

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester III Honors. & Programme Course

Name of the Department: BENGALI

Period	Hons/ Progra mme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Numbe r of classes allotted in hours	Name of the Teacher assigned
JULY- DEC	Hons.	05T BNGACOR 05T	ছন্দ ও অলংকার 1. Unit - I 2. Unit-II 3. Unit-III 4. Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1. S.G 2.S.M
		06T BNGACOR 06T	বাংলা নাটক ও রঙ্গমঞ্চের ইতিহাস 1. Unit -I 2. Unit- II 3. Unit-III 4. Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs	1.S.G 2.U.K 3. N.T 4.S.M

		07T BNGACOR 07T	বাংলা গদ্য ও প্রবন্ধ 1. Unit – I 2. Unit –II 3. Unit –III 4. Unit -IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs	1.M.B 2.U.K 3.S.M 4.N.T
	Program me Course	BNGHGEC0 3T	জীবনী সাতহিয 1.Unit-I 2.Unit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	50hrs	1.M.B 2.U.K 3.N.T M.B 4. B.K
		SEC BNGSSEC01 M	চলচ্চিত্র ও সাতহিয	OFFLINE	PROJECT	15hrs	1.M.B 2.U.K
		MIL BNGLCOR0 1T	উতনশ্ শ্ৰিকর কবিতা	OFFLINE DISCUSSIO N QUESTION & ANSWER	Offline Internal Assessment	50 hrs	1.U.K 2.B.K 3.M.B & N.T 4.M.B

Recommended Text books:

1. অলংকার চন্দ্রিকাঃ শ্যামাপদ চক্রবী
2. বাংলা ছন্দপত্রচয়াঃ নীলরিন সসন
3. বাংলা কাব্যর রূপ ও রীতিঃ ক্ষুতদরাম দাস
4. বাংলা সাতহিযর ইতিবৃত্তঃ অতসকুমার বক্রচন্দ্রাপাধ্যায়

Prasanta Chandra MahalanobisMahavidyalaya

Lesson Plan- 2021-22

Semester V Honors. & Programme Course

Name of the Department: BENGALI

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
JUNE - DECEMBER	Hons	11T BNGACOR11T	বাংলা উপন্যাস 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1. U.K 2.M.B 3.S.G 4.S.M
		12T BNGACOR12T	বাংলা সছটিগল্প	OFFLINE Discussion Question	Offline Internal Assessment	60 hrs.	1.N.T 2.U.K

			1. Unit -1 2. Unit-II 3. Unit-III 4. Unit-IV	& Answer			3.S.G 4.S.M
		DSE 1 BNGADSE01T	মধ্যযুগের সাতহিষপাঠ 1. Unit -1 2. Unit-II 3. Unit-III 4. Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2. M.B 3.S.G 4.S.M
		DSE 2 BNGADSE02T	বাংলা গদ্য ও প্রবন্ধ 1. Unit -1 2. Unit-II 3. Unit-III 4. Unit-IV	Offline	Project	15 hrs	1. S.M 2. N.T 3. U.K 4. S.G
	Programme Course	BNGGDSE1BT	বাংলা কাব্য ও কবিতা 1. Unit -1 2. Unit-II 3. Unit-III 4. Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	40 hrs.	1.N.T 2.U.K 3.U.K 4.N.T

Recommended Text books:

1. সঙ্কল্পগুপ্তাঃ বঙ্গিমচন্দ্র বাস্তবিতা ও পুনশ্চ বঙ্গিম
2. রথীন্দ্রনাথ রায়ঃ প্লেভু
3. িপাব্রি স ায়াঃ রবীন্দ্র সছাটগাণ্ডর তশ্ৰরূপ
4. শ্ৰিঃরপরসাদ বসুঃ কব ভরচি

Prasanta Chandra MahalanobisMahavidyalaya

Lesson Plan- 2021-22

Semester I Honors. & Programme Course

Name of the Department: BENGALI

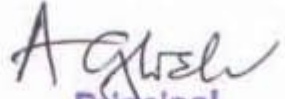
Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teache r assigne d
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JANUARY- APRIL	Hons	CC 1 BNGACOR0 1T	প্রাগাধুতনক বাংলা সাতহািযর ইতিহাস 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.S.G 2.U.K 3.M.B 4.N.T
		CC2 BNGACOR0 2T	প্রাগাধুতনক বাংলা সাতহিয পাঠ 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.S.G 3.S.M 4.S.M
		GE 1 BNGHGEC0 1T	বাংলা সাতহিয এবং বাঙালীর সংস্কৃতি চচার ইতিহাস 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.S.G 2.U.K 3.M.B 4.N.T

