

Surya Sen Mahavidyalaya

NAAC ACCREDITED

A Multi Stream Govt. Aided College &
Recognised by UGC u/s 2(f) & 1 2(b)
(Affiliated to University of North Bengal)



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Department of Geography

B.A. 4th SEMESTER HONOURS **COURSE CODE: GEO-H-DSC-4-10-PR**

It was conducted in Siliguri Municipal Corporation area under the supervision of Smt. Bhaswati Bhattacharya, Smt. Sudeshna Mandal and Smt. Ishita Saha. Total 28 numbers of students were participated and they collected both primary and secondary data. Due to pandemic situation those students who lived in siliguri they only surveyed their own ward and collect the primary data. Students prepared field report entitled 'A case study of Siliguri Municipality Town'.



B.A. 6th SEMESTER HONOURS **COURSE CODE: GEO-H-DSC-6-14-PR**

B.A. 6th semester honours students prepared their project report through online mode. Project reports are based on flood, landslide and earthquake field based case study. Due to pandemic it was totally based on secondary data. There were total 24 numbers of students in 6th semester honours divided in three groups and each group contained 8 students and that was supervised by 3 different teachers. The title of field report of each groups are mentioned below -

- 'A Field Report on Flood in North Bengal' supervised by Smt. Bhaswati Bhattacharya
- 'A Study in the Landslide in East Sikkim' supervised by Smt. Sudeshna Mandal
- 'A study of landslides and their impact on Darjeeling hills west Bengal' supervised by Smt. Ishita Saha

B.A.6th SEMESTER PROGRAMME COURSE **COURSE CODE: GEO-P-DSE-6-02-PR**

All students of 6th semester prepared their project report through online mode. There were total five students. It was prepared under the supervision of Smt. Bhaswati Bhattacharya. The title of the report was "A case study on socio economic status of the people at any one of the following level: A village level". Due to pandemic it was totally based on secondary data.

B.A. 5th SEMESTER PROGRAMME COURSE **COURSE CODE: GEO-P-DSE-5-01-PR**

Only one student prepared field report on 'Education status in local village on Darjeeling district a rural perspective' under the supervision of Smt. Sudeshna Mandal. Due to pandemic this report was totally based on secondary data.

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Department of Geography

Syllabus of Field work PRACTICAL

B.A. 4th SEMESTER HONOURS COURSE CODE: GEO-H-DSC-4-10-PR

1. Use of field tools: Collection of material for physical and socio-economic surveys.
2. Designing the field report: Aims and objectives, methodology, analysis, interpretation and writing the report.

Project Report

1. Each student will prepare an individual report based on primary and secondary data collected during field work within India
2. The duration of the field work should not exceed 10 days.
3. The word count of the report should be 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
4. One typed copy of the report on A 4 size paper should be submitted in soft binding.

B.A. 6th SEMESTER HONOURS COURSE CODE: GEO-H-DSC-6-14-PR

Project report based on any one field based case study from the following disaster will be prepared:

- a) Flood
- b) Landslide
- c) Earthquake
- d) Human induced disaster

Project Report

1. Each student will prepare an individual project report based on primary and secondary data collected from local area.
2. The word count of the report should be about 4000 to 6000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A 4 size paper should be submitted in soft binding

B.A. 6th SEMESTER PROGRAMME COURSE COURSE CODE: GEO-P-DSE-6-02-PR

1. A case study on socio economic status of the people at any one of the following level:

- a) Mouza level
- b) Village level

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during field work.
2. The word count of the report should be about 4000 to 6000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A 4 size paper should be submitted in soft binding

B.A. 5th SEMESTER PROGRAMME COURSE COURSE CODE: GEO-P-DSE-5-01-PR

1. Project report based on any one field based case study among the following:

- a) Health issues in any local village
- b) Education status in any local village

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during field work.
2. The word count of the report should be about 4000 to 6000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A 4 size paper should be submitted in soft binding

Surya Sen Colony, Block-B, Siliguri - 734004, Dist. Jalpaiguri, West Bengal

Ph.:0353-2691488(0) E-mail: geography@suryasencollege.org.in

Website: www.suryasencollege.org.in

UNIVERSITY OF NORTH BENGAL
Sociology Honours (Under CBCS)

DSE-04: FIELD WORK

[Credits-6]

[Full Marks 75]

Distribution of Marks

- a. Internal Assessment: 15 [Internal Assessment: 10, Attendance:05]
- b. Dissertation Marks: 60 [Writing 40, viva voce 20]

Instructions:

Keeping the continuing covid-19 situation and the restrictions on movements of students would be asked to write a dissertation of not more than 25 pages based on 10 case studies on the topic to be allotted to them by the teachers/ supervisors. The dissertation would be evaluated by an external and one internal examiner (Head of the Department / senior teacher) appointed by the University. If necessary viva -voce would be conducted online.

The dissertation should include the following:

Title of the dissertation

1. Chapter -1: Introduction, Statement of problems, Literature review, objectives, Methodology
2. Chapter-2 Observation and Findings
3. Chapter-3 Conclusions

References

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Department Of Sociology

Report of Field work

Field work is a compulsory course in the curriculum of BA Honours in Sociology. The outbreak of covid-19 pandemic and its continuing situation has changed the entire mode of education system. Field work is no exception. Due to this situation Department of Sociology could not make any organized field work. The students have collected data as per direction of truncated syllabus from their nearby areas. They have taken both face-to-face interview and telephonic interview as per their convenience. 59 students have done their field work. Most of the students have chosen covid related issues as their subject of enquiry. Socio-economic impact of covid situation, social and psychological impact of covid on People of Bagha Jotin Colony, Impact of Lockdown on unorganized sector, Impact of Lockdown on Children of Ambika Nagar, Positive effects of covid-A study on Environment, Effects of Lockdown on Education system, Crisis of Beauty Parlour Workers, Loss of Employment-A study on Central Colony, NJP are some examples. Apart from these students have also chosen topics like Kanyasree, Sarbo Shiksha Abhijan, Family Planning, Sanitization Practices in Sankar Vasti, Problems of Old Age, Changes in family.

Krishna Prasad Behera

DIC & Assistant Prof.
Dept. of Sociology
Surya Sen Mahavidyalaya
Siliguri-4

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Department of History

Academic Session 2020-21

Departmental Report

1.3.2 Details of Experiential Learning Project Work

In the 3rd and 4th Semester of History Hons and 3rd, 4th, 5th and 6th Semesters of History Programme of CBCS syllabus SEC Papers 302 & 401 are practical papers based on Projects. The two papers which our department teaches is An Introduction to Indian Art and Architecture and the other being Museum Studies. In the academic session of 2020-21 there were 51 Hons students and 64 Programme students in 3rd Semester and 51 Hons students and 64 Programme students in 4th Semester taking these papers. There were 414 students in 5th and 6th Semester in Programme taking this paper. Altogether 1062 students participated in the experiential learning. Due to the pandemic situation classes were conducted online on Google meet and study materials were shared on whatsapp group and ENGAGE portal of our College website. For the Covid 19 situations instead of projects Assignments were given to the students.

Dr. Bhawna Rai
DIC & Assistant Professor
Department of History
Surya Sen Mahavidyalaya, Siliguri

Surya Sen Colony, Block-B, Siliguri - 734004, Dist. Jalpaiguri, West
Bengal

Ph.:0353-2691488(0) E-mail :history@suryasencollege.org.in,
Website : www.suryasencollege.org.in

SEC: ARCHIVES AND MUSEUMS

SYLLABUS FOR THIRD SEMESTER HISTORY HONS STUDENTS AND B.A.(P) STUDENTS

- I. Definition and history of development (with special reference to India)
- II. Types of archives and museums: Understanding the traditions of preservation in India.
- III. Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others.
- IV. Documentation and Preservation: indexing and cataloguing, digital documentation and deaccessioning, preservation and restoration.

ESSENTIAL READINGS:

Saloni Mathur, *India By Design: Colonial History and Cultural Display*, University of California, 2007.

Sengupta, S. *Experiencing History Through Archives*. Delhi: Munshiram Manoharlal. 2004. Guha, Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial India*, New York, 2004.

Kathpalia, Y. P., *Conservation and Restoration of Archive Materials*. UNESCO, 1973.

Choudhary, R.D., *Museums of India and their maladies*. Calcutta: Agam Kala, 1988.

Nair, S.M. *Bio- Deterioration of Museum Materials*. 2011.

Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi.

FOURTH SEMESTER SEC:

PAPER-II: ART APPRECIATION AN INTRODUCTION TO INDIAN ART

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts

II. Indian Art (c. 600 CE – 1200 CE) : Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons

III. Indian art and architecture (c. 1200 CE – 1800 CE) : Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture

IV. Modern and Contemporary Indian art and Architecture: The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks Popular art forms (folk art traditions)

ESSENTIAL READINGS:

Neumayer, Erwin, *Lines of Stone: The pre-historic rock-art of India*, South Asia Books, 1993.

Goswamy, B.N., *Essence of Indian Art*, Asian Art Museum of San Francisco, 1986.

Huntington, Susan, *The Art of Ancient India: Hindu, Buddhist, Jain*, Weatherhill, 1985.

Guha-Thakurta, Tapati, *The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920*, Cambridge University Press, 1992.

SUGGESTED READINGS:

Mitter, Partha, *Indian Art*, Oxford History of Art series, Oxford University Press, 2001. Dhar, Parul Pandya, ed., 2011, *Indian Art History Changing Perspectives*, New Delhi: D.K. Printworld and National Museum Institute (Introduction). Beach, M.C., *The New Cambridge History of India I: 3, Mughal and Rajput Painting*, Cambridge University Press, 1992. Ray, Niharranjan, *An Approach to Indian Art*, Calcutta, 1970.

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Department of Education



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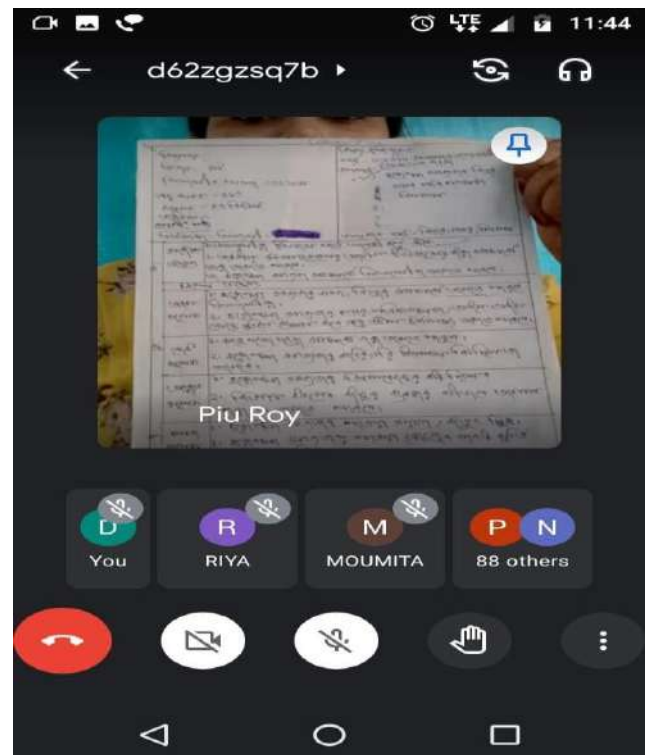
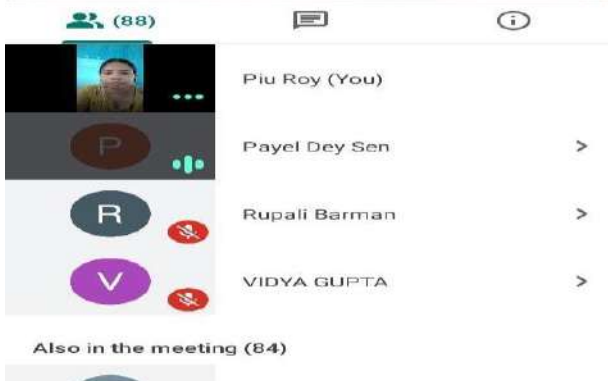
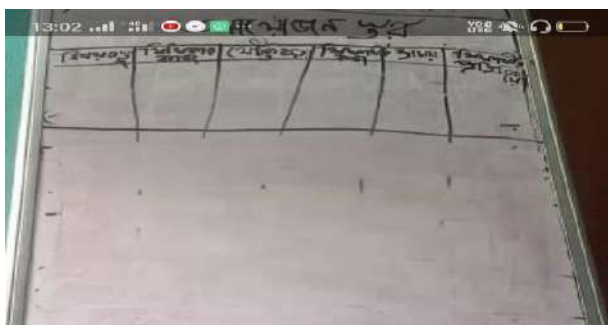
Report on Experiential Learning

This is to reported that Deptt. of Education conducted tutorial class on 04.01.2021 on “Experiential Learning” among the 6th Semester Students on the conceptual understanding into a set of learning skill and memory, illustrated by Smt Payel Dey Sen and Smt Piu Roy, respectively through Google meeting portal due to pandemic situation. A good response received from around 100 plus students. Few screenshots were taken which are attached herewith. More such lesson plan will be made in future.

Head of the Department

(Piu Roy)

Attachments



Surya SenMahavidyalaya

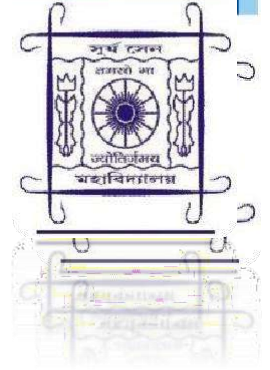
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NOTICE

Dated:02.01.2021

This is to inform to the students of 6th Semester that Deptt. of Education is going to conduct a tutorial on “Experiential Learning” on 04th January’2021. The conceptual understanding into a set of learning skill and memory are the two topics, illustrated by Smt Payel Dey Sen and Smt Piu Roy, respectively through Zoom meeting portal. Link will be provided in due time.

