

# DEPARTMENT OF ANTHROPOLOGY

## **COURSES OFFERED**

❖ UG (Undergraduate)

### **ABOUT THE SUBJECT – ANTHROPOLOGY**

Anthropology poises itself as a discipline of infinite curiosity about human beings. As the study of humankind, it seeks to produce useful generalisations about people and their behaviour to arrive at the fullest possible understanding of human diversity. Anthropologists try to seek answers to an enormous variety of questions about humans. They are interested in discovering when, where and why humans first appeared on the earth; how and why they have changed since then; how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar/different norms, values, customs, beliefs and practices.

Anthropologists are generally thought of as individuals who travel to little known corners of the world to study peoples with simple technology or who dig deep into the earth to uncover the fossil remains or tools of people who lived long ago. Beginning with the earliest humans, who lived millions of years ago, anthropology traces human development from the beginning till the present. In fact, every human population, and not just the tribes and peasants, as is often made out, is of interest to anthropologists.

Anthropologists not only study all varieties of people, they also study all aspects of human population. For example, when describing a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, the social organisation, the general features of their language, the group's settlement patterns, political and economic systems, religion, styles of art and dress. Some are of course concerned primarily with biological or physical characteristics of human populations; others are interested principally in what we call cultural or linguistic characteristics. There are also some who study the prehistoric cultures and still others who study the human languages in order to understand their culture and society.

### **Branches of Anthropology:**

- Cultural Anthropology
- Biological Anthropology
- Linguistic Anthropology
- Archaeological Anthropology

### **Learning Objectives**

#### **Goal I: Students will acquire broad knowledge of anthropology.**

##### **Students will be able to:**

1. Discuss, evaluate, and apply core concepts in cultural anthropology (e.g. culture, cultural relativism, social organization, kinship, functionalism, structuralism, colonialism, postmodernism, globalization).
2. Discuss, evaluate, and apply core concepts in physical anthropology (e.g. evolution, paleontology, morphology, genetic inheritance, human adaptation and variation, migration, behavioral ecology, conservation biology).
3. Discuss, evaluate, and apply core concepts in archaeology (e.g. artifacts, biofacts, architecture, landscape, culture history, evolution, ecology).

#### **Goal II: Students will be able to use anthropological methods of research to address problems in archeology, cultural anthropology, and physical anthropology.**

##### **Students will:**

1. Demonstrate knowledge of research methods in archaeology
2. Demonstrate knowledge of research methods in cultural anthropology.
3. Demonstrate knowledge of research methods in physical anthropology.

### **How is B.A. Anthropology Course Beneficial?**

- Anthropology is a very interesting subject as it is the study of mankind as a whole, right from its birth until the present day man. The bachelor's degree in Anthropology gives the student vast knowledge of the biological, socio-cultural, pre-historic and every other aspect of human evolution and development.

- More in western countries, Anthropologists find employment in the field of medicine, law, business, and other professional institutions. The graduates can also find work in various public health programs, community development activities, etc.
- Social problems like birth control, labor unrest, juvenile delinquency, the mortality rate can be analyzed correctly and dealt with the help of information gathered from anthropological studies.
- Knowledge of Anthropology gained after acquiring a B.A. (**Anthropology**) degree gives one an opportunity to work and relate with people of many groups and cultures and closely interact with them.

### **What are the career options for Anthropology?**

Anthropologists can start their career in different sectors, like colleges, universities, government agencies, NGOs, business, health and human services.

These graduates can also get jobs at private businesses, community organisations, museums, independent research institutes, service organisations, and media. In most reputed organisations like: Centres for Disease Control, UNSECO, the World Health Organisation (WHO) and World Bank.

### **What are the job roles for Anthropology?**

- Anthropologist
- Scientist
- Medical Researcher
- Consultant
- Field Investigator
- Forensic Anthropologist
- Education Anthropologist
- Economic Anthropologist
- Business Anthropologist

## B.A. Anthropology Employment Areas

- Anthropological Survey of India
- Commission for Scheduled Castes
- Art Galleries
- World Health Organization (WHO)
- Commission for Scheduled Tribes
- Documentary Film Companies
- Conservation Organizations
- Non-Governmental Organizations (NGOs)
- Human Resource Departments of Corporate Houses and Industries
- Minority Commission
- Other Backward Classes Commission

In order to open up better job opportunities in the professional workplace, you can go for further academic options pursuing Master's, M.Phil. or Ph.D. in this field. A strong academic background opens up avenues to work with organisations such as the Archaeological Survey of India, the Planning Commission as well as international organisations like the United Nation's UNESCO or UNICEF, etc.

Subhalaxmi Baral  
Subhalaxmi Baral 23.10.2021  
(Guest Lecturer in Department of Anthropology)  
Shailabala Women's (Auto.) College, Cuttack

Amj  
23.10.2021  
Co-ordinator  
Dept of Anthropology



**DEPARTMENT OF BOTANY**  
**SHAILABALA WOMEN'S AUTONOMOUS COLLEGE, CUTTACK**

**PROGRAMME LEARNING OUTCOMES IN B.Sc (BOTANY HONOURS)**

- Students will acquire a thorough knowledge in the subject Botany as a whole and in allied subject areas.
- The student will be able to identify major groups of plants and compare the characteristics of lower (e.g. algae and fungi) and higher (angiosperms and gymnosperms) plants.
- Students will be able to use the evidence based comparative botany approach to explain the evolution of organism and understand the genetic diversity on the earth.
- The students will be able to explain various plant processes and functions, metabolism, concepts of gene, genome and how organism's function is influenced at the cell, tissue and organ level.
- Students will be able to understand adaptation, development and behaviour of different forms of life.
- Students will be able to demonstrate the experimental techniques and methods of their area of specialization in Botany.
- Application of various scientific methods to address different questions by formulating the hypothesis, data collection and critically analyse the data to decipher the degree to which their scientific work supports their hypothesis.

**FUTURE PROSPECTS**

Botany graduates have a varied of subject options after graduation. They can opt for masters' degree i.e M.Sc in Botany and then can do Mphil and PhD with their topic of interest which can make them eligible for Lectureship. They can also opt for M.Sc in Microbiology or Biotechnology or Environmental Science or Food technology or Bioinformatics and all biosciences related subjects having varied job prospects.

*Shruti*  
7.9.2021  
H.O.D. Botany  
S. B. Women's (Auto) College  
Cuttack

### Job prospects after B.Sc (BOTANY) Degree

After a degree in Botany with a thorough knowledge about plant science one is eligible for varied job prospects in the field of environmental studies, microbiology or simply in education line as follows:

- Academic researcher
- Odisha & Indian Forest Services
- Educational Institutions (Teacher/Lecturer)
- Biotechnology firms
- Herbarium centers
- Food technology firms
- Food manufacturing companies
- Seed & Nursery firms
- Research Laboratories (as assistants)
- Arboretum
- Environmentalists

### VISION:

As a botanist our major foresight is to keep the environment clean and green and to encourage sustainable management. To encourage students to be practically well equipped with the potential to create a well aware society.

### MISSION:

- To make students fundamentally clear about the topics which is utmost necessary for higher studies to be a potent plant scientist.
- To frame the syllabus curriculum according to the latest research developments so that students become thorough practically.
- To make students aware and responsible about the environmental global climate changes and encourage them to create awareness within their society.
- To enable graduates prepare well for national and international examinations and entrances (viz., UGC, CSIR NET Exams, Civil service exams etc.)

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*Shamini*  
7.9.2021  
H.O.D, Botany  
S. B. Women's (Auto) College  
Cuttack

# DEPARTMENT OF COMPUTER SCIENCE

## Program: B. Sc Computer Science (Hons)

### Program Objective

- To equip students with state of art knowledge and skill in Computer Science and to produce graduate with outstanding ability.
- To develop an understanding and knowledge of the basic theory of Computer Science and Information Technology with good foundation on theory, systems and applications such as algorithms, data structures, data handling, data communication and computation.
- A sound technical foundation in computer science and the ability to creatively apply computer and related technologies to practical problems.
- Knowledge in specialized areas with awareness of broad multi-disciplinary issues, and the ability to continue personal development to keep pace with advances in computer technology.

### Program Outcomes

- An ability to identify, formulate, and develop solutions to computational challenges.
- Apply fundamental principles and methods of Computer Science to a wide range of applications.
- Develop proficiency in the practice of computing.
- An ability to analyse impacts of computing on individuals, organizations, and society.
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modelling and design of computational systems.
- An understanding of professional, ethical, legal, security, and social issues and responsibilities for the computing profession.
- To design and conduct experiments, as well as to organize, analyse and interpret data.
- An ability to work on multidisciplinary areas.
- Ability to communicate effectively by oral, written, and graphical means.

- The ability to synthesize the acquired knowledge, understanding and experience for a better and improved comprehension of the real-life problems.

### **Future Scope**

- Lot of opportunities for higher studies like M. Sc, M.C.A, M.B.A and Engineering.
- One can also try for government jobs from both State and Central Govt.
- One of the growing fields with tremendous number of job opportunities in major MNC companies like Infosys, TCS, Wipro and Cognizant.
- One can also find opportunities with a range of small to medium-sized enterprises (SMEs).