Recommended Text books:

1. অতস্ি কু মার বনুদযাপাধ্যাঃ বাংলা সাতহািযর সম্পূর্ ইিবৃত্ত
2. স্কু মার সসনাঃ বাঙ্গালা সাতহািযর ইতিহাস
3. শ্িরীপ্রসাদ বসুঃ চন্ডিদাস ও তবদযাপতি /মধ্যযুগর কতব ও কাবয
4. আশুযিষ ভট্টাচাযাঃ বাংলা মঙ্গলকাযবযর ইতিহাস

5. তব্ধু পদ পাণ্ডা সম্পাদক শ্ৰীশ্ৰীচিনযভাগবত্ৰি, বসুমিত্ৰী কপাৰশ্ৰন তলতমাটড প্ৰকাশ্ৰিত্ৰি


Principal
Prasanta Chandra Mahalanobis Mahavidyaaya
111/3, B. T. Road, Kolkata-108

Lesson Plan- 2022-23

Semester I Honors. & Programme Course

Name of the Department: EDUCATION

Period	Hons/ Programme Course	PaperName and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigne d
JULY- SEPTEMBER	Hons	01T EDCACOR01T	EDUCATIONAL PHILOSOPHY Unit1: Concept and scope of education Unit2: Philosophical bases in education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 20hrs. Unit2 34hrs.	Unit1&2 JP, SC, RC
		02T EDCACOR02T	EDUCATIONAL PSYCHOLOGY Unit1: Introduction to educational psychology Unit2: Psychology of human development and education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 15hrs. Unit2 20hrs.	Unit1&2 JP,MC,ID
	Programme Course	DSC 1A (EDCGCOR01T) / GE 1(EDCHGE01T)	Philosophical Foundation of Education Unit-I: Concept and Scope of Education Unit 2: Forms and Aims of Education	Text books, Reference books and chalk-board, Data collection, etc	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 20hrs. Unit2 20hrs.	Unit1&2 SC,MC
OCTOBER- DECEMBER	Hons	01T EDCACOR01T	Unit3: National values and role of education Unit4: Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit3 9hrs. Unit4 12hrs.	Unit 3 &4 JP,ID, RC
		02T EDCACOR02T	Unit3: Intelligence and creativity Unit4: Psychology of learning	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit3 20hrs. Unit4 20hrs.	Unit 3 &4 JP,MC,SC,
		DSC 1A (EDCGCOR01T) / GE 1(EDCHGE01T)	Unit3: Values & Education Unit 4: Great Educators	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student- Teacher Interaction,etc. Practical Copy	Unit3 15hrs. Unit4 20hrs	Unit 3 &4 JP,ID

Recommended Text books:**EDCACOR01T**

- Aggarwal J.C and Gupta S (2008), Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.
- Aggarwal, J.C. (2008), Theory and Principles of Education, Vikash Publishing House, New Delhi.
- Bandyopadhyay, A (2005); *SikshaDarshan O SikshaNeeti*, B.B.KunduGrandson, Kolkata.
- Brubacher, J.S. (1969); Modern Philosophies of Education, McGraw Hill, New Delhi.
- Dewey, J. (1961); Philosophy of Education, Little Field- Adams & Co., New Jersey.
- Ghanta, R and Das, B.N (2006); Foundations of Education, Neelkamal Publishers Pvt.Ltd., New Delhi.
- Ghosh, S (2010); *SiksharDarshanikBhitti*, Banerjee Publishers, Kolkata.
- Halder, G. & Sharma, P. - *ShikshaTatta O ShikshaNiti*, Banerjee Publishers, Kolkata
- Mondal, M. (2008); *Sikshadarshan O Sikshabijnan*, Calcutta University.
- Pal, A.K. (2013); *SikshaDarshanarRuprekha*, Classic Books; Calcutta

EDCACOR02T

- □ Adhikari, S.R. – *Sikshay Monobidya, Classique Books, Kolkata.*
- Aggarawal. J.C.- Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.
- Arun Ghosh-Shiksha-Shrai Monobigyan; *Educational Enterprises, Kolkata*
- Chauhan. S.S. - Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- Dandapani, S. – A text Book of Advanced Psychology, Anmol Publications. New Delhi.
- Diane. E., Papalia and Sally Wendkos Olds - Human Development: McGraw-Hill.
- Elizabeth, B., Hurlock,- Child Development, McGraw-Hill Book Company.
- Fernandes, M.M. – The Advanced Educational Psychology: Psychology of the Learner: Himalaya Publishing House, Mumbai.
- Hilgard, E.R. & Bower, G.H. - Theories of Learning, Prentice-Hall of India, New Delhi.

Lesson Plan- 2022-23

Semester III Honors. & Programme Course

Name of the Department: EDUCATION

Period	Hons/ Programme Course	PaperName and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
JULY- SEPTEMBER	Hons	05T EDCACOR05T	EDUCATION IN PRE-INDEPENDENCE INDIA Unit1: Development of education in ancient and medieval India Unit2: Development of education under East India Company	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 20hrs. Unit2 20hrs.	Unit1&2 JP,RC,ID
		06T EDCACOR06T	EDUCATION IN POST-INDEPENDENCE INDIA Unit1: Development of education from 1947-1953 Unit2: Development of education from 1964-1968	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 15hrs. Unit2 20hrs.	Unit1&2 JP,MC,ID
		07T EDCACOR07T EDCACOR07P	CONTEMPORARY ISSUES Unit1: Traditional issues Unit2: Social issues Field Tour	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc	Unit1 10hrs. Unit2 17hrs	Unit1&2 JP,MC,ID JP,SC,RC,MC, ID
	Programme Course	DSC 1C (EDCGCOR03T) / GE 3(EDCHGE03T)	Development of Education & Educational Policies Unit1: Development of Education 1813 to 1947 Unit 2: Development of Education from 1947 to 1970	Text books, Reference books and chalk-board, Data collection, etc	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 15hrs. Unit2 20hrs.	Unit1&2 SC,MC,RC
	SEC-1	(EDCSSEC01M) B.A.EDUCATION HONOURS AND B.A. GENERAL STUDENTS	DEVELOPMENTAL SKILL FOR SOCIAL AWARENESS Unit-1: Social Awareness – Basic Concept Unit-2: Planning of Social Awareness Programme	Text books, Reference books and chalk-board, etc	Assignments, Student- Teacher Interaction, etc.	Unit1 6hrs. Unit2 6hrs	Unit1&2 JP
OCTOBER- DECEMBER	Hons	05T EDCACOR05T	Unit3: Development of education under British rule Unit4: Development of education from 1917-1947	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit3 20hrs. Unit4 15hrs.	Unit 3 &4 JP,SC, MC

		06T EDCACOR06T	Unit3: Development of education from 1986-1992 Unit4: Development of education from 1993 onwards	Text books, Reference books and Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 20hrs. Unit4 20hrs.	Unit 3 &4 SC, RC,ID
		07T EDCACOR07T EDCACOR07P	CONTEMPORARY ISSUES Unit3: Educational issues Report Writing	Text books, Reference books and Course related various website students write the report from there field experience	Class Tests, Assignments, Student-Teacher Interaction, etc Student-Teacher Interaction,	Unit3 18hrs.	Unit 3 JP,ID JP,RC
	Programme Course	DSC 1C (EDCGCOR03T) / GE 3(EDCHGE03T)	Development of Education & Educational Policies Unit3: Development of Education from 1970 - 2000 Unit 4: Development of Education from 2000-2016	Text books, Reference books and chalk-board, Data collection, etc	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 20hrs. Unit4 20hrs	Unit 3 &4 JP, SC,ID
	SEC-1	(EDCSSEC01M) B.A.EDUCATION HONOURS AND B.A. GENERAL STUDENTS	DEVELOPMENTAL SKILL FOR SOCIAL AWARENESS Unit-3: Skill development in social awareness	Students participate in a Social Awareness Programme conducted by NSS or by the College. Make a project copy of above mentioned programme	Teacher-students Interaction.		JP

Recommended Text books:

CC5,CC6,CC7-

- □ Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- • Banerjee, J.P. (2010); BharatiyaSiksharItihas, Central Library, Kolkata.
- • Bhakta, B.B. (1996), BharatiyaSiksharRuprekha, A AA KaKhaPrakasani, Rita Book Agency, Kolkata
- • Chaube, S. (2010); History And Problems of Indian Education, Agrawal Publication, Agra.
- □ Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, Kanishka Publishers, New Delhi.
- • Ghosh, R. (2012); AdhunikBharaterSiksharVikash, Soma Book Agency, Kolkata.
- • Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.
- • Halder, G.D. & Sharma, P. (2010); AdhunikBharatiyaSiksharVikash, Banerjee Publishers, Kolkata.
- • Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, *New Central Book Agency*, Kol-9.
- • Purkait, B.R. (1992), Milestone in Modern Indian Education, *NewCentralBookAgency*, Aggarwal, J.C. (2010); Educational Reforms in India, Shipra Publications, New Delhi.
- • Ahuja, R. (2010); Social Problems in India; Rawat Publication; Jaipur.
- • Halder, K & Nath, G. (2014); BharatiyaSiksharSamprotikBishoy, K. Chakraborty Publications, Kolkata.
- • Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- • Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata

SEC-1

1. Ahemed, AAA.: Sikshya Gabesana Padhati; Pravti Library, Dhaka.
2. Aggarwal, J. C.: Guidance and Counseling in Education; Vikash Publishing House. New Delhi.
3. JamalUddin , M. and Choudhury, M.S.: Sikshya Mulyayana O Nirdeshana; Bangla Academy, Dhaka.
4. Pal, D.: Nirdeshana O Paramarshadan; Central Library, Kolkata.
5. Kahn & Best,: Research in Education; Pearson Prentice hall of India, New Delhi.
6. Kochhar, S.K.: Guidance and Counseling in Colleges and University;Sterling Publishers, New Delhi.
7. Koul, Lokesh.: Methodology of Educational Research; Vikash Publishing, New Delhi

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester V Honors. & Programme Course

Name of the Department: EDUCATION

Period	Hons/ Programme Course	PaperName and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
JULY- SEPTEMBER	Hons	CC11 EDCACOR11T	Guidance and Counselling Unit-1: Guidance – basic concept Unit-2: Counselling – basic concept	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 15hrs Unit2 15hrs	Unit1&2 SC,JP,ID
		CC12 EDCACOR12T	Educational Technology Unit-1: Educational Technology Unit-2: Communication	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 15hrs Unit2 17hrs	Unit1&2 SC,ID,RC
		EDCACOR12P	BASIC ICT Unit 1: Computer and its components Unit 2: DTP Operation			Unit1 5hrs Unit2 7hrs	Unit1&2 SC,MC
		DSE01 EDCADSE01T	WOMEN EDUCATION Unit-1: Introduction to Women Education Unit-2: Historical Development of Women Education in India	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 10hrs Unit2 20hrs	Unit1&2 JP,RC,MC
		DSE02 EDCADSE02T	TEACHER EDUCATION Unit-1: An Introduction to Teacher Education Unit-2: Teacher and Teaching	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 15hrs Unit2 15hrs	Unit1&2 RC,MC,ID
	Programme Course	DSE 1A (EDCGDSE01T)	Sociological Foundation of Education Unit – 1: Educational Sociology Unit – 2: Socialization	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 20hrs Unit2 20hrs	Unit1&2 SC,JP,MC
		GE-1 (EDCGGECO1T)	TEACHER EDUCATION IN INDIA Unit-1: Teacher Education – Basic Concept Unit-2: Teacher Education in India	Text books, Reference books and Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit1 20hrs Unit2 20hrs	Unit1&2 RC,ID,MC
		SEC-3	Collection and Analysis of Statistical Data Unit-1 Data Collection Unit- 2 Data Analysis and Interpretation	Text books, Reference books and chalk-board, etc	Assignments, Student- Teacher Interaction, etc.		Unit1&2 JP,RC
OCTOBER- DECEMBER		CC11 EDCACOR11T	Guidance and Counselling Unit-3 Adjustment and Maladjustment	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction, etc.	Unit3 23hrs. Unit4 22hrs.	Unit3&4 JP,SC,MC

			Unit-4: Testing and Diagnosis				Unit3&4 MC,SC,ID
		CC12 EDCACOR12T	Educational Technology	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 18hrs.	Unit3&4 RC,MC
		EDCACOR12P	BASIC ICT Unit 3: Excel Operation Unit 4: Oral Presentation with PPT			Unit3 6hrs. Unit4 7hrs	Unit3&4 SC,MC
		DSE01 EDCADSE01T	WOMEN EDUCATION Unit-3: Problems of Women Education in India. Unit-4: Women Rights in India	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 20hrs. Unit4 25hrs.	Unit3&4 ID,RC,MC
		DSE02 EDCADSE02T	TEACHER EDUCATION Unit-3: Historical Development of Teacher Education in India Unit-4: Trends in methodology of teaching	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 20hrs. Unit4 25hrs.	Unit3&4 MC,JP,ID
		DSE 1A (EDCGDSE01T)	Sociological Foundation of Education Unit – 3: Social agency & Education Unit – 4: Administration of Teacher Education in India	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 20hrs. Unit4 15hrs.	Unit3&4 RC,SC,JP
		GE-1 (EDCGGECO1T)	TEACHER EDUCATION IN INDIA Unit-3: Administration of Teacher Education in India Unit-4; Modern concept in teacher Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 20hrs. Unit4 15hrs.	Unit3&4 JP,MC,RC
		SEC-3	Collection and Analysis of Statistical Data Unit- 2 Data Analysis and Interpretation	Students participate in a Social Awareness Programme conducted by NSS or by the College. Make a project copy of above mentioned programme	Teacher-students Interaction.	Unit2 5hrs	Unit3&4 RC,JP

Recommended Text books CC11,CC12,DSE

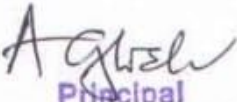
- Dutta, G & Nag, S. (2014); SangatibidhaneNirdeshana O Paramarshadan, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); SikshaySangatiApasangati O Nirdeshana, Classique Books, Kolkata.
- Kochhar, S.K. (2000), Guidance and Counselling in College & Universities, *Sterling Publishers Pvt. Ltd.* New Delhi.
- Pal, A.K. (2014); Guidance & Counseling, Abhijeet Publications, New Delhi.
- Pal, D. (2010); Nirdeshana O Paramarsha, Central Library, Kolkata.
- Roychowdhury, A. (2001), Manuser Mon, *West Bengal State Book Council.*
- Rao, N.(2000) Guidance & Counselling. Tata McGraw Hill, New Delhi.
- Aggarwal, J.C. (2002), Essentials Of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- Chattaraj, S.P, (2005); SikshaPrajuktividya, Cental Library, Kolkata.
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- Sen, M.K. (2010); SikshaPrajuktiBijnan, Soma Book Agency, Kolkata.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.

GE,DSE

- Αγγαρωαλ, θ.Χ. (2010); Χυρριχυλυμ Δεπελοπμεντ, Σηιπρα Πυβλιχατιονσ, Νεω Δεληι.
- Βηαλλα, Ν. (2010); Χυρριχυλυμ Δεπελοπμεντ, Αυτηορ Πεσσ, Δεληι.
- □ Bhattacharya, D. (2015); PathyakramCharcha O Mulyan, Alpana Enterprises, Kolkata.
- • Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- • Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- • Ehsan, M.A. (2010); SikshakramUnnayan :Neeti O Paddhati, Lipica Books, Dhaka.
- • Samad, A.(2011); Curriculum Studies, Pravati Library, Dhaka.
- • Srivastava, H.S. (2006); Curriculum & Method of Teaching, Shipra Publishers, New Delhi.
- • Talla, M (2012), Curriculum Development: Perspective, Principles and Issues, *Pearson, Dorling Kindersley Pvt.Ltd.*
- • Yadav, Y.P. (2006); Fundamentals of Curriculum Design, Sri SaiPrintographers, New Delhi

SEC3

1. Ahemed, AAA.: Sikshya Gabesana Padhati; Pravti Library, Dhaka.
2. Aggarwal, J. C.: Guidance and Counseling in Education; Vikash Publishing House. New Delhi.
3. JamalUddin , M. and Choudhury, M.S.: Sikshya Mulyayana O Nirdeshana; Bangla Academy, Dhaka.
4. Pal, D.: Nirdeshana O Paramarshadan; Central Library, Kolkata.
5. Kahn & Best,: Research in Education; Pearson Prentice hall of India, New Delhi.
6. Kochhar, S.K.: Guidance and Counseling in Colleges and University;Sterling Publishers, New Delhi.
7. Koul, Lokesh.: Methodology of Educational Research; Vikash Publishing, New Delhi.


Principal
Prasanta Chandra Mahalanobis Mahavidyaaya
111/3, B. T. Road, Kolkata-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester I/II Honors. & Programme Course

Name of the Department: English

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teache r assigne d
Septem ber- Novem ber	Hons.	01T	Group A. Background discussion on Indian epic, themes and recension, classical Indian drama, theory and praxis, alamkara and rasa, dharma and the heroic.	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion 	<ul style="list-style-type: none"> • Grading and assessing student learning by means of assignments, exams, students' project works. 	12 hours	<ul style="list-style-type: none"> • Nandita Bhownik Chowdhury, • Dr. Suktanta Das. • Rumpa Dey
			Group B. • Vyasa, —The Book of the Assembly Hall' in <i>The Mahabharata</i>			14 hours	
			• Sudraka, <i>Mrcchakatika</i> trans M.M. Ramachandra Kale.			12 hours	
			Group C. • Banabhatta, <i>Kadambari</i> (Chp I & II)			12 hours	
Septem ber- Novem ber	Hons.	02T	Group A Background study- the epic, comedy and tragedy in classical drama, the Athenian	<ul style="list-style-type: none"> • Project based learning. • ICT teaching. • Class 	Grading and assessing student learning by means of assignment	12 hours	<ul style="list-style-type: none"> • Dr. Suktanta Das. • Arka De

			<p>city state, catharsis and mimesis, satire, literary cultures in Augustan Rome.</p> <p>Group B</p> <ul style="list-style-type: none"> • Homer, <i>The Illiad</i>, Bk I & II, trans. E.V. Rieu. • Sophocles, 'Oedipus the King' in <i>Sophocles: The Three Theban Plays</i>, trans. Robert Fagles. <p>Group C</p> <ul style="list-style-type: none"> • Ovid, Selections from <i>Metamorphoses</i>, 'Bacchus' (BK III) • Plautus, <i>Pot of Gold</i> 	<ul style="list-style-type: none"> • Lecture method • Formal and informal group discussion 	s, exams, students' project works.	<p>10 hours</p> <p>10 hours</p> <p>12 hours</p> <p>8 hours</p>	<p>Barman</p> <ul style="list-style-type: none"> • Chandram Basu • Rumpa Dey • Chandram Basu
September-November	Programme Course	01T	<p>Unit 1: Caste/Class Premchand, Deliverance, Omprakash Valmiki, Joothan</p> <p>Unit 2: Gender Virginia Woolf, Shakespeare's Sister</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students' project works.	<p>9 hours</p> <p>9 hours</p>	<ul style="list-style-type: none"> • Dr. Suktanta Das • Nandita Bhownik Chowdhury • Arka De

			<p>Eunice De Souza, 'Marriages Are Made'</p> <p>Unit 3: Race</p> <p>Langston Hughes, 'Harlem'</p> <p>Maya Angelou, 'Still I Rise'</p> <p>Unit 4: Violence and War</p> <p>1. Wilfred Owen, 'Dulce et Decorum Est'</p> <p>Amitav Ghosh, 'Ghosts of Mrs Gandhi'</p> <p>Unit 5: Living in a Globalized World</p> <p>Roland Barthes, 'Toys'</p> <p>Imtiaz Dharker, 'At the Lahore Karhai'</p>			<p>9 hours</p> <p>9 hours</p> <p>9 hours</p>	<p>Barman</p> <ul style="list-style-type: none"> • Chandram Basu
<p>November-December</p>	<p>Hons.</p>	<p>01T</p>	<p>Group B</p> <ul style="list-style-type: none"> • Vyasa, —The Book of the Assembly Hall' in <i>The Mahabharata</i> • Sudraka, <i>Mrcchakatika</i> trans M.M. Ramachandra Kale. <p>Group C</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	<p>Grading and assessing student learning by means of assignments, exams, students' project works.</p>	<p>12 hours</p> <p>14 hours</p>	<ul style="list-style-type: none"> • Nandita Bhownik Chowdhury, • Dr. Suktanta Das. • Rumpa Dey

			<ul style="list-style-type: none"> • Banabhatta, <i>Kadambari</i>(Chp I & II) 			12 hours	
			<ul style="list-style-type: none"> • Kalidasa, <i>AbhijnanaShakuntalam</i> 			14 hours	
November-December	Hons.	02T	<p>Group B</p> <ul style="list-style-type: none"> • Homer, <i>The Illiad</i>, Bk I & II, trans. E.V. Rieu. • Sophocles, <i>Oedipus the King</i> <p>Group C</p> <ul style="list-style-type: none"> • Ovid, <i>Selections from Metamorphoses, Bacchus</i> (BK III) • Plautus, <i>Pot of Gold</i> 	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students' project works.	<p>10 hours</p> <p>9 hours</p> <p>15 hours</p> <p>16 hours</p>	<ul style="list-style-type: none"> • Dr. Suktanta Das. • Arka De Barman • Chandram Basu • Rumpa Dey • Chandram Basu
November-December	Programme Course	01T	<p>Unit 1: Caste/Class Premchand, <i>Deliverance</i>, Omprakash Valmiki, <i>Joothan</i></p> <p>Unit 2: Gender Virginia Woolf, <i>Shakespeare's Sister</i> Eunice De Souza, <i>Marriages Are Made</i></p> <p>Unit 3: Race Langston Hughes, <i>Harlem</i> Maya Angelou, <i>Still I Rise</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students' project works.	<p>9 hours</p> <p>9 hours</p>	<ul style="list-style-type: none"> • Dr. Suktanta Das • Nandita Bhownik Chowdhury • Arka De Barman • Chandram Basu

			Unit 4: Violence and War 1. Wilfred Owen, Dulce et Decorum Est, Amitav Ghosh, Ghosts of Mrs Gandhi			9 hours	
			Unit 5: Living in a Globalized World Roland Barthes, Toys, Imtiaz Dharkar, At the Lahore Karhai			9 hours	
						9 hours	

Recommended Text books:

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Chaturvedi Badrinath, *The Mahabharata: An Inquiry in the Human Condition* (Hyderabad: OBS, 2007)
- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
- Sheldon Pollock, ed & trans, *A Rasa Reader: Classical Indian Aesthetics* (Hyderabad: OBS, 2017 Indian ed).
- Henry W. Wells, *The Classical Drama of India* (NY: Asia Publishing House, 1963)
- Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.

- Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
- Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.
- Jawaharlal Nehru, ‘The Variety and Unity of India’ and ‘The Epics, History, Tradition and Myth’, in *The Discovery of India* (Bombay: Asia Publishing House, 1961) pp. 61–3, 99–106.
- U.R. Ananthamurthy, ‘Tradition and Creativity’, ed. A.J. Thomas, *Literature and Culture* (Calcutta: Papyrus, 2002).
- Shashi Deshpande, ‘Where do we belong: Regional, National or International?’, and ‘Why Am I a Feminist’, in *Writing from the Margins and Other Essays* (New Delhi: Viking, 2003) pp. 82–5.
- Rustom Barucha, ‘Thinking through Culture: A Perspective for the Millennium’, and Gopal Guru, ‘Dalits in Pursuit of Modernity’, in *India: Another Millennium*, ed. Romila Thapar (New Delhi: Penguin, 2000) pp. 66–84, 123–36.
- Vinay Dharwadkar, ‘Orientalism and the Study of Indian Literature’, in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
- Sheldon Pollock, ed., *Literary Cultures in History* (New Delhi: OUP, 2003) pp. 1–36.

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester III/ IV Honors. & Programme Course

Name of the Department: English

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
August- September	Hons	05T	Background Study- the American dream, social realism and the American novel, folklore and the American novel, Black women's writing, the question of form in American poetry.	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students' project works.	7 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Arka De Barman • Chandrama Basu • Nandita Bhowmik Chowdhury • Chandrama Basu
			Group A- Poetry Anne Bradstreet- = 'The Prologue' Walt Whitman - = 'Passage to India' (lines 1-68) Langston Hughes- = 'The Negro Speaks of Rivers' Alexie Sherman Alexie- = 'Crow Testament'; = 'Evolution'			16 hours	
			Group B- Fiction Novel: Tonny Morrison-- <i>Beloved</i> Short Stories:			12 hours	

			<p>Edgar Allan Poe - ‘The Purloined Letter’</p> <p>F. Scott Fitzgerald- ‘The Crack-up’</p> <p>William Faulkner - ‘Dry September’</p> <p>Nathaniel Hawthorne - ‘The Ambitious Guest’</p> <p>Group C- Drama Tennessee Williams- <i>A Street Car</i> <i>Named Desire</i></p>			10 hours	
		06T	<p>Background study—Coming of age, the canonical and the popular, caste, gender and identity, ethics and education in children’s literature, sense and nonsense, the graphic novel.</p> <p>Group A. Lewis Carroll— <i>Through the Looking Glass</i></p> <p>Group B. Agatha Christie— <i>The Murder of Roger Ackroyd</i></p> <p>Group C. ShyamSelvadurai— <i>Funny Boy</i> Herge-<i>Tintin in Tibet</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching 	<p>Grading and assessing student learning by means of assignments, exams, students’s project works.</p>	7 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Arka De Barman • Chandrama Basu • NanditaBhowmik Chowdhury • Ankana das
						14 hours	
						12 hours	
						10 hours	
						10 hours	
August-September	Hons.	07T	<p>Group A. History, politics and socio-cultural background, religious & secular</p>	<ul style="list-style-type: none"> • Project based learning. • Class 	<p>Grading and assessing student learning by means of assignments,</p>	13 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • NanditaBhowmik Chowdhury

		<p>thought in the 17th century, its impact on literature. Poetry with special reference to the change and the emergence of new forms and styles, verse satires, neoclassical norms, emergence of mock-epic.</p> <p>John Milton - <i>Paradise Lost Book I</i></p> <p>Alexander Pope - <i>The Rape of the Lock</i> (Cantos I & III)</p> <p>Group B. Theatre of decadence; closing and restoration of the stage; court, stage and commercial theatre; women and the theatre; comedy of manners and its detractors; beginning of stage reformation and the latter playwrights of the Restoration; Dryden and Heroic tragedy; domestic tragedies of Thomas Otway.</p> <p>John Webster -<i>The White Devil</i></p> <p>AphraBehn -<i>The Rover</i></p>	<ul style="list-style-type: none"> • Lecture method • Formal and informal group discussion. 	<p>exams,students's project works.</p>	<p>12 hours</p> <p>10 hours</p> <p>10 hours</p>	
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						8 hours	
	Hons.+Gen.	SEC	<p>ELT (2 credits equivalent to 25 marks)</p> <p>1. Knowing the Learners</p> <p>i. Characteristics of a Good Language Learner</p> <p>ii. Factors behind Success/Failure behind Language Learning</p> <p>2. Teaching and Learning Basic Language skills</p> <p>i. Listening, Speaking, Reading and Writing- Basics of Skill Development</p> <p>3. Approaches and Methods of English Language Teaching</p> <p>i. Grammar-Translation Method</p> <p>ii. Direct Method</p> <p>iii. Communicative Approach</p> <p>4. Materials for Language Teaching</p> <p>i. Materials for Teaching Four language Skills (LSRW)</p> <p>ii. Using the Textbook</p> <p>iii. Using authentic Materials</p> <p>iv. Using Teaching Aids</p>	<ul style="list-style-type: none"> • Project based learnin. • Class • Lecture method • ICT teaching. • Class assignm ents. 	Grading and assessing student learning by means of assignments, exams,students’s project works.	<p>8 hours</p> <p>7 hours</p> <p>7 hours</p> <p>6 hours</p>	<ul style="list-style-type: none"> • Arka De Barman • Dr. Sukanta Das
	Programme Course	03T	<p><i>Oliver Twist</i> by Charles Dickens</p> <p><i>Merchant of Venice</i> by William Shakespeare</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method 	Grading and assessing student learning by means of assignments, exams,students’s project works.	<p>20 hours</p> <p>20 hours</p>	<ul style="list-style-type: none"> • Arka De Barman

				<ul style="list-style-type: none"> Formal and informal group discussion. ICT teaching 			<ul style="list-style-type: none"> Chandrama Basu
November - December	Hons.	05T	<p>Group A- Poetry</p> <p>Anne Bradstreet- _The Prologue‘</p> <p>Walt Whitman - _Passage to India‘ (lines 1-68)</p> <p>Langston Hughes- _The Negro Speaks of Rivers‘</p> <p>Alexie Sherman Alexie- _Crow Testament‘; _Evolution‘</p>	<ul style="list-style-type: none"> Project based learning. Class Lecture method Formal and informal group discussion. ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students’s project works.	7 hours	<ul style="list-style-type: none"> Dr. Sukanta Das NanditaBhowmik Chowdhury Arka De Barman Chandrama Basu
			<p>Group B- Fiction Novel: Tonny Morrison-- <i>Beloved</i></p>			12 hours	
			<p>Short Stories: Edgar Allan Poe - _The Purloined Letter‘</p> <p>F. Scott Fitzgerald- _The Crack-up‘</p> <p>William Faulkner - _Dry September‘</p> <p>Nathaniel Hawthorne - _The Ambitious Guest‘</p>			19 hours	
			<p>Group C- Drama Tennessee Williams- <i>A Street Car</i> <i>Named Desire</i></p>			11 hours	

		06T	<p>Group A. Lewis Carroll— <i>Through the Looking Glass</i></p> <p>Group B. Agatha Christie— <i>The Murder of Roger Ackroyd</i></p> <p>Group C. ShyamSelvadurai— <i>Funny Boy</i> Herge-<i>Tintin in Tibet</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students's project works.	10 hours 10 hours 10 hours 8 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Arka De Barman • Chandrama Basu • NanditaBhowmik • Chowdhury • Ankana das
November - December	Hons.	07T	<p>John Milton - <i>Paradise Lost Book I</i></p> <p>Alexander Pope - <i>The Rape of the Lock</i> (Cantos I & III)</p> <p>John Webster -<i>The White Devil</i> AphraBehn -<i>The Rover</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.	10 hours 14 hours 10 hours 12 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • NanditaBhowmik • Chowdhury • Arka De Barman
November - December	Hons.	SEC	<p>ELT (2 credits equivalent to 25 marks)</p> <p>1. Knowing the Learners</p> <p>i. Characteristics of a Good Language Learner</p> <p>ii. Factors behind Success/Failure behind Language Learning</p> <p>2. Teaching and Learning Basic Language skills</p> <p>i. Listening, Speaking, Reading and Writing- Basics</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • ICT teaching. • Class assignments. 	Grading and assessing student learning by means of assignments, exams, students's project works.	7 hours 7 hours	<ul style="list-style-type: none"> • Arka De Barman • Dr. Sukanