rules.
- To enhance the knowledge of vocabulary, clarity in speech and verbal fluency.
- To acquire the ability to apply relevant theoretical perspectives to topics within the field of ancient Indian religion, literature and history through Sanskrit texts.
- To develop the capacity for creative writing and literary appreciation through Sanskrit project works.
- To acquire the ability to develop a research project including formulation of a research problem.

- To know the importance of ethical and moral values of human life.
- To create the ability to critically access existing research through careful study, analysis and discussion.
- To prepare themselves for Indian Civil Services by the knowledge of Sanskrit literature. Specially to make fulfill themselves by the knowledge of ancient Indian Religion, History, Politics, economy etc which are included in Sanskrit texts.

Computer Science Department

Student outcomes describe what students are expected to know and be able to do by the time of graduation. The Computer Science Department's Bachelor of Science program must enable students to attain, by the time of graduation:

An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- An ability to identify, formulates, and develops solutions to computational challenges.
- An ability to design, implements, and evaluate a computational system to meet desired needs within realistic constraints.
- An ability to function effectively on teams to accomplish shared computing design, evaluation, or implementation goals.
- An understanding of professional, ethical, legal, security, and social issues and responsibilities for the computing profession.
- An ability to communicate and engage effectively with diverse stakeholders.
- An ability to analyze impacts of computing on individuals, organizations, and society.
- Recognition of the need for and ability to engage in continuing professional development.
- An ability to use appropriate techniques, skills, and tools necessary for computing practice.
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computational systems in a way that demonstrates comprehension of the trade offs involved in design choices.
- An ability to apply design and development principles in the construction of software systems of varying complexity.

Program Educational Objectives
Our program educational objectives for students 3 years after graduating with a Bachelor of Science degree in Computer Science are that they will be:

- **Broadly Educated and Versatile.** Able to draw upon foundational knowledge, learn, adapt and successfully bring to bear analytical and computational approaches on changing societal and technological challenges.
- **Inspiring and Collaborative.** Is a leader and a responsible citizen whose strengths come from an ability to draw on and contribute to diverse teams, expertise, and experiences.
- **Innovative.** Drives scientific and societal advancement through technological innovation and entrepreneurship.

Chemistry Department

The Outcomes of UG Course, B.Sc. in Chemistry

Chemistry is one of those classes we either love or dread. At high school level chemistry is usually not required course- it is an elective. However, most reputable colleges require all undergraduate students to take at least one course of chemistry as a prerequisite to graduation, if we plan on pursuing a career in medicine, engineering or a field of natural science. Chemistry is a challenging subject for most people, but it does not have to be.

Technology is accepted to be an integral part of chemistry education, with the use of videos, simulations and student response system well reputed. The innovative products of chemistry lead to cutting edge advancement- applied technology in aerospace, medical devices, cars, fuels and more.

Chemists already participate in wide range of communication activities including giving public lecture, writing books, blogs and other web based materials, participating in hand-on-learning activities in museum and using online engagement platform to improve public access to understand chemistry.

Research in chemical science should benefit mankind and improve quality of life, while protecting the environment and preserving it for future generation. Researchers should conduct their work with highest integrity and transparency, avoid conflict of interest and practice collegiality in best way.

Environmental chemistry focuses on presence and impact of chemicals in soil, surface water and ground water. Environmental Chemistry study how the chemicals usually contaminate- move through the environment. Environmental chemistry also deals with synthetic chemicals that have been manufactured by humans and dispersed into the environment.

Productivity experts suggest that team with good chemistry is more productive because they understand what each member brings to the team and work to maximize strength and minimize weakness of other team member.

Personality development encompasses the dynamic construction and reconstruction of integrative characteristic that distinguish an individual in term of interpersonal behavioral trait. Chemists seem to have been fascinated by the challenges of complexity. Good chemists should have particular personality trait in common; these include being analytical, task oriented and experimental.