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Head of the Department

P. Roy

(Piu Roy)

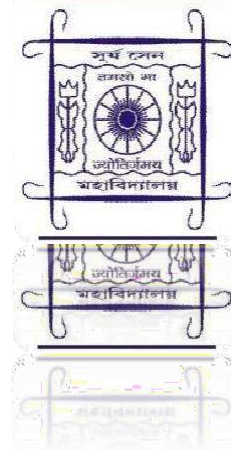
Head of the Institution
(Principal)

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Department of Education



Lesson Planning

(B)EDU-P-SEC-T-2(B): Lesson Planning

Skill Enhancement Course; Credit-2. (30 Lectures),

Full Marks-75 [Theory – 40, Practical – 20]

Course Objectives:

After completion of the course the learners will be able to:

- a) Discuss the meaning and characteristics of Lesson Plan
- b) Explain the advantages of Lesson Plan
- c) Classify different Lesson Plans
- d) Explain the steps of constructing Lesson Plan
- e) Discuss the principles of Lesson Plan
- f) Develop Lesson Plan

Unit-I: Concept of Lesson Planning

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan

Practical:

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

Suggested Books:

1. Sikshan o Siksha Prosango: Sushil Roy.
2. Lesson Plan : Suzanne Garrnberg,
3. Lesson Planning : Jontsan Savage,
4. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey

1.3.2. Number of courses that include experiential learning through project work/field work/internship during the year.

Field Work/Project (credit – 0.4) Full Marks – 10 6 lectures

(Any two of the following 1-4)

1. Visit to local polluted site (any one) (4)
 - a) Urban: Identify the major sources of air pollution in a city or town of North Bengal region.
 - b) Rural: Analyse the major sources of organic pollution in villages and adjoining agricultural fields.
 - c) Industry: Prepare a list of the large and medium industries in and around your college area and the probable pollutants they may produce.
2. Study of flora and fauna (any one) (4)
 - a) Prepare a list of the economic plants available in the college block.
 - b) List the birds sighted and found nesting at the college campus and its surroundings with the season of their occurrence.
 - c) Record insects associated with any common crop/grassland/tree of the college area with an idea of their habitat.
3. Visit to local area to document environmental assets (any one): (4)
 - a) Trip to any riverine system of Terai or the dooars: comment on the direction, volume and quality of water, flowing as observed.
 - b) Record the nature of vegetation/forest type/land use pattern at the site of visit.
 - c) Analyse the cause of deforestation and landslide on hill slope, if sighted.
4. Study of ecosystems. (any one) (4)
 - a) Pond: water parameters – turbidity, pH, producers (phyto and zooplanktons) and related consumers (fishes and birds).
 - b) Grassland on hill slope: producers (plants), insects, consumers (birds, mammals, reptiles etc.)
 - c) Forest: practical concept of forest type, stories, dominant trees and sub – dominant vegetation, observed and reported major herbivores and carnivores in a forest ecosystem.
5. Submission of a field work (covering the above practical works undertaken) (2)

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Department of Environmental studies

Furnishing of Report Regarding Experiential Learning

Concept: When students are confined at home for a long time in the COVID-19 position, the departmental meeting decides that they need some hands-on real-life experience to expand their knowledge. As a result, we determined that our 1st semester students both Honours and General will participate in experiential learning processes through a modest field excursion in the surrounding area.

For the Academic Year 2020-2021

Experiential Learning is the process of applying theory and academic content to real-world experiences, whether in the classroom or in the community, in order to improve programme or course-based learning outcomes. This type of curriculum allows students to apply what they've learned in the classroom to real-life situations by working through complex, confusing real-world problems. With these goals in mind, Surya Sen Mahavidyalaya environmental studies students got some hands-on 'Experiential Learning' by examining the environmental condition in Siliguri due to Air pollution during the month of February 2021. From Feb 1st to 20th Feb, 2021, they have planned a short-term field excursion on insect associate with common crops in an around Siliguri also.



They visited certain sites in Siliguri and the surrounding area to identify the existing concerns related with the decrease the Air quality of Siliguri town and surrounding areas. The main concern is Hill Cart Road, Sevoke Road and Burdhaman Road in Siliguri. They interact with local residents who live in the riparian area, and they have held a focus group discussion with them about the issue. The students are also do field visit nearby Siliguri areas like Fasidewa, Naxalbari to identify the problem areas in agricultural field due to insect. The 1st semesters students both Honours and General actively participated in this program and the report are collected based on there project work in the month of march 2021.


NILOY DEB(DIC)

DEPARTMENT OF ENVIRONMENTAL STUDIES

SURYA SEN MAHAVIDYALAYA

Surya Sen Colony, Block-B, Siliguri - 734004, Dist. Jalpaiguri, West Bengal

Ph.:0353- 2691488(0) E-mail: envs@[suryasencollege.org.in](mailto:envs@suryasencollege.org.in)

Website: www.suryasencollege.org.in

