

Department of Economics:

Yes. Placement and academic progression of students in final semester are placed in Department website: <https://tinyurl.com/4r6u34um>

Department of History

Program outcomes:

The B.A (Hons.) programme is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A (Hons.) History programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.

Program specific outcomes:

After completing the undergraduate programme in History, the students are expected to:

i. Construct historical narratives

- Describe significant developments within the historical contexts, covered in the syllabus,
- Identify and analyse the significance of historical changes that take place within a society or culture,
- Explain the patterns of such transitions,
- Assess patterns of continuities within such historical contexts.

ii. Formulate arguments based on a historiographical engagement

- Formulate, sustain, and justify a historical argument,
- Support and establish such arguments with historical evidence drawn mainly from secondary sources and wherever possible also from primary sources,

- Situate historical arguments within a larger scholarly narrative,
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,
- Exhibit a familiarity with “the historian’s craft” – methods and rigours of the discipline.

iii. Engage with scholarly writings and presentations

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History,
- Comprehend, and explain the structure of arguments and claims made in such writings,
- Note the empirical evidence used to establish such claims.

iv. Answer questions, write essays and research papers

- Access source materials (scholarly writings) and identify reliable and appropriate source materials,
- Evaluate source materials,
- Incorporate ideas from these sources,
- Synthesize arguments and facts culled from scholarly writings,
- Articulate a persuasive and well-structured historical argument on the basis of such synthesis,
- Employ multiple forms of evidence in this historical argument,
- Formulate relevant and meaningful historical questions,
- Read and interpret primary sources, at least at an elementary level, wherever there is an opportunity or requirement,
- Interpret appropriately and answer questions based on the above,
- Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history (evidence could include secondary and/or primary sources), avoiding plagiarism,
- Use proper citations and footnotes within formal written assignments,
- Deliver presentations based on such well – researched material orally as well,
- Participate in debates and other forms of verbal historical discussion.

v. Work collaboratively

- Make presentations,

- Listen attentively to presentations made by peers,
- Participate in discussion and ask thoughtful questions,
- Provide formal feedback to peers in the course of such discussion,
- Learn the formal protocol of academic engagement in a seminar and conference.

Course outcomes:

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. In the B.A (Hons.) History Programme these details are carefully parsed so that students can follow the narrative within particular papers and themes without feeling over-burdened. The care in framing these courses is evident in that the objective of guiding students into the foundations of the discipline remains undiluted. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, field-work, visit to archives, museums, archaeological sites, historical monuments etc consolidate their ability to analyse, research and process information.

Post Graduate History Program:

Program Outcomes:

The M.A. History Programme has greatly expanded in terms of the number of courses on offer and the number of options available. The courses are organised in a chronological and thematic manner, ranging from prehistory to contemporary history, and from Indian to global/world history.

Students are required to take four taught courses and one sessional course in each of the four semesters of the programme from a wide range of choices. The courses offered by the department reflect the great diversity and variety of the research interests of its faculty, which include History of Art & Architecture, History of Religion, History of Science & Technology, Economic History, Intellectual History, Environmental History, Jewish History, Interfaith Relations, Genocide Studies, South Asian History, World/Global History, etc.

Program Specific Outcomes:

The two year Masters Programme in History imparts specialised training to students in World History and Indian History. This training aims at developing their skills of historical enquiry and analysis with more complex content. Hence the M.A. curriculum and pedagogy have been designed to draw students into a discussion of the reasons for historians to ask new questions and how they can explore those new angles of enquiry, how the methodology of grappling with the old questions has undergone tremendous change and what this learning augments for the craft of historiography itself.

Master's degree in History opens a number of career avenues, such as Academic researcher, Archivist, Heritage manager, Historic buildings inspector/conservation officer, Museum education officer, Museum/gallery curator, Museum/gallery exhibitions officer, teacher (secondary and tertiary levels). Besides the jobs mentioned above there are a number of jobs where a degree in History is useful, such as Academic librarian, Archaeologist, journalism (print, online and television), Civil Services, Editorial assistant for publishers, Human resources officer, Information officer, Marketing executive, Policy officer.

There is a great need for qualified candidates to fill in the vacancies, at local, national, regional, and global levels in the above-mentioned domains as indicated by the following facts. There are 43 degree-awarding universities/institutions, 1,367 colleges, and 443 stand-alone institutions in West Bengal and 903 degree-awarding universities/institutions, 41,102 colleges, and 10,011 stand-alone institutions in India, including West Bengal (Source: UGC Higher Education – All India and States Profiles, 2017-18). The total vacancies in new central universities are nearly 48% and at the older universities, 33% (Figure drawn from an article published in June 2018). According to the All India Survey of Higher Education report, the number of students increased from 27.5 million in 2010 to 35.2 million in 2016. With the gross enrolment ratio (GER) expected to increase from 25.2% (2016) to 30% (2020), it is unlikely that there will be sufficient numbers of faculty for these students in the coming future if recruitment for academic positions is not done. There are 24 national archives and 4 other archives, and around 189 museums, 13 of which are in West Bengal. The degree of MA (History) qualifies one to aspire for positions at these institutions.

Course Outcomes:

Our postgraduate programme promises to equip the students with the skills of analytical thinking, critical enquiry, eloquent communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and awareness of the archives used by different historians in their research. The attributes expected from the graduates of our MA (History) programme are the following:

- The ability to apply appropriately complex historical theories and concepts on case studies to test hypotheses.

- The competence to differentiate between conflicting interpretations and perspectives – and to articulate clearly their findings, both in oral and written presentations.
- Equipped with the skills and knowledge acquired during the writing of their MA dissertation, our MA graduates would be fully prepared for doctoral study, should they decide to remain in academia.

Department of Philosophy:

Received Gold Medal for standing 1st in the BA philosophy programme- Retwick Chakraborty

Received Gold Medal for standing 1st in the MA philosophy programme- Satyabrata Biswas

Department of Geology

UG CBCS CURRICULUM:

Geology is a branch of earth science that has a multidisciplinary approach. Planet earth being the only habitable planet, with a lithosphere, hydrosphere, oxygenated atmosphere and biosphere stands out from the other terrestrial planets. The course is designed to let the students know the interactions between these spheres and to effectively understand how our planet earth works. The principles of geological processes, spanning from megascopic to nano scales form the essence of the curriculum. Integration of theoretical knowledge with adequate laboratory exercises and field work has been the major thrust area of the syllabi.

PG Applied geology:

This course has been designed to enhance the skills, based on knowledge acquired in the undergraduate course, which become pertinent to the Industry and society at large. The curriculum focuses on the development of soft as well as technical skills to enable students to pursue their careers in the fields of earth sciences. Industry -academia collaboration is fostered by summer training and internship programmes included within the curriculum. The present curriculum supports students to carry out independent research in their Dissertation work.

Department of Statistics

The Department of Statistics is ready with the UG CBCS Syllabus 2018 with details of Program Specific Outcomes and Course Outcomes.

Department of School of Biotechnology

With the capacity of 10 students in each of M.Sc. in Biotechnology with specialization in A) Plant Biotechnology, and B) Microbial Biotechnology, 3 and 5 students respectively had continued the course and progressed in second semester. The results of their 1st semester examination are as follows:

Reg. No.	SGPA	Major	Name
19421220001	3.60	Biotechnology (Microbial)	PRAGNYA BISWAS
19421210002	9.00	Biotechnology (Microbial)	ANUSHA MAJUMDER
19421210005	8.00	Biotechnology (Microbial)	ARANYA MITRA
19421110006	8.60	Biotechnology (Microbial)	SAUVIK CHAKRABORTY
19421210008	5.20	Biotechnology (Microbial)	DIKSHA TRIVEDI
19420210001	9.40	Biotechnology (Plant)	SNIGDHA MAJUMDER
19420210002	6.40	Biotechnology (Plant)	ROSHMI GHOSH
19420230005	7.40	Biotechnology (Plant)	DICHEN LAMA

Department of Physics

Every program in the Physics curriculum has been designed to make the students familiar with the state-of-the art Physics, in terms of its fundamentals, as well as applicability. Regular assessments, in a dynamical way help the students develop skills for solving problems, addressing latest issues in science. A gruelling Project assignment, spanning a full year, along with special papers implemented in the final year M.Sc. have been widely acclaimed all over the globe, and this is reflected in several of the Physics students from this Department being absorbed as research scholars in established national and international Institutions in the past years, in particular during the period of consideration.

Department of English

Interestingly poised between its past glorious tradition of teaching British literature and an exciting future where the discipline has broadened its scope to include literatures of the world. The interests of the new faculty members reflect this rich diversity and range over Victorian Studies, Digital Humanities, Postcolonial Studies, Dalit Studies, Critical Theory, Indian Literature, Philosophy and Theology, Classical and Biblical Studies, Film Studies, Musicology, Early Modern Studies, and Creative Writing. Class room teaching continues the tradition of close textual analysis, often supplemented by modern audio-visual aids and techniques. Apart from formal lectures, there are tutorial sessions and informal discussion groups where faculty and students interact at a more personal level. Assessment is done through continual evaluation, end-Semester examinations, terms papers and dissertations. The students of the department also partake of a vibrant cultural life on campus, participating in debates, quizzes, drama performances. The term papers train them in taking part in conferences. Many of them have presented papers inside and outside Presidency. Here are a few of them

Ishan Purkait

Abhista Goswami

Dhritimay Sarkar

20th November 2019

Nonlinear Interactivity -Investigating a missing Link in Native context

Games at The Margin - GamesLit2019 Conference.

Gunja Nandi (PG II)

Presented on 06/03/2020 at the British Women Writers Conference 2020, Texas Christian University.

Paper title: "Through Storm to Peace": The Origins of Red Annie"

Oishee Chanda (PG II)

Published article in Alochana Chakra Journal (Volume IX, Issue V, May, 2020)

Paper title: "Social Media and Adolescents: In Times of the Covid-19 Pandemic"

Department of Performing Arts

Undergraduate students have been consistently participating in National and International skill development workshops hosted by the department as part of their academic curriculum. These workshops, taught by renowned Artists-performance based academicians-researchers, give them unique opportunities to receive an exposure and develop perspectives in different practice based domain of Performing Arts. Alongside, the theoretical aspect of the course enables the students to develop critical thinking and writing abilities around social and artistic phenomenon. The Department of Performing Arts at Presidency University, Kolkata is the only University in India that offers such a holistic undergraduate major course in Performing Arts which trains students to pursue research and performance at an advanced level with proficiency. The program offered is intrinsically interdisciplinary in nature and aims towards understanding Performing Arts in relation to Media, Humanities, Social Sciences and other artistic disciplines. The department also encourages students to participate in various collaborative and outreach activities at regional, national and international levels. Many of the students of the department are already professionally engaged, in their own capacities, with various projects related to media and performing arts.

Department of Sociology

Teaches students to develop an engagement with the social reality around them weaving together sociological ways of looking at everyday life, theoretical abstractions of various kinds, and a critical analysis of the past and present of society in India.

Creates constitutive linkages between sociology/anthropology, classical and contemporary philosophy, cultural studies, history and philosophy of science, religious studies, visual anthropology, gender studies, economic theory and other such affiliated epistemological fields.

Theoretical interventions are taught through a huge range of ethnographies, which transports students to the life-worlds of people in different parts of the globe.

Department of Chemistry

Outcome of B.Sc. Course (2017-20) - Students have qualified JAM and other national level competitive examinations to get chance in M.Sc. and /or Integrated Ph.D. in different prestigious institute like IIT, TIFR, JNC SR etc.

Outcome of M.Sc. (2018-20) - Students have qualified NET and GATE examinations to get chance in Ph.D. in different prestigious institute like IIT, IACS, CSMRI, CSIR-CMERI etc. and got jobs in Chemical industry.

Department of Life Sciences

UG students have qualified in different entrance examinations such as JAM, JGEEBILS, JNUEEE, CEEB and have enrolled in different PG and Integrated PhD programmes of different Universities (such as Presidency, JNU, Central University of Hyderabad) and Institutes (IISER, NISER, NIT Rourkela, IIT Kharagpur, NCBS, IISC, etc.) PG students have qualified in NET, GATE, ICMR JRF, DBT JRF examinations and enrolled in PhD programmes of different Universities (Presidency, Calcutta, Central University of Hyderabad, JNU, etc) and institutes (IICB, Bose Institute, IIT, Kharagpur, IISER, NCBS, NBRC, IISc Bangalore, etc.)