Economics Department

...t the completion of the B.A./B.Sc (Gen) in Economics Programme, the student will be able to:				
COURSE OUTCOME ⬇️ PROGRAMME OUTCOME ➡️	Students will be able to pinpoint and understand the past, and present economic conditions of the country	Students will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies	Students will be able to analyze human behavior, problems as a consumer, seller, producer or situations from social science and global perspectives	Students will get a knowledge on use of statistical methods in Economics and will be able to infer and conclude about the statistical significance of the result derived

Geography Department

Geography is a growing subject which takes into it many multidisciplinary subjects. After completion of Bachelor of Science or Arts in Geography, Masters may be opted. Nowadays, knowledge in Remote Sensing and GIS application is very imperative not only for Geography but also for other deciplines like Engineering, Hydrology, Medical, History, Tourism industry etc. With special training in surveying, jobs in map making may be opted. Environmental Consultant is also very aspiring career now which altogether opens a application horizon of the subject. Administrative jobs , teaching posts in school, colleges and universities are also very lucrative and open for all. Urban and regional planner having knowledge of tourism, landscape architecture, aesthetics is very demanding now. Variety computer courses like Java, C++, Python, data analysis may put the aspirant in a better position in prospect of getting employment.

Career Opportunities in Geography

Cartographer, Surveyor, Drafter, Government Employee, Urban and Regional Planner, GIS Specialist, Climatologist, Meteorologist, Transportation manager, Environmental Manager, Researcher, Graduate and Post Graduate School Teacher, Demographers.

How to Pursue a Career in Geography

Path 1
- Class XII with Humanities (Geography as one of the subject) Pursue B.A.(H) Geography for 3 years. Pursue Masters in Geography for 2 years in India or Abroad Pursue M.Phil in Geography for 2 Years and/or Ph. D in Geography for 3-4 years.

Path 2
- Class XII with Science Pursue B.Sc Geography /B.Tech in any related field for 3 years.Pursue Post Graduation in Geography (M.Sc/ M.Tech) for 2 years.

Path 3
- Class XII with any Stream (Geography as one of the Subject).Pursue BA/B.Sc. in Geography for 3 years . Pursue Post Graduate Diploma in Geography or any other related field.

- Graduates in Geography are highly valued in the government sector. One can appear for UPSC examination after completing graduation for a career in government sector. A lot of jobs are available for post graduates as well.

- For Lecturership in Geography, National Educational Test (NET),SET or Ph.D. is mandatory.

Career Path with GIS

There are many opportunities open for a GIS and Remote sensing graduate. A person can join both the Government and private sectors. A person can become a -

- Remote Sensing Tech Lead.
- Project Fellow/Project Assistant,
- Assistant Professor.
- Technical Associate, Regional Manager.
- GIS Executive.
- Research Associate.
- Remote Sensing & GIS Software Analyst.
- Remote Sensing & GIS Technical Program Manager.
- Remote Sensing / GIS specialist.
- You can even join the Government sectors like –

Central Ground Water Board.

- Defense Terrain Research Laboratory.
- All India Soil and Land Use Survey.
- Atomic Mineral Division, Geological Survey of India,
- National Bureau of Soil Survey and Land use planning Town and Country Planning,
- Remote Sensing Laboratories of various Universities Companies engaged in GIS and its application studies.
- Indian Space Research Organization
- National Remote Sensing Center
- National Spatial Data Infrastructure
- Indian Institute of Remote Sensing
- Forest Survey of India
- Geological Survey of India
- Survey of India
- Department of Science and Technology

- Ministry of Defence
- Ministry of Environment
- National Informatics Centre
- North Eastern Space Applications Center
- Indian Agricultural Research Institute
- Agricultural Department and Irrigation Department
- Meteorological Department
- Mining, Soil Conservation, Land Degradation, and Ground Water Management
- Natural Resource Management
- Indian Council of Agriculture Research
- Space Application Centers and Aviation
- Urban Development Authorities and Municipalities
- Watershed and Wetland Management
- Public Sector Organisations

Required Education and Skills in GIS and Remote Sensing

- **Required Education**

Educational qualification matters a lot. Any graduate preferably with Bachelor's degree in geography or environmental science with has many chances in getting better job opportunities in the job market. Masters in GIS and Remote sensing in a specific field will get appointed as a GIS/remote sensing specialist. Few colleges provide Post Graduation Diploma (P.G. DIPLOMA) in GIS and Remote Sensing which is equivalent to the bachelor's degree.