*Dr. P. S. S. S.*  
4.9.21

**HOD**  
**Dept. of Comp. Sc**



## DEPARTMENT OF COMMERCE

Programme outcomes and Scope for further studies of Commerce stream:

- Chartered Accountant
- Cost and management Accountant
- Company Secretary
- Master in commerce
- Master in Business Administration (MBA)
- Master in Finance and Control (MFC)
- Personnel Management And Industrial Relation (PMIR)
- Journalism
- Rural Development
- Law
- 5 years Integrated MBA
- 5 years Integrated Law
- Civil Services (UPSC and OPSC)
- Railway
- Banking

# Department of Chemistry

S.B. Women's (Auto)College, cuttack.

## Goals and Objectives

### Chemistry Program Goals:

1. To provide a broad foundation in chemistry that stresses scientific reasoning and analytical problem solving with a molecular perspective.
2. To provide students with the skills required to succeed in graduate school, the chemical industry or professional school.
3. To expose the students to a breadth of experimental techniques using modern instrumentation.

### Learning Objectives:

1. The student will understand the importance of the Periodic Table of the Elements, how it came to be, and its role in organizing chemical information.
2. The student will understand the interdisciplinary nature of chemistry and to integrate knowledge of mathematics, physics and other disciplines to a wide variety of chemical problems.
3. The student will learn the laboratory skills needed to design, safely conduct and interpret chemical research.
4. The student will acquire a foundation of chemistry of sufficient breadth and depth to enable them to understand and critically interpret the primary chemical literature.
5. The student will develop the ability to effectively communicate scientific information and research results in written and oral formats.
6. The student will learn professionalism, including the ability to work in teams and apply basic ethical principles.

## Programme Outcomes:

|                         |   |
|-------------------------|---|
| Department of Chemistry | After successful completion of three year degree program in Chemistry a student should be able to;  |
| Programme Outcomes      | <p>PO-1. Demonstrate, solve and an understanding of major concepts in all disciplines of chemistry.</p> <p>PO-2. Solve the problem and also think methodically, independently and draw a logical conclusion.</p> <p>PO-3. Employ critical thinking and the scientific knowledge to design, carry out, record and analyze the results of chemical reactions.</p> <p>PO-4. Create an awareness of the impact of chemistry on the environment, society, and development outside the scientific community.</p> <p>PO-5. Find out the green route for chemical reaction for sustainable development.</p> <p>PO-6. To inculcate the scientific temperament in the students and outside the scientific community.</p> <p>PO-7. Use modern techniques, decent equipments and Chemistry software's</p> |

|                             |   |
|-----------------------------|---|
| Programme Specific Outcomes | <p>PSO-1. Gain the knowledge of Chemistry through theory and practical's.</p> <p>PSO-2. To explain nomenclature, stereochemistry, structures, reactivity, and mechanism of the chemical reactions.</p> <p>PSO-3. Identify chemical formulae and solve numerical problems.</p> <p>PSO-4. Use modern chemical tools, Models, Chem-draw, Charts and Equipments.</p> <p>PSO-5. Know structure-activity relationship.</p> <p>PSO-6. Understand good laboratory practices and safety.</p> <p>PSO-7. Develop research oriented skills.</p> <p>PSO-8. make aware and handle the sophisticated instruments/equipments.</p> |
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JA  
06.09.2021  
(HOD, Chemistry)

## DEPARTMENT OF ECONOMICS

### PROGRAMME LEARNING OBJECTIVES

Economics is a subject which is associated with all subjects of Arts, Science and Commerce stream. It also includes the knowledge of application of Mathematics and Statistics. It expands the knowledge of students to have the ability to cope with the problems in any field. It is a study of human behavior and its uses of all kind of resources. It is a subject which takes into accounts all kind of theme that is associated with world like environment and impact of climate change. It teaches about the approach of sustainability, that resources are to be left for use of future generation. It is a subject which teach not only about need and behavior of present generation but future generation. The students of Economics become:

- Rational
- Capable of making appropriate choice
- Include welfare approach in their day-to-day behavior
- Think about global problem
- Care about future generation

#### At Hons. Level

Microeconomics teach the students to take the issues and choice at individual level with their resource constraints. Macroeconomics teach about the behavior of economic system, in an aggregate level which help in policy making. Public Economics teach about the policies of Government and Participation of citizens in nation building as tax payer and shouldering the burden. Monetary economics studies to maintain the stability which is backbone of an economy. Development Economics gives the idea of growth and development of an economy. International economics gives the idea of international trade and their role in globalization. Other aspects like Environmental Economics, depicts the role of environment and explains the need for caring for the environment and there are so many other papers which widens the views of students.

It is a subject which is included in Arts and Science stream as well.

### Scope of further studies

1. Master in Economics
2. Master in business administration
3. Bachelor's degree in Education
4. M.A. in Applied Economics
5. Course in Environmental science
6. Diploma in Computer Application
7. Can join any course related to human development

### Job opportunity in different fields

1. Central bank
2. Commercial bank
3. Teaching in school
4. Data Analyst
5. All kind of Govt. job/ non-Govt. job

The study of Economics as Hons. Subject makes a student to learn about Household, system of country, political behavior, global system and their impact. It is a dynamic subject so it also teaches to learn about changes of different activities overtime. So, it gives its student the knowledge with dynamism.

### *At P.G Level* POST GRADUATE DEPARTMENT OF ECONOMICS

Economics as a subject in master's degree help a student to have career in all fields with all kind of job opportunities.

### Course offered by P.G. Department

1. Master's Degree
2. M.Phil.

### Scope for further studies

1. Research activities



2. Any course related to finance and monetary sector
3. Ph.D. Degree
4. Master's in Business Administration

### Job opportunities

1. All kind of Govt/ non-Govt. jobs
2. Teachers of college and University
3. Self-employment by being a leader
4. Job opportunities outside the country particularly finance sector

Apart from papers like microeconomics, macroeconomics, developmental economics, international economics, etc. it gives the opportunities to learn about labour economics, environmental economics, <sup>in and</sup> ~~and~~ <sup>1</sup> India as well as Odisha economics. It also covers Econometrics which teaches the application of Mathematical statistics in economic behavior.

The course designed at post graduate level covers all issues of a monetary and political system. These papers include the cultural and social behavior in economic analysis and policy. It widens the vision of student in economics as well as politics. It includes all aspects of social science. The study of economics in master's level gives a student the outlook to all kind of problem and its solution. It helps a student to become active in all kind of activities and sectors. It also gives the courage to start something new, and being self-employed <sup>so that</sup> one creates the opportunities for others and increases the employment opportunities for others. <sup>It awares a student</sup>

<sup>about</sup> ~~whether~~ her role in society and nation building

*S. Dalmiah*  
20/10/2021  
HOD  
Dept. of Economics  
Shriabala Women's Auto. College

## DEPARTMENT OF B.ED.

### Career

#### Job opportunities

After B.Ed. a student can look after the following career option

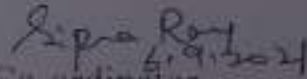
1. Teacher
2. Counsellors
3. Educational Researcher
4. Educational Administrators
5. Government jobs like state & centre level exams etc...
6. TET (Teacher Eligibility test), CTET (Central Teacher Eligibility Test), NET (National Eligibility Test), SLTE (State Level Eligibility Test) TGT (Trained Graduate Teacher), PGTC (Post Graduate Teacher) and OTET exam.

#### Course Pursue after B.Ed.

1. Teacher jobs TGT & PGT
2. M.Ed.
3. Ph.D. (Education) M.Phil.

#### Some Reputed Recruiter

1. Governments & private schools
2. National University of Educational planning & Administration
3. National Educational Policy, 2020 as per the new policy by 2030 the minimum degree required for teaching will be 4 year Integrated B.Ed. Since school will need teachers who can reach in multiple languages & have Knowledge of new age course line computational thinking coding introduced at the school level under the MEP

  
Co-ordinator

B.Ed. Department

## DEPARTMENT OF ENGLISH

### S.B. WOMEN'S (AUTO.) COLLEGE, CUTTACK

#### PROGRAMME OBJECTIVES AND COURSE OUTCOMES

##### • B.A ENGLISH

#### PROGRAMME OBJECTIVES

- To educate students regarding the artistic value, literary value and utility of the English language through the study of literature and other contemporary forms of culture.
- To provide students with the critical faculties necessary to adapt in an academic environment, to have a successful career, deal and survive in an increasingly complex, interdependent world.
- To enable students to perform research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To guide and assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

#### PROGRAMME OUTCOMES

- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Students should be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

##### • B. A. English

##### • Course Outcome

#### Semester I

### ➤ C-I British Poetry and Drama: 14th to 17th Centuries

- To provide an overview of the various facets of British poetry and Drama from 14<sup>th</sup> to 17<sup>th</sup> Centuries.
- To help students explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.
- To understand the tradition of English literature from 14th to 17th centuries.
- To develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
- To engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- To appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

### ➤ C-II British Poetry and Drama: 17th and 18th Century

- To acquaint students with the Jacobean and the 18th century British poetry and drama, the comedy of humours, a period of supreme satiric poetry and the comedy of manners.
- To familiarize the students with the plays of master- dramatists and help them develop the ability to appreciate and evaluate various types of plays.
- To identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry.
- To demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries.
- To examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others.
- To show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama.
- To analyze literary devices forms and techniques in order to appreciate and interpret the texts.

### ➤ GE-I Academic Writing and Composition

- To train the students in the basic writing skills required for writing competently in the academic context.
- To convey their ideas in English using simple and acceptable English in writing.
- To understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc .
- To write a review of a book or a movie.
- To write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.



## Semester II

### ➤ AECC-II

- To help the students develop fundamental skills of Language learning; reading which needs a thorough rethink and revision.
- Suitable reading content is selected from diverse areas in prose form which would boost the learner's competence in expressive and comprehension skills.
- Well researched language exercises in the form of usage, vocabulary and grammar would attract the teacher and learner to work out for giving decent shape to the mastery of English language.

### ➤ C-III British Prose: 18th Century

- To acquaint the students with a remarkable, newly evolved form of literature: the essay.
- To help students understand the shift of emphasis from reason to emotion in this period that has brought about changes in British Prose.
- To explain and analyze the rise of the critical mind.
- To trace the development of Restoration Comedy and anti-sentimental drama.
- To examine and analyze the form and function of satire in the eighteenth century.
- To appreciate and analyze the formal variations of Classicism.
- To map the relationship between the formal and the political in the literature of the neoclassical period.

### ➤ C-IV Indian Writing in English

- To introduce students to a rich and vibrant body of writing spanning all genres.
- To provide an overview of the various phases of the evolution of Indian writing in English.
- To introduce the students to the field through a selection of representative poems, novel and play and help them understand both the indigenous and the foreign perspectives as well as its post-colonial tendency.

## Semester III

### ➤ C-V British Romantic Literature

- To acquaint the students with the Romantic period and some of its representative writers.
- To enable students to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.
- To understand Romanticism as a concept in relation to ancillary concepts like Classicism.
- To understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.



- To analyze and understand the main characteristics of Romanticism
- To develop skills of critical analysis and interpretation of selected poems in order to
- To understand the theme, language, style, and elements of prosody.
- To appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- To relate Romantic literary texts to other forms of expression such as painting, for instance.

#### ➤ C-VI British Literature 19th Century

- To introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism.
- To identify and analyze the socio-economic-political contexts that informs the literature of the period.
- To comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.
- To understand the conflict between self and society in different literary genres of the period.
- To link the rise of the novel to the expansion of Colonialism and Capitalism.
- To understand the transition from Romantic to Victorian in literature and culture.
- To link the Victorian temper to political contexts in English colonies.
- To link the changes in the English countryside to changes brought about in similar settings in India.

#### ➤ C-VII British Literature: Early 20<sup>th</sup> Century

- To acquaint the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.
- To help students trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe.
- To link and distinguish between modernity and modernism
- To explain the links between developments in science and experiments in literature.
- To trace the history of the self and subjectivity in literature in the light of colonial consciousness • explain and analyze the idea of form in modernist literary texts from across major genres.

### ➤ SEC-I

- To build up the four primary skills in students in the academic as well as in the wider domains of use like public offices.
- This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English.
- To equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing.

## Semester IV

### ➤ C-VIII American Literature

- To provide an overview of canonical authors from American literature in the established genres.
- To acquire knowledge about American literature, its cultural themes, literary periods and key artistic features.
- To understand the various aspects of American society through a critical examination of the literary texts representing different periods and cultures.

### ➤ C-IX European Classical Literature

- To introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD.
- To acquaint the students with the founding texts of the European canon.
- Historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts.
- To grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time.
- To appreciate classical literature of Europe and pursue their interests in it.
- To examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives.
- To develop ability to pursue research in the field of classics.
- To develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period.

### ➤ C-X Women's Writing

- To acquaint the students with the works of women writers from different cultures and nations in various genres.
- To make the students critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.
- The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives
- They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

## Semester V

### ➤ C-XI Modern European Drama

- To introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
- To help students understand the role of theatre and drama in the introduction and shaping of modernity.
- To understand and engage with concepts like the theatre of the absurd, etc.
- To understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century.

### ➤ C-XII Indian Classical Literature

- To create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.
- To explain the eco-socio-political-cultural context of the age that produced Indian classical literature.
- To appreciate the pluralistic and inclusive nature of Indian classical literature and its Attributes.
- To historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres.
- To trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- To understand, analyze and appreciate various texts with comparative perspectives

### ➤ DSE-I Literary Theory

- To expose the students to the basic premises and issues of major theoretical approaches to literary texts.
- To have a historical overview of major literary theorists, particularly of the 20th century.
- To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices.
- To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.
- To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses.
- To identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts.
- To apply various theoretical frameworks and concepts to literary and cultural texts.
- To evaluate and analyze strengths and limitations of theoretical frameworks and arguments.
- To sharpen interpretative skills in the light of various theoretical frameworks.

#### ➤ DSE-II World Literature

- To introduce the students to the study of world literature through a representative selection of texts from around the world
- To enable the student to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

### Semester VI

#### ➤ C-XIII Postcolonial Literatures

- To introduce the students to postcolonial literature—a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere.
- To provide the students with the opportunity to think through the layered response—compliance, resistance, mimicry, subversion—that is involved in the production of post-independence literature
- The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it.

#### ➤ C-XIV Popular Literature

- To introduce the students to genres such as children's literature, detective fiction and campus fiction, which have a "mass" appeal, and can help us gain a better understanding of the popular and folk roots of literature.



### ➤ DSE-III Partition Literature

- To expose the students to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.
- To explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- To demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- To link and analyze the eco-socio-historical-cultural contexts and dimensions related.
- To the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- To interpret texts and experience and relate it to their contexts and experiences.

### ➤ DSE-IV Writing for Mass Media

- To acquaint the students with the brief history of Journalism in English in India, Status of English in India and Indian writers of English and their treatment of the English language.
- To develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- To enable the students to demonstrate practical skills of various types of media writing; reviews, reports, programmes and discussions.
- To demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- To critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- To identify avenues for a career in print and electronic media

### ➤ DSE-IV Dissertation

- An undergraduate project is an individual research by students. It will help them to understand in-depth a particular topic or fact in their field of study.
- It will strengthen their understanding of research processes and methods.



- Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study.
- Relating coursework to out-of-class experiences, students learn to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research.
- Projects help students learn a variety of skill sets to make them confident and competent in their future career.

## • P.G. English

### PROGRAMME OBJECTIVES

- Introduce the students to the genesis and evolution of British, American and Post-Colonial Literature.
- Give an overview of the oeuvre of the writers of the specific ages prescribed thereof.
- To give the students a solid foundation in the canonical areas of the subject and provide rigorous training in how to critically read literature to develop analytical skills and to think independently and originally.
- To expose the student to contemporary writing.
- To provide the student with advanced tools and methods and strategies for writing and interpreting literary texts.
- To lead up to and prepare and train the student to research and write the Dissertation.

### PROGRAMME OUTCOMES

Students will be able to do the following things:

- **Social Interaction:** The courses are structured around representative writers and periods and the papers encourage advanced study of major literary texts and offer ways of contextualizing texts historically and in terms of current literary theory.
- **Cultural interaction:** Lectures and seminars will provide opportunities for considering additional authors and texts so that a holistic perspective of a period emerges. A propensity for critical understanding of Arts is also inculcated through literary, cultural and social theories.
- **Writing:** Enabling of the students towards effective and critical self-expression.
- **Ethics:** Students capability to use their sources with proper acknowledgement, and shun plagiarism.
- **Environment and Sustainability:** The capability of making sensible choices based on their knowledge of the environment and the factors that threaten it, is a critical outcome from this course.
- **Critical Thinking:** process information, discern patterns, identify problems and provide solutions.
- **Effective Communication:** express their ideas clearly and respond appropriately to the communications of others in speech and writing.
- **Self-directed and Lifelong Learning:** access sources of information and process information on a need to use basis, and constantly upgrade their knowledge and skills, their duties as responsible citizens of their country.

### • Course Outcome

## Semester I

### ❖ HC 01 British poetry I

- To enable the students to appreciate and analyze the poems in the larger socio-political and religious contexts of the time.
- To introduce the Masterpieces of the major writers of the Elizabethan age.
- Learn about the major concerns, styles and perspectives of poets.
- Understanding the historical context encompassing the literary works including the political, social, religious and artistic milieu of the early British authors.
- Understanding the concept of Metaphysical poetry.
- Applying the styles and concerns of the writers in creative writing.
- Analysing the various elements of poetry such as diction, tone, imagery, figures of speech, symbolism and theme etc.

### ❖ HC 02 British Drama I

- To enable the students to appreciate the language, the style and technique employed.
- Introduce the political, religious, social and cultural milieu of England during the period.
- An in-depth understanding of the texts prescribed for the detailed study.
- Review literary texts through the lens of socio-cultural and political contexts of the times.
- Appreciate the style of the classics reflecting on the works of the age.
- Understand the spirit and the ideologies of the times.

### ❖ HC 03 British Fiction I

- Introduce students to the age and its writers, their literary lives and style of writing.
- Critically appreciate a work of literature from their understanding of the background of the age and the writer.
- Appreciate the elements of aesthetics and imagination in works of literature.

### ❖ HC 04 Non-fiction prose British I

- To understand the writing style of Non Fiction Prose.
- To learn the concept of Essay writings of Lamb, Bacon, Russell.

## Semester II

### ❖ HC 05 British Poetry II

- To have an overall understanding of the history of the literary period and its significance.
- To develop familiarity with the literary style and literary genres of the time.
- To have an in-depth knowledge of the important authors of the time and their literary contribution.

### ❖ HC 06 British Drama and Fiction II

- Understand the era in context of its historical, economic, social, and cultural relevance to Britain and the pre-colonized world.
- Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in advanced literary genres.

### ❖ AE 01 Writing: Definition, scope & usage

- The student will have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs.
- Student will be promptly acquainted with various stages of writing.

### ❖ AE 02: Journalistic writing

- Understanding news writing and different structures of news writing.
- Understanding the technicalities involved in detail.

## Semester III

### ❖ HC 07 Research Methodology

- To develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample.
- Discuss and draft a plan for carrying out a piece of work systematically.
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

### ❖ CE 01 Literary Criticism

- To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods.
- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory).
- Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory.
- Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts.
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts.
- Learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments.

- Learners will be able to strengthen and deepen their interpretative skills.

### ❖ CE 02 American Literature

- To understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America.
- To understand the historical, religious and philosophical contexts of the American spirit in literature.
- To appreciate the complexity of the origin and reception of American literature.
- To critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities.
- To critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities.
- To explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres.
- To relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience.
- To analyze the American mind from global and Indian perspectives and situate the American in the contemporary world.

### ❖ AE 03 Professional Writing

- Imaginative thinking and use of language: Explore, experiment with, and invent a variety of forms of writing in which original ideas combine with suitable and effective expression.
- Strategic thinking and use of language: Organize ideas and language effectively so as to address specific readers and meet specific purposes.
- Recognize, explain, and use the formal elements of specific genres of organizational communication: business letters, application, memos, analytical reports, proposals, memorandums, blogs, e-mail and promotional documents.
- Explore different format features in print media.

### ➤ OE 01 Writing Skills

- Recognize, explain, and use the formal elements of specific genres of organizational communication: business letters, application, memos, analytical reports, proposals, memorandums, blogs, e-mail and promotional documents.
- Explore different format features in print media.

## Semester 1V

### ❖ HC 08 Women's Writing

- To recognise the importance of gender specificity in literature.
- To understand and appreciate the representation of female experience in literature.
- To explain the difference between the feminine and the feminist as opposed to the female.
- To examine and appreciate the role played by socio-cultural-economic contexts in defining woman.



- To link the status of woman to social discrimination and social change.
- To draw a location specific trajectory of female bonding or empowerment.
- To understand the complexity of social and biological constructions of manhood and womanhood.
- To examine the relationship of women to work and production.

#### ❖ HC 09 Dissertation

- Gaining conceptual knowledge and the fundamentals of the research.
- Understanding the concepts and standards underlying in the Methods of research in English literature.
- Analysing about the developments in the basic research and documentation.
- K4 CO4 Knowing the various aspects of research and implying on the project.

#### ❖ CE 03 Indian Writing in English (Special Paper I)

- Awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama.
- To appreciate the historical trajectory of various genres of IWE from colonial times till the present.
- To critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism.
- To critically appreciate the creative use of the English language in IWE.
- To approach IWE from multiple positions based on historical and social locations.

#### ❖ CE 03 American Literature (Special Paper I)

- Acquaintance with features of American Culture and the work of significant American writers of Poetry, Prose Fiction and Drama from across a wide range of literary history.
- Students will be able to recognize social, historical, and ethnic influences in representative works of American literature.

#### ❖ CE 04 Postcolonial Literature (Special Paper II)

- To help the students understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
- To understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
- To see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.
- To appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.
- To critically engage with issues of racism and imperialism during and after colonial occupation.
- To appreciate the changing role and status of English in postcolonial literatures.
- To link colonialism to modernity.



#### ❖ CE 04 ELT and Linguistics (Special Paper II)

- To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in language study.
- To recognize/understand the structure and various parts of the language.
- To understand the existence of language in the form of different dialects based on a set of established factors.
- To identify the various functions a language performs and the roles assigned to it.
- To understand that all languages behave alike and develop a tolerance for other languages.
- To understand that making errors is a process of learning and not hesitate to use language for the fear of making errors.
- To identify and classify strategies used by a teacher to teach language
- To demonstrate clear understanding of the syllabus, its structure and development.
- To understand the structure of a textbook and its use.
- To articulate the reasons for different types of tests the teacher administers.
- To demonstrate the ways in which technology can be used for learning language.

#### ❖ OE 02 Popular Literature

- To trace the early history of print culture in England and the emergence of genre fiction and best sellers
- To engage with debates on high and low culture; canonical and non-canonical literature
- To articulate the characteristics of various genres of non-literary fiction
- To investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- To demonstrate how popular literature belongs to its time
- To use various methods of literary analysis to interpret popular literature

Sanchi' Datta  
(H. O. D.)  
Assistant Professor  
Dept. of English

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## SCOPE FOR FURTHER STUDIES

### Subject – English

There are several higher study options for meritorious graduates in English language and literature, such as:

1. Master of Arts in English
2. Master of Arts in English and Communication Studies
3. Master of Arts in English Literature
4. Master of Arts in English Literature and American Studies
5. Master of Arts in Human Resource Management
6. Master of Arts in Journalism
7. Master of Arts in (English) + Certificate Program in Foreign Language (CPFL)
8. Master of Arts in Communicative English
9. Master of Arts in Mass Communication
10. Master of Philosophy in English
11. Master of Philosophy in English and Communicative Studies
12. Master of Philosophy in English Literature
13. Master of Women's Studies
14. Doctor of Philosophy in English
15. Doctor of Philosophy in English Literature
16. Advanced Diploma in Functional English
17. Advanced Diploma in Modern Indian Language
18. Post Graduate Diploma in Creative Writing in English
19. Post Graduate Diploma in Business English
20. Post Graduate Diploma in Language Teaching
21. Post Graduate Diploma in the Teaching of English
22. Post Graduate Diploma in Spoken English
23. Linguistics

*Jonali Dutta*  
14.09.21  
(H.O.D.)  
Dept. of English

## EMPLOYMENT PROSPECTUS

### Subject – English

#### Careers available after doing B.A or P. G in English

1. Media and journalism careers (Journalist, Reporter)
2. Publishing careers (Digital, Print)
3. Teaching and academic career (School, College, University)
4. Advertising, marketing and PR career
5. Content Writer
6. Copywriter
7. Corporate Communication Executive
8. Writer/ Sub-Editor/ Proofreader with publishing houses
9. Translator
10. Instructional Designer / Subject Matter Expert
11. Customer Services Executive/ Agent (non-voice)
12. Freelance Writer
13. Writer
14. Blogger
15. Script Writer/ Playwright/ Screenplay Writer
16. Creative Writer (writing poems, short stories, novella, novels, essays, etc.)
17. Critic (writing critical reviews of products and services such as restaurants, travel destinations, fashion, movies, theatre, etc.)
18. Academic Writer (writing essays, research articles, etc.)
19. Technical Writer (writing product usage instructions, product manuals, etc.)
20. Lexicographer
21. Magazine journalist
22. Private tutor
23. Education consultant

Sonali Dutta

14.09.21

(H.O.D.)

Dept. of English

## PG Department of Hindi

Hindi is a developing language. This is the leading spoken language in India. In the Global context Hindi is the third most spoken language after Chinese Mandarin and English. Hindi has a strong literary tradition of over 1000 years.

Hindi is one of the leading Modern India Languages and its literature is deeply rooted in the socio-cultural life of our country. Apart from being one of the official languages of India, Hindi is the language of cultural relations, politics, entertainment, business, mass media etc. All the leading Universities in India and Autonomous Colleges offer Degree Courses in Hindi to understand the literature and to make a career. Some of the Universities in countries like Mauritius, Suriname, Nepal, USA and South Africa also offer courses in Hindi.

### Courses offered in this Institution

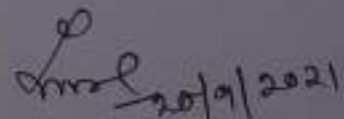
- BA (Hons.)
- M.A.
- M.Phil

### Scope for further studies

- Ph.D, D. Litt.
- Degree in Translation and Journalism
- Comparative literature, folk culture studies
- BH.Ed (B.Ed in Hindi)
- Animation
- Computer Programming in Hindi

### Career Opportunities

- Translator/ Language official
- Content writer
- Cinema/ Animation/ Dubbing Voice Artist
- Teacher
- Journalist
- Government jobs like IAS, IFS, OAS etc.

 20/9/2021

(DR. SUSANTA KUMAR BISWAL)  
Asst. Prof. of Hindi & H.O.D  
Department of Hindi

P.G Department of Home Science

Shailabala Women's (Autonomous) College ,Cuttack

B A Home science

Programme Outcomes

Develop Students with basic Knowledge, Understanding and Skills

- Develop Knowledge in the subject Home Science and allied subject needed to qualify for the degree.
- Provide a comprehensive idea about Nutrition, Diet Therapy, Textiles and Clothing, Extension Education and Human Development and research Methodology.
- Provide an excellent base for academics and research activities and mini project.
- Understand the significance of rural Development through Extension Education and Community Development.
- Qualify for Higher Education , Government Services, Industry Requirements and start- ups.

PG in Homescience

Develop students professionally competent with Knowledge and Skills

- Impart advanced knowledge in the subject with necessary practical inputs.
- Gain interdisciplinary, multidisciplinary knowledge as value additions.
- Develop Problem Solving, Decision Making and Communication skills.
- Demonstrate presentation and writing skills.
- Develop aptitude towards Research activity.

Scope of Homescience for further studies

The scope of studies for further studies include the subject areas of the following:


- Food Science and Nutrition and Dietetics
- Human Development and Family Studies
- Family Resource Management and Family Studies
- Textile and Clothing and Fashion Designing
- Extension Education and Community Development
- Environment and sustainable Development

Employment Prospectus

- Prepare the Students for entrance examination for teaching in schools, Colleges and Universities.
- Acquiring jobs as Research Assistant and Scholars in different areas of Home science



- Enable the students to become entrepreneur in the field of interior Design, Fashion Design, Catering
- Diet consultants in hospitals and health care Clinics and develop start-up companies in food and diet related industries.
- Administrative jobs as career through Public Service Exams
- Profession related to Extension-Rural and Community Development sector for government and Non- Government Organisations
- As academician, Research Scholars, Research Associates in different Universities of National repute
- Work as consultant in International Organisation like WHO, UNICEF, CARE.

  
24.9.21  
Head

Department of Home Science  
Shalabala Women's Autonomous Centre  
Cuttack

The Shailabala women's Autonomous College was established in the year 1913. More than hundreds years the college has been providing the subjects like history to the scores of students both the +2 and +3. Since 1992 the college has been providing post graduation course in history and Mphil degree since 2016.

#### PROGRAMME OUTCOMES

1. History has been considered as the mother of all subjects
2. All the subjects in the world have been originated from the cradle of History
3. The subject gives us identity index of the mankind, culture and economy and the society.
4. The subject like history is value based, which preserved the socio, economic, cultural and ethnic values of the human society and the state together.
5. History is the only subject in the global perspectives which is integrated with all the disciplines directly and indirectly.
6. The subject has the wide range of job perspectives
7. It helps to promote international understandings
8. History provides the platform to promote nationalism.
9. The subject like history provides the right notions to established social orders and the administration

#### FURTHER SCOPE OF STUDIES

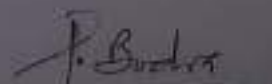
Keeping in view of the science and technology the subject has the potentialities to study in the managerial model, as history one of the essential fundamentals of modern management. The further scope of history lies on

1. History and management
2. history and social management
3. history and war management
4. history and tourism management
5. history and museology
6. history and archival studies
7. history and fashion design
8. historic and archaeological studies
9. ethno historical studies
10. history and mass communication and journalism

#### EMPLOYMENT SCOPE

The subjects like history has the wide range of job perspectives at local, national and global level directly and indirectly.

1. local level- teachers, lecturers, tourist officers, district culture officers, administrators
2. National level- teachers, lecturers, professors, IAS, tourist officers, entrepreneurs,, tourist officers, archaeologist, archivists,
3. Global level- IFS, planners, researchers, in maritime trade and commerce, councilors in UNO,

  
04.09.2021.

## COURSES OFFERED

### UG

#### ABOUT THE SUBJECT: LIBRARY AND INFORMATION SCIENCE

The discipline of Library & Information Science deals with Libraries and Information Centers which are established and maintained to fulfill the reading and information needs of various categories of library users. The Under graduate programme imparts education and training so as to develop manpower capable to manage Libraries and Information Centers effectively and efficiently with professional attitude and values. The Learning Outcome-based Curriculum Framework for the Under graduate degree aims to provide broad framework to impart meaningful, effective and quality education to the graduate students. The framework will enable to develop an evolving nature of the Library and Information Science as a discipline. It will help in sustaining the standard of Under graduate degree programmes across the nation. This framework can be adopted to periodically review graduate attributes, qualification descriptors, programme and courselevel learning outcomes of the Under graduate programme.

#### Objectives:-

The overall objectives of Under graduate programme in Library and Information Science are-

- (a) to provide students with learning experiences that help to instill deep interests in learning Library and Information Science; develop broad and balanced knowledge and understanding of fundamental concepts, principles, and theories related to Library and Information Science.
- (b) to equip students with skills essential to carry out library housekeeping activities and to provide various library and information services using Information and Communication Technologies.
- (c) to instill in students, professional attitude and ethical values for providing library and information services.
- (d) to impart students with the knowledge and skill base that would enable them to undertake further studies in Library and Information Science and in related areas or in multidisciplinary areas that involve Library and Information Science and to help them develop a range of generic skills that are relevant to wage employment in Libraries and Information Centers and also for self-employment and to practice infopreneurship. The



Learning Outcomes-based Curriculum Framework for under graduate Programme is a framework based on the desired learning outcomes and academic standards that are expected to be attained by graduates of Library and Information Science Programme and holder of a qualification. The key outcomes that underpin curriculum planning and development of the under graduate Programme include: Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

### Best Reasons to study Library and Information Science

Library and information Science is a professional discipline which allows students to further specialize in one of its subfields. These are only a few options available –

*(a) Disciplinary knowledge:* Capable of demonstrating comprehensive knowledge and understanding of major concepts, principles, theories and laws of various subjects in Library and Information Science and other related fields of study, including broader interdisciplinary subfields such as management, economics, information and communication technologies, etc.

*(b) Professional skills:* Ability to classify simple, compound and complex documents using standard classification schemes; capability to catalogue all types of documents using standard catalogue codes and metadata standards; ability to carry out housekeeping operations and to provide library and information services by using information and communication technologies, ability to search information from OPAC, Internet and electronic databases.

*(c) Skilled communicator:* Ability to communicate effectively in oral and written forms with users, colleagues and authorities in an effective manner.

*(d) Critical thinker:* Capability to critically analyze subjects of documents to classify them properly and to derive subject headings for subject cataloguing, indexing purposes and ability to think critically for solving various problems pertaining to the management of Libraries and Information Centers.

*(e) Problem solver:* Apply problem solving skills while providing reference and other services and for formulating search strategies for searching information from Internet and databases.

*(f) Team player/worker:* Capable of working effectively in diverse teams in classrooms, in computer laboratory and in Libraries and Information Centers.

*(g) Digitally literate:* Capable of using digital technology for communication purpose, for library housekeeping operations, and for searching information from OPAC, Internet and online databases.

*(h) Ethical awareness/reasoning:* Capable of demonstrating the ability to identify ethical

Issues related with Intellectual Property Rights, copyright etc. while providing library service

(i) *Lifelong learners*: Capable of self-paced and self-directed learning aimed at personal development; for improving knowledge and skills and for reskilling through continuing educational opportunities.

To study Library and information science is simple because it is professional and interdisciplinary.

### Scope for further studies

After Graduation in Library and information science Honours a student can pursue the following higher studies:-

- ☒ B. Lib. & Infn. Sc.
- ☒ M. Lib. & Infn. Sc.
- ☒ Post graduation in other social sciences

A degree from the Department of Library and information science will prepare the students for career in fields such as:-

- ☒ Librarianship
- ☒ Documentation
- ☒ ICT

Employment prospectus and career options in Library and information science A student after passing B. Lib. & Infn. Sc. And M. Lib. & Infn. Sc.

- ☒ Govt. jobs: OPSC, SSB,SSSC.
- ☒ Librarians (Junior, Assistants.)etc.

*Jiban Ballav Jena*  
Jiban Ballav Jena

HOD

U.G. Dept. of Lib.& Infn. Sc.



## U. G. DEPARTMENT OF MATHEMATICS

Shailabala Women's (Autonomous) College, Cuttack

**B.A. / B.Sc. Mathematics (Hons) and B.A/B.Sc with Mathematics as a subject**

**Programme Outcomes :**

### 1. Disciplinary Knowledge

- (i) Capability of demonstrating comprehensive knowledge of Mathematics and understanding of one or more disciplines which form a part of an undergraduate programme of study.
- (ii) Demonstrate fundamental systematic knowledge of Mathematics and its applications in Engineering, Science, Technology and Mathematical Sciences. It should also enhance the subject specific knowledge and help in creating jobs in various sectors.
- (iii) Bachelor's Degree in Mathematics is the culmination of in-depth knowledge of algebra, calculus, geometry, differential equations and several other branches of Mathematics. This also leads to study of related areas like computer science and statistics. Thus, this programme helps learners in building a solid foundation for higher studies in Mathematics.

### 2. Communication Skills

- (i) Ability to communicate various concepts of Mathematics effectively using examples and their geometrical visualisations.
- (ii) Ability to use Mathematics as a precise language of communication in other branches of human knowledge.
- (iii) Ability to communicate long standing unsolved problems in Mathematics.

- (iv) Ability to show the importance of Mathematics as precursor to various scientific developments since the beginning of the civilization.
- (v) Ability to explain the development of Mathematics in the civilizational context and its role as queen of all Sciences.
- (vi) Demonstrate educational skills in areas of analysis, geometry, algebra, mechanics, differential equations etc.

### **3. Critical Thinking and Analytical Reasoning**

- (i) Ability to employ critical thinking in understanding the concepts in every area of Mathematics.
- (ii) Ability to analyse the results and apply them in various problems appearing in different branches of Mathematics.
- (iii) The skills and knowledge gained has intrinsic beauty, which also leads to proficiency in analytical reasoning. This can be utilised in modelling and solving real life problems.

### **4. Problem Solving**

- (i) Capability to solve problem in computer graphics using concepts of Linear Algebra.
- (ii) Capability to solve various models such as growth and decay models, radioactive decay models, drug assimilation, LCR circuits and population models using techniques of differential equations.
- (iii) Ability to solve linear system of equations, linear programming problems and network flow problems.
- (iv) Ability to provide new solutions using the domain knowledge of Mathematics acquired during this programme.

- (v) Apply knowledge, understanding and skills to identify the difficult / unsolved problems in Mathematics and to collect the required information in possible range of sources and try to analyse and evaluate these problems using appropriate methodologies.

#### **5. Research Related Skills**

- (i) Capability for inquiring about appropriate questions relating to the concepts in various fields of Mathematics.
- (ii) To know about the advances in various branches of Mathematics.
- (iii) Fulfil one's learning requirements in Mathematics, drawing from a range of contemporary research works and their applications in diverse areas of mathematical sciences.

#### **6. Information / Digital Literacy**

- (i) Capability to use appropriate software to solve system of equations and differential equations.
- (ii) Capability to understand and apply the programming concepts of C++ to Mathematical investigations and problem solving.

#### **7. Self-directed Learning**

- (i) Ability to work independently and do in-depth study of various notions of Mathematics.
- (ii) Apply one's disciplinary knowledge and skills in Mathematics in newer domains and uncharted areas.
- (iii) Identify challenging problems in Mathematics and obtain well-defined solutions.

## 8. Moral and Ethical Awareness / Reasoning

Ability to identify unethical behaviour such as fabrication, falsification or misrepresentation of data and adopting objective, unbiased and truthful actions in all aspects.

## 9. Lifelong Learning

- (i) Ability to think, acquire knowledge and skills through logical reasoning and to inculcate the habit of self-learning.
- (ii) Exhibit subject-specific transferable knowledge in Mathematics relevant to job trends and employment opportunities.
- (iii) Students undergoing this programme learn to logically question assertions, to recognise patterns and to distinguish between essential and irrelevant aspects of problems. They also share ideas and insights while seeking and benefitting from knowledge and insight of others. This helps them to learn behave responsibly in a rapidly changing interdependent society.
- (iv) Students completing this programme will be able to present Mathematics clearly and precisely, make vague ideas precise by formulating them in the language of Mathematics, describe mathematical ideas from multiple perspectives and explain fundamental concepts of Mathematics to non-mathematicians.

## SCOPE FOR FURTHER STUDIES

1. M.Sc. / M.A. in Mathematics
2. Master in Applied Mathematics
3. M.Sc. in Computational Mathematics
4. M.Sc. in Statistics and Operational Research

5. Master in Mathematical Statistics
6. M.Sc. Financial Mathematics and Computations
7. MA / M.Sc. Statistics
8. M.Sc. in Actuarial Science
9. Master of Science in Data Science
10. M.Sc. in Machine Learning
11. MCA (Master of Computer Application)
12. MBA (Master of Business Administration)
13. Master in Economics
14. Graduate Diploma in Mathematics and Statistics
15. Bachelor's Degree in Education (B.Ed.)

#### EMPLOYMENT PROSPECTUS

1. Teaching (PRT, TGT) in Schools
2. Banking Sector
3. IT Industry
4. State Government Jobs
5. Central Government Jobs
6. Jobs in Indian Railways
7. Jobs in Scientific Institutions like DRDO, ISRO etc.
8. Insurance Sector
9. Finance Sector
10. Actuarial Science
11. Corporate Sector
12. Data Analyst

B.P.  
7-9-2021  
H.O.D  
Mathematics



## P.G Department of Odia

### Course offered

- > U.G
- > P.G
- > M.Phil

### About the Subject Odia

Odia is the oldest language as well as the sixth classical language in India. Odia language belongs to Indo-Aryan family and it is derived from Ardhamagadhi Prakrit. The Odia language begins to appear in engravings with Odia scripts in temple, copper plates, palm-leaf manuscripts etc. from 7th century to 1200 A.D. Adikabi Sarala Das of 15th century is recognized as first odia poet. Odia language and literature have a glorious past and also take a prestigious position in modern India.

### Objectives:

- > To encourage students to know about past and present Odia of language.
- > To insist students to learn about the trend of Odia literature.
- > To learn about Odisha culture and life style of Odias.
- > To learn about Odia language, literature and culture with comparison to other places of India and abroad.

### Best Reasons to study Odia

As Odia language and literature have a vast area, course of the subjects is divided into some sub-areas in higher studies. One can choose any of the sub-areas of Odia as specialization for his/her career.

- > Linguistics
- > Ancient Literature
- > Medieval Literature
- > Comparative Study
- > Religion
- > Folklore
- > Novel and Short-story
- > Modern Poetry
- > Translation
- > Drama

### Scope for further Study

After completion degree in Odia one can pursue following higher studies

- P.G in Odia
- P.G in Linguistics
- P.G in Socio Linguistics
- P.G in Journalism

### Employment Prospectus/Career Option in Odia

- > Teachership / Lectureship
- > Translator
- > Journalist
- > Folklore expert
- > Public relation office
- > Administrative officer
- > Any Govt. and Pvt. services

Sanjita Mishra  
At 2-11-2021

## PG DEPARTMENT OF PHILOSOPHY

### COURSES OFFERED

UG

PG

### About the subject Philosophy

Philosophy is the study of general and fundamental problems of the universe. To explore the central meaning of existence, values, knowledge, reason, mind and language are the main concern of a philosopher. It is an attempt to both introduce and at the same time, provide an in depth look into one of the most challenging subjects that one can study. It will introduce students to the great philosophers and their ideas and also how one thinks about contemporary problems through the lens of their theories. It will give a comprehensive sweep of Indian and western philosophy. It will also make the students aware of the main currents of thought in ethics. Students can also explore philosophy of science , logic ,feminism and bioethics amongst many other core and optional papers. The core idea of the Honours course is to make the students aware of the foundational issues related to the world around us, whether it be in our life, or regarding mind and matter, or existence, or belief or religion or science. Philosophy is vast in scope and intense in analysis and the Honours course tries to provide a taste of the extent of philosophy and the intensity of the argumentation and analysis at the same time.

### OBJECTIVES

After studying Philosophy ,the learning outcome based curriculum framework for UG[ HONS.] philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course.

The curriculum for B.A[HONS.] philosophy is prepared keeping in mind the needs ,expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject.

The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills ,attitudes ,values that a student completing this degree is expected to inculcate and know.

Philosophy is the ultimate transferable work skill with emphasis on reason and argumentation.

### **BEST REASONS TO STUDY PHILOSOPHY**

Philosophy is very broad and allows students to further specialize in one of its subfields. These are only few options available:-

Philosophy of science

Philosophy of law

Philosophy of religion

Philosophy of ethics

To study Philosophy is simply because is fascinating and multifaceted discipline.

### **SCOPE FOR FURTHER STUDIES**

After graduation in Philosophy( Honours ) a student can pursue the following higher studies:-

#### **POST GRADUATION IN PHILOSOPHY**

LAW

MBA

A student from department of philosophy will prepare the students for career in fields such as

Professor in philosophy

Police and probation services

Local and central govt.

Social and Market research

Charitable, and voluntary organizations.

Public relations, Journalism and Communication

Marketing

### **Employment Prospectus/ Career options in Philosophy**

Lawyer

Management consultant

Journalist

Policy Analyst

Academia and Research

Business Analyst

### **Job Prospectus in Government Sector**

UPSC, OPSC, SSB, CIVIL SERVICES ( IAS, OAS, ORS, OFS ETC)

RESEARCH ASSISTANT IN UNIVERSITIES AND DIFFERENT ORGANISATIONS.

Narmada kumari Parida  
Dr. Narmada Kumari Parida 20.9.2021

HOD

PG Department of Philosophy



## DEPARTMENT OF PHYSICS (BSc PHYSICS HONORS)

### Program Outcomes

The student graduating with the Degree *B.Sc. (Honours) Physics* should be able to

- **Acquire**
  - I. a fundamental/systematic or coherent understanding of the academic field of Physics, its different learning areas and applications in basic Physics like Astrophysics, Material science, Nuclear and Particle Physics, Condensed matter Physics, Atomic and Molecular Physics, Mathematical Physics, Analytical dynamics, Space science, and its linkages with related disciplinary areas/subjects like Chemistry, Mathematics, Life sciences, Environmental sciences, Atmospheric Physics, Computer science, Information Technology;
  - II. procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Physics, including professionals engaged in research and development, teaching and government/public service;
  - III. skills in areas related to one's specialization area within the disciplinary/subject area of Physics and current and emerging developments in the field of Physics.
- **Demonstrate** the ability to use skills in Physics and its related areas of technology for formulating and tackling Physics-related problems and identifying and applying appropriate physical principles and methodologies to solve a wide range of problems associated with Physics.
- **Recognize** the importance of mathematical modelling simulation and computing, and the role of approximation and mathematical approaches to describing the physical world.
- **Plan and execute** Physics-related experiments or investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/investigations while relating the conclusions/findings to relevant theories of Physics.
- **Demonstrate** relevant generic skills and global competencies such as
  - (i) problem-solving skills that are required to solve different types of Physics-related problems with well-defined solutions, and tackle open-ended problems that belong to the disciplinary area boundaries;
  - (ii) investigative skills, including skills of independent investigation of Physics-related issues and problems;
  - (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences of technical or popular nature;

- (iv) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Physics and ability to translate them with popular language when needed;
- (v) ICT skills;
- (vi) personal skills such as the ability to work both independently and in a group.

❖ **Scope for further studies:**

A student after BSc (Physics) honours can pursue the following higher studies.

1. Master in Science (MSc.)
2. MSc-PhD dual degree
3. MSc in applied Geophysics
4. MSc in Astronomy
5. MSc in Biophysics
6. MSc-PhD dual degree in Environment Science
7. MSc Applied electronics
8. MSc Medical Physics
9. Bachelor's degree in Education(B.Ed.)
10. MSc Nuclear Physics
11. MBA
12. MCA
13. MSc Acoustics
14. PG diploma in Data Science
15. MSc Nano Technology
16. MSc in Radiation Physics
17. M. Phil

❖ **A student after passing BSc/ MSc Physics has the following job prospects.**

Job Prospects

1. Scientific Assistant in PSUs like ONGC, DRDO, BHEL, ISRO etc.
2. Government jobs: OPSC, SSB, CIVIL SERCVIES (OAS, OFS, ORS etc.), SSC, BANKING.
3. Research assistant in different organisations after MSc.
4. Medical Physicists, Radiation Physicists, Geophysicists.
5. Teachers in Schools (TGT, PGT), Colleges and Universities.
6. Scientists in different scientific organisations and research institutes
7. Laboratory demonstrators
8. Data scientists

*Baunt*  
HOD 4/9/21

DEPT OF PHYSICS

**N.S.R. Physics**  
**S.B.W.College, Cuttack**

## PG DEPARTMENT OF POLITICAL SCIENCE

### PROGRAMME OBJECTIVES

#### □ Objectives

1. Educate students about normative political values, concepts and debates centred on these along with political processes, theories, governments in India and other countries and about international relations between those countries.
2. Prepare students for a variety of careers or graduate and professional degree programs in fields such as law, bureaucracy, education, politics, policy, civil society and business.
3. Offer students the analytical and research skills needed to understand, explain, describe & evaluate society, politics, governments, organized associational life and international relations.
4. Political Science is the study of theory and practice and description and analysis of power relations, political systems and political behaviour. The course involves study of both national and international political systems. It covers a very board field which incorporates the study of normative concepts, historical and modern political systems, public administration, governmental policies and procedures, international relations and public affairs. The stipulated duration of the course is three years.
5. Political science is the systematic and rigorous study of politics and government is becoming increasingly crucial in a complex and controversial world. Current cynicism about politics and public leadership belies a need for responsive, representative, effective, and capable public authority. Citizens still expect government to tackle such intimidating social problems, such as healthcare, community security, economic, and social justice and the balancing of conflicting rights and freedoms. Political science analyzes the ways societies use public authority to address collective problems. The Political Science program is designed to equip students with specialized research and analytical skills as well as familiarity with more generalized problem-solving skills sufficient to allow them to make valuable contributions to any vocation or enterprise they pursue and to ensure that they will be prepared to solve public problems.
6. Studies in Political Science will engage students in the study of social, economic, and political life, nationally and globally. It will lead to exciting careers in federal state and local governments; law, business, and international



organizations; non-profit associations and organizations; campaign management, electoral politics, and polling; journalism; and last but certainly not the least research and teaching.

7. The discipline Political Science offers a strong platform to venture into diverse field like academics, research, teaching, administrative jobs, journalism, work in national and international non profit organisations (NGOs) and election campaign manager.

8. Political Science acquaints students to inculcate various citizenship values like- empathy, cooperation, tolerance , leadership quality , make them responsible in nation- building and develop in them law abidingness.

9. It also inculcates values of debate, discussion and spirit of constitutionalism.

#### □ Program Specific Outcomes

1. Understanding of the institutions, processes, constitutional background, and policy outcomes of the government or other power structures and the ability to compare one country's political system with others around the world

2. Knowledge of key theories and concepts, historical developments, organizations, and modern issues in international relations

3. Understanding of government institutions, electoral processes, and policies in a variety of countries around the world and the ability to compare the effectiveness or impact of differing political arrangements across countries

4. Knowledge of some of the philosophical underpinnings of modern politics and government and the legal principles by which political disputes are often settled


5. Ability to use the comparative case study method of analysis, quantitative forms of analysis, and legal analysis in oral communication and in written research

*M. Pattnaik*  
HOD PolSc

Psychology is a field that will always see tremendous growth because it helps to understand what causes problem in the people in the first place not just in serving them. After centuries of studies involving not only experiments but also philosophical evaluations and re-evaluations, psychology is a field that straddles both the scientific and the intuitive. Psychology offers a myriad of opportunities right from the health care sector to a social care worker or a counselor working in the educational domain. Criminal psychology is another extremely challenging and well-paying job with psychologists assisting law enforcement agencies to capture criminals, especially serial killers and pedophiles. Like all other streams teaching psychology is also a safe bet. Being an intensive and dedicated domain we establish a successful career in the field of psychology. Candidates are expected to have a higher level of commitment in terms of work and intellectual energy. It is a great career choice as the demand for psychologists is increasing day by day depending upon the specialization they have.

Following are the some possible job opportunities for psychology students with relevance to local, national and international developmental needs.

1. Clinical Psychologist
2. Social Psychologist
3. Industrial or Organizational Psychologist
4. Forensic Psychologists
5. Health Psychologist
6. Counseling Psychologist
7. Sports Psychologist
8. Psychiatrist
9. Neuropsychologist
10. Child Psychologist
11. School Counselor/ Psychologist
12. Educational Psychologist
13. Applied Psychologist
14. Teaching and Research

  
07.09.21  
HOD, Psychology.



## DEPARTMENT OF SANSKRIT

### COURSES OFFERED

1. UG
2. PG
3. M.PHIL

### PLO (PROGRAMME LEARNING OUTCOMES)

**PLO-1 :** Creating a language environment for the students to acquire the language skill assessed by their conversation and usage of the language.

**PLO-2 :** Concept of "svadhyaya"- Self learning improves the ability of independent working.

**PLO-3 :** The students would be able to understand the secrets of Sanskrit literature.

**PLO-4 :** Provide adequate knowledge of Sanskrit language which enables students to understand Global scenario.

**PLO-5 :** The students would be able to understand multi dimensional application of Sanskrit language.

**PLO-6 :** Understand Ancient scriptures written in Sanskrit.

**PLO-7:** Creating Sanskrit scholastic community well versed both traditional as well as modern outlook.

**PLO-8:** Students would be able to evaluate any Sanskrit Drama and Ornate Poetry.

**PLO-9 :** Students would be able to translate any Sanskrit Drama, Prose and Poetry.

**PLO-10 :** Gain competencies and professional skills for teaching in various areas in Sanskrit like Sanskrit Grammar, Classical Literature, Vedic literature and Indian Philosophy.

### SCOPE IN THE FIELD OF SANSKRIT STUDIES

1. P.G Diploma in Yoga Therapy

2. P.G Diploma in Ayurveda (Naturopathy)
3. M.S.C in Yoga
4. P.G. Diploma course in Manuscriptology
5. P.G. Diploma course in Karmakanda
6. PG course in Communicative Sanskrit
7. PG course in Sahitya.
8. P.G in Savdabodha system.
9. P.G Diploma in Astrological Science.
10. PG course in Vyakarana.
11. PG course in Sankhya Darshan .
12. PG course in Adweta Vedanta Darshan.
13. PG course in Dweta Vedanta.
14. PG course in Yoga Darshan.
15. PG course in Nyaya Darshan.
16. PG course in Puranetihasa.
17. PG course in Dharma Shastra.
18. PG course in Veda.
19. M.Phil in Sanskrit.
20. PhD in Sanskrit.
21. Siksha shastri (B.Ed)
22. Sikshaacharya (M.Ed)

#### EMPLOYMENT PROSPECTUS

1. Assistant Professor, Associate Professor and Professor of Sanskrit in College and University level.
2. Project Assistant in various Teaching Institutions.
3. Lecturer in Sanskrit in Govt. and Non Govt. Aided College .
4. P.G.T (Post Graduate Teacher) in Higher Secondary School.
5. T.G.T (Trained Graduate Teacher) in Higher Secondary Schools.
6. T.G.T (Trained Graduate Teacher) in Kendriya Vidyalaya Sangathan (KVS).
7. Teacher post at Odisha Adarsha Vidyalaya Sangathan (OAVS).
8. Sanskrit news reader post in various T.V channels and Radios.
9. Pandit post in Indian Army.

Md. 16.09.2021  
HOD, Sanskrit

## PG DEPARTMENT OF SOCIOLOGY

### **COURSES OFFERED**

- \* U.G
- \* P.G
- \* M.Phil

### **ABOUT THE SUBJECT -SOCIOLOGY**

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European Society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and methodological techniques and procedures systematized.

Studying sociology is beneficial both for the individual and for society. By studying sociology people learn how to think critically about social issues and problems that confront our society. The study of sociology enriches students' lives and prepares them for careers in an increasingly diverse world.

Sociology is one of the most captivating and vast fields of study. It examines human societies , behaviour and the way in which they change and influence each other over time.

### **Objectives:-**

- After studying Sociology the students can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and it's approach.
- To introduce students to the basic social processes of society, social institutions and patterns of social behaviour.

- To train students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.
- Sociology helps us to look more objectively at our society and other societies. It directs attention to how the parts of society fit together and change as well as makes us aware of the consequences of that social change.

### **Best Reasons to study Sociology**

Sociology is very broad and allows Students to further specialise in one of its subfields. These are only a few options available:-

- Social Change
- Social Research
- Social Inequalities
- Ethnic studies
- Gender and sexuality

To study Sociology is simply because Sociology is fascinating and multifaceted discipline.

### **Scope for further Studies**

After Graduation (Sociology) Honours a student can pursue the following higher studies:-

- ★ Post Graduation in Sociology
- ★ Post Graduation in Social work
- ★ Post Graduation in Gender studies
- ★ MBA

A degree from the Dept of Sociology will prepare the students for career in fields such as:-

- ★ Police and probation services
- ★ Local and Central Govt
- ★ Social and Market research
- ★ Charitable, counselling and voluntary organisations.



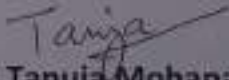
- ★ Public relations, Journalism and communication.
- ★ Media and marketing

### **Employment prospectus/Career Options in Sociology**

- Social Worker
- Journalist
- Administrative support
- Rehabilitation Counsellor
- Family Counsellor
- Survey Researcher
- Human Resources (HR) Specialist
- Policy Analyst

A student after passing Post Graduation in Sociology has the following job prospects: -

- ❖ Govt jobs: OPSC, SSB, Civil services (OAS, OFS, ORS etc.)
- ❖ Research assistant in different organisations of social sciences.
- ❖ Career Counsellors
- ❖ Family Counsellors

  
**Dr. Tanuja Mohapatra**  
**HOD**  
**P.G Dept of Sociology**

## Department of URDU

Urdu is one of the Cultural Language which has on rich literature and has familiarity with Hindi, Punjabi, Persian, Turkish and Sanskrit. Learning Urdu can give better exposure to an individual for knowing other mentioned languages as well. It is among the 20<sup>th</sup> most spoken languages in the world with around 160 million speakers in over 26 countries.

### **Career perspectives:**

- i. If you want to join academic, you can become an Urdu teacher or Assistant Professor with some additional qualifications like B.Ed/ D.Ed or Net etc.
- ii. You can also become a language trainer in any Govt. or Private institution.
- iii. If you have a flair for writing, you can become an Urdu content writer columnist for an Urdu newspaper, magazine or journal.
- iv. You can also become a translator or interpreter.
- v. Proof reading and editing Urdu manuscripts also be an option.
- vi. You can also pursue M. Phil, Ph. D if you are interested in further research on Urdu language and literature.
- vii. If you want to work in or with lands of Northern India, Pakistan, Great Britian, Canada, United Arab Emirates, Oman, Qatar, Saudi Arabia, South Africa and many other places, Urdu knowledge will help you to find jobs.
- viii. Media Houses (Radio, Newspaper and TV Channels)
- ix. Information Officers
- x. Public Relation Officer
- xi. Record Manager

Farhat Aisar  
Lecturer in Urdu

Dr. Sunita Khatun  
Coordinator Urdu Dept  
S.B. Womens Auto. College  
Cuttack

## **DEPARTMENT OF ZOOLOGY**

### **SHAILABALA WOMEN'S AUTONOMOUS COLLEGE CUTTACK**

#### **PROGRAMME LEARNING OUTCOMES IN B.Sc (ZOOLOGY HONOURS)**

1. The students are expected to learn the courses with excitements of biology along with the universal molecular mechanisms of biological designs and their functions.
2. B.Sc. Zoology course will help to understand the behaviour, structure and evolution of animals.
3. B.Sc. degree programme in Zoology also deals with skill enhancement courses such as apiculture, aquarium fish keeping, medical diagnostics, sericulture etc.
4. The key areas of study within the disciplinary/subject area of Zoology comprise: animal diversity, principles of ecology, comparative anatomy and developmental biology of vertebrates, physiology and biochemistry, genetics and evolutionary biology, animal biotechnology, applied zoology, behaviour, immunology, reproductive biology, and insect, vectors and diseases.
5. The intention is to understand the subject of Zoology in the evolving biological paradigm in modern times; where, living beings need to be understood at the level of atomic interactions; and comparative systems of organisms need to be studied through the prism of integrated chemical, physical, mathematical and molecular entities to appreciate the inner working of different organisms at morphological, cellular, molecular, interactive and evolutionary levels.

6. Appreciate the complexity of life processes, their molecular, cellular and physiological processes, their genetics, evolution, behaviour and their interrelationships with the environment.
7. Diversity in the life forms need to be understood by a Zoologist for its socio-economic capital.
8. A comprehensive knowledge of structure-function relationship at the level of gene, genome, cell, tissue, organ, and systems, through development would further add to the knowledge base and the learning outcome in terms of editing of genes and genomes for industrial application and research purposes.
9. These courses and their practical exercises will help the students to apply their knowledge in future course of their career development in higher education and research. In addition, they may get interested to look for engagements in industry and commercial activities employing Life Sciences, Molecular Biology and Biotechnology. They may also be interested in entrepreneurship and start some small business based on their interest and experience.
10. It provides students with the knowledge and skill base that would enable them to undertake further studies in Zoology and related areas or in multidisciplinary areas that involve advanced or modern biology and help develop a range of generic skills that are relevant to wage employment, self-employment and entrepreneurship.

#### **FURTHER STUDY**

Some zoology graduates choose to undertake postgraduate study at Masters or PhD level in order to specialise in a particular area of interest within their discipline, for example wildlife conservation and biology, animal biology, ecology and environmental sustainability, and ecology, management of the natural environment etc. Others choose to do further study in a different area entirely. Many postgraduate courses are open to graduates with a degree in any subject.




## JOB FEASIBILITY AFTER B.Sc. (Zoology Honours)

As well as working as a zoologist, the in-depth knowledge of animal sciences and lab and field work equips one for a career in the environmental, agricultural and pharmaceutical industries such as:

### **Jobs directly related to B.Sc. (Zoology) degree includes:**

1. Academic researcher
2. Animal nutritionist
3. Ecologist
4. Environmental consultant
5. Environmental education officer
6. Higher education lecturer
7. Marine scientist
8. Nature conservation officer
9. Science writer
10. Zookeeper
11. Zoologist
12. Animal physiotherapist
13. Environmental manager
14. Field trials officer
15. Marine biologist
16. Research scientist (life sciences)
17. Toxicologist

  
09/09/2021  
Head of Department  
Department of Zoology

**DEPARTMENT OF ZOOLOGY**  
**SHAILABALA WOMEN'S AUTONOMOUS COLLEGE**  
**CUTTACK**

**VISION:**

We envision a world in which Zoology education positively contributes to each person's ability to reach their potential in acting for society's good.

**MISSION:**

- Prepare and equip students to be critically reflective learners and practitioners through efficient and effective processes.
- Model and prepare students to critically evaluate sustainable practices to enhance economic, environmental, physical and social, and professional needs.
- Support the development of global citizens who understand the complexities of living in a globally interconnected world.