- **Required Skills**

Major Skills required- Most of the job roles include technology and statistics to analyze the data. There are some major skills which are important to get placed in any role related to GIS and Remote sensing. Programming languages like R, MATLAB, Python, IDL, C++, FORTRAN are important programming languages in GIS systems. The entire systems run on these programs so these are important to learn. ArcGIS, MATLAB, Python, C++, R, ERDAS, Ecognition, ENVI, PostgreSQL/PostGIS, QGIS, Photoshop, GRASS, PCI Geomatica, IDRISI, MapInfo, FORTRAN are the basic and additional skills required to make a career in GIS and Remote Sensing Field.

Mathematics Department

After the completion of B.Sc. (General) in Mathematics, Students will able to –

- develop the basic logic to think about the practical problems.
- develop mathematical skills to solve problems in various branches of mathematics.
- appreciate the role of mathematical proof in formal deductive reasoning.
- inculcate the ability to think independently and reason.
- demonstrate the ability to analyze data and draw appropriate statistical conclusions.
- demonstrate the ability to apply analytical and theoretical skills to model and solve mathematical problems.
- recognize and appreciate the connections of mathematics with other branches of science.

Physics Department

The learning outcomes-based curriculum framework (LOCF) for the undergraduate programs in Physics like B.Sc(Physics General) and B.Sc.(Honours) in Physics is intended to provide a broad framework within which both the undergraduate programs in Physics help to create an academic base that responds to the need of the students to understand the basics of Physics and its ever evolving nature of applications in explaining all the observed natural phenomenon as well as predicting the future applications to the new phenomenon with a global perspective. The curriculum framework is designed and formulated in order to acquire and maintain standards of achievement in terms of knowledge, understanding and skills in Physics and their applications to the natural phenomenon as well as the development of scientific attitudes and values appropriate for rational reasoning, critical thinking and developing skills for problem solving and initiating research which are competitive globally and are on par in excellence with the standard Higher Education Institutions (HEI) in the advanced countries of America, Asia and Europe. The multicultural fabric of our nation requires that the institutions involved in implementing this curriculum framework also work hard towards providing an environment to create, develop and inculcate rational, ethical and moral attitudes and values to help the creation of knowledge society needed for scientific advancement of our nation.

The learning outcome based curriculum framework in Physics should also allow for the flexibility and innovation in the program design of the UG education, and its syllabi development, teaching learning process and the assessment procedures of the learning outcomes. The process of learning is defined by the following steps which should form the basis of final assessment of the achievement at the end of the program.

The aims and objectives of our UG educational programs in sciences in general and Physics in particular should be structured to

- create the facilities and environment in all the educational institutions to consolidate the knowledge acquired at +2 level and to motivate and inspire the students to create deep interest in Physics, to develop broad and balanced knowledge and understanding of physical concepts, principles and theories of Physics.
- learn, design and perform experiments in the labs to demonstrate the concepts, principles and theories learned in the classrooms.
- develop the ability to apply the knowledge acquired in the classroom and laboratories to specific problems in theoretical and experimental Physics.
- expose the student to the vast scope of Physics as a theoretical and experimental science with applications in solving most of the problems in nature spanning from 10-15 m to 1026m in space and 10-10 eV to 1025eV in energy dimensions.
- emphasize the discipline of Physics to be the most important branch of science for pursuing the interdisciplinary and multidisciplinary higher education and/or research in interdisciplinary and multidisciplinary areas.
- to emphasize the importance of Physics as the most important discipline for sustaining the existing industries and establishing new ones to create job opportunities at all levels of employment.
- In view of opening the new windows in higher education and research and opening job opportunities at all levels from technicians to innovator scientists and engineers, two undergraduate programs are offered in our universities and other higher education institutions (HEI) at the entry level of our higher education system.

Some of the characteristic attributes of a graduate in Physics are

Disciplinary knowledge and skills: Capable of demonstrating

i) **good knowledge and understanding of major concepts**, theoretical principles and experimental findings in Physics and its different subfields like Astrophysics and Cosmology, Material science, Nuclear and Particle Physics, Condensed matter Physics, Atomic and Molecular Physics, Mathematical Physics, Analytical dynamics, Space science and other related fields of study, including broader interdisciplinary subfields like Chemistry, Mathematics, Life sciences, Environmental sciences, Atmospheric Physics, Computer science, Information Technology etc. (ii) ability to use modern instrumentation and laboratory techniques to design and perform experiments is highly desirable in almost all the fields of Physics listed above in (i).

ii) **Skilled communicator:** Ability to transmit complex technical information relating all areas in Physics in a clear and concise manner in writing and oral ability to present complex and technical concepts in a simple language for better understanding.

iii) **Critical thinker and problem solver:** Ability to employ critical thinking and efficient problem solving skills in all the basic areas of Physics.

iv) **Sense of inquiry:** Capability for asking relevant/appropriate questions relating to the issues and problems in the field of Physics, and planning, executing and reporting the results of a theoretical or experimental investigation.

v) **Team player/worker:** Capable of working effectively in diverse teams in both classroom, laboratory, Physics workshop and in industry and field-based situations.

vi) **Skilled project manager:** Capable of identifying/mobilizing appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical scientific conduct; and safety and laboratory hygiene regulations and practices.

vii) **Digitally Efficient:** Capable of using computers for simulation studies in Physics and computation and appropriate software for numerical and statistical analysis of data, and employing modern e-library search tools like Inflibnet, various websites of the renowned Physics labs in countries like the USA, Europe, Japan etc. to locate, retrieve, and evaluate Physics information.

viii) **Ethical awareness / reasoning:** The graduate should be capable of demonstrating ability to think and analyze rationally with modern and scientific outlook and identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, and adopting objectives, unbiased and truthful actions in all aspects of work. UGC Document on LOCF Physics .

ix) **National and international perspective:** The graduates should be able to develop a national as well as international perspective for their career in the chosen field of the academic activities. They should prepare themselves during their most formative years for their appropriate role in contributing towards the national development and projecting our national priorities at the international level pertaining to their field of interest and future expertise.

x) **Lifelong learners:** Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and reskilling in all areas of Physics.

Commerce Department

Overall Program Outcomes

- Deep understanding of accounting issues related to small and big businesses.
- Understanding of general business functions and management.
- Learning Managerial and Organizational skills.
- Acquiring Communication Skills.
- Deep understanding of Taxation and other laws impacting the business.
- Understanding ethical, Social Sustainable business issues.
- Learning Costing objectives, techniques and methods.
- Growing entrepreneurial ability.

Specific Program Outcomes

- Ability to prepare accounts of sole proprietorship, partnership and corporate businesses.
- Understanding the regulatory framework of accounting.
- Understanding the legal compliance requirement for a business.
- Acquiring conceptual clarity of various business functions and execution of a project.
- Demonstrate communication skills.
- Understanding general economic theory.
- Ability to lead, motivate and work as a team.
- Imbibe better corporate governance values.
- Learning business ethics.
- Understanding and acquiring entrepreneurial abilities and skills.
- Develop analytical and research aptitude through practical project work.
- Demonstrate ability to interpret and analyze financial statements.
- Demonstrate basic awareness in investment decisions.

LIBRARY

CENTRAL LIBRARY

P. N. Das College Library was started along with the establishment of the college in 1962 and since then the library has gone from strength to strength to live upto the expectations of its immediate clientele. The central library supports teaching, learning and research across a wide range of all conceivable disciplines with its resource of approximately 14800 books, 16 periodicals and CDs.

Facilities like the use of reference books and accessing internet facilities are also extended to students. Computers, Photocopiers, Scanners, Printers, etc. are also there.

The college library is fully automated with 15392 books and the college has subscription to N LIST enabling access to 6,000+ journals, 1,99,500+ e-books under N-LIST and 6,00,000 e-books through NDL.

Copies of syllabi, Academic Calendar, and University question papers are also made available to students.

DEPARTMENTAL LIBRARY AND BOOK BANK

Each department has a departmental library to help students and teachers. The departments frame their own rules in this matter.

There is a provision for Book Bank facility for needy students and books are issued to them for a longer period of time.

VARIOUS AMENITIES

a) Stipends, Concessions & Prizes

Stipends and concessions are given to the eligible candidates as per government rules as well as at the discretion of the college authority. Financial aids are also given to needy students from the college fund as well as funds raised by the Teachers' Council.

Prizes are awarded to the students passing the examinations with highest marks and also to the qualifying students attending the maximum number of classes.

b) Health Centre / Students' Health Home

There is a health centre in the College attended regularly by a registered medical practitioner. Students can avail free health check up one day in a week. By paying an annual fee of Rs. 10/-, students become members of the Students' Health Home scheme. They can avail the benefits of the facilities provided at a nominal cost.

c) College Canteen

There is a canteen where food items are sold at subsidized rate

d) Cheap Store

There is a Cheap Store too where stationary items are available.

e) Computer Centre

The college has a Computer Centre where basic computer training programme is conducted for students.

f) Group Personal Accident Insurance

The students are covered under this accidental insurance scheme at the institution on payment of Rs. 16/- annually. The policy provides compensation in the event of the insured person sustaining bodily injuries solely and directly from accident caused by external and violent means resulting in death or disability, within 12 months of its occurrence. The sum insured in this Policy shall be Rs.10000/- per insured person. Moreover, this may include payment of medical expenses (due to accident) up to 10% of the sum insured, i.e., Rs. 1000/- per insured person.

g) Smart Classrooms and Audio-Visual Teaching Facilities

Provision has been made for a smart classroom and audio-visual teaching facilities for students.

Presently 10 classrooms are ICT enabled.

h) Remedial, Counselling and Entry in Service Coaching

The college assists students with remedial coaching and continuous counselling. It also assists students and other entrants for entry into different sorts of services. There is also a strong Entry-in-Service unit.

i) Various Cells to deal with Students' Problems

Various cells have been constituted, keeping in mind students' welfare and interests.

- The *Internal Complaints Committee* has been constituted in terms of the provisions of the University Grants Commission (Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015. The committee has an inbuilt mechanism for gender sensitization. The institution is committed to a zero tolerance policy towards the creation of a campus free from discrimination, sexual harassment, retaliation or sexual assault at all levels.

- The *Equal Opportunity Cell* is committed to providing a safe, inclusive and respectful campus, free from any sort of discrimination or harassment. The cell endeavours to ensure each student is able to participate freely and equally in areas of public life.

- The *Anti-Ragging Committee* is constituted to protect students from being harassed by fellow students. The Committee acts as a mechanism for taking stringent measures against any reported case of ragging, in strict adherence to the guidelines issued by the Supreme Court of India and the UGC.

- The *Career Counselling Cell* of the college plays a crucial role in guiding students to attain and explore various career options in accordance with the areas of interests and academic and economic backgrounds of students.

- The *Grievance Redressal Cell* in place to address complaints and suggestions of stakeholders on various academic and administrative aspects of the institution.

j) Wi-fi enabled Campus

Free wi-fi facility is made available to students across the entire campus of the college.

k) Girls' Hostel

A **19 bedded Girls' Hostel** is in place for female students hailing from distant areas and/or in need of accommodation. **Hostel Fee (Semester Wise): Rs. 9,000/-, Admission Fee (One Time): Rs. 2,000/- , Caution Money (One Time) : Rs. 2,000/-**

Students shall have to make arrangements for Food on their own. However, the college will provide assistance for selection of Home Service Providers.

OTHER ASPECTS

A. College Magazines:

The Students' Union of the college publishes a magazine **"ANUBHAB"** containing articles, essays, stories, poems, etc. by the staff and the students. The Magazine comes out annually in the month of May/June.

Wall Magazines are published by all the Departments. Some Departments encourage their students to prepare collaborative **e- Wall Magazines.**

B. Games and Sports:

Students of this college are well-trained in different sports skills and games. They have been awarded and rewarded in various fields of indoor and outdoor games. The college has been a champion many times in various tournaments and competitions at University, District and State Levels.

In addition, there is a **gymnasium** for students and staff.

Yoga classes are also arranged by the Physical Education department.

C. Cultural and Other Activities:

Various cultural programmes like functions on important festivals viz. Rabindra Jayanti etc. are held every year. Moreover, debate, extempore speech, quiz competition, Youth Parliament and so on are also held to help the students enhance their skill and power of self-expression.

D. Students' Union:

The College has an elected Students' Union. Each Year election procedure is carried out in accordance with the orders from the government.

E. Alumni Association:

There is an Alumni Association which is working hard towards the achievement of the mission, vision and declared objectives of the college as far as practicable and has lived up to the expectations of the institution.

F. National Service Scheme:

The college has a registered unit of the Nation Service Scheme (NSS) which is an Indian Government sponsored public service program. It aims at developing students' personality through community service. The programme aims to imbibe the spirit of social welfare in students and to provide service to the society without bias.

Regarding Attendance:

+ Class **attendance** should be strictly maintained. A student is expected to attend at least **75%** of the lectures delivered and practical classes held in each of the subjects/ group of subjects.

CODE OF CONDUCT

Discipline and Conduct of Students:

+ The student should be regular in classes and complete the course in due time.
+ Students must carry their Identity Cards and show them at the time of entry in the college campus.
+ Students should not indulge in any misconduct inside or outside the campus.
+ Students should not use mobile phones in the college premises.
+ Students should handle the college property with care.
+ Students must maintain general cleanliness of the classrooms, common rooms and the college.
+ Loitering and shouting in the corridor during class hours is strictly prohibited.
+ The college is declared a Plastic Free Zone and use of plastic inside the campus is strictly prohibited.
+ Smoking or consumption of tobacco products, like paan, gutkha, etc. is strictly prohibited in the campus.
+ Parking of cycles, bikes is not allowed outside the Parking Zone.
+ Students are directed not to indulge in Ragging and report the same immediately to the authority if and when any such incident occurs.
+ Any grievance should be reported to the Grievance Redressal Cell.
+ The students are required to participate in all academic, cultural and extra-curricular activities.
+ Students are requested to check the notice board and the college website regularly.
+ Students should attend the college library and look up the Learning Management System in the website to obtain learning resources.
+ Students should pay due respect to the Principal, teachers and staff members of the institution.

LIST OF HOLIDAYS 2022-23

Sl. no.	Events	Date	Day	No. of days
1	Rathayatra	1st July, 2022	Friday	1
2	Id-ud-Zoha	10th July, 2022	Sunday	0
3	Muharram	9th August, 2022	Tuesday	1
4	Independence Day	15th August, 2022	Monday	1
5	Janmashtami	19th August, 2022	Friday	1
6	College Foundation Day	20th August, 2022	Saturday	Observation
7	Viswakarma Puja	17th September, 2022	Saturday	1
8	Mahalaya	25th September, 2022	Sunday	0
9	Puja Vacation	From 1st October, 2022 to 27th October, 2022 (provided no examination or other official activities are scheduled)	-	27
10	Chhat Puja	30th October, 2022	Sunday	0
11	Fateha Dohaj Doham	7th November, 2022	Monday	1
12	Guru NanakJayanti	8th November, 2022	Tuesday	1
13	Birth day of Birsa Munda	15th November, 2022	Tuesday	1
14	Christmas	25th December, 2022	Sunday	0
15	Vivekananda Jayanti	12th January, 2023	Thursday	1
16	Netaji Jayanti	23rd January, 2023	Monday	1
17	Republic Day Saraswati Puja	26th January, 2023 26th January, 2023	Thursday Thursday	1
18	Sivaratri	18th February, 2023	Saturday	1
19	WBSU Foundation Day	25th February, 2023	Saturday	1
20	Holi	7th & 8th March, 2023	Tuesday and Wednesday	2
21	Good Friday	7th April, 2023	Friday	1
22	Bengali New Year	15th April, 2023	Saturday	1
23	Eid ul Fitr	21st April, 2023	Friday	1
24	Budhdha Purnima	5th May, 2023	Friday	1
25	Rabindra Jayanti	9th May, 2023	Tuesday	Observation
26	Buddha Purnima	16th May, 2023	Monday	1
27	Principal's Discretion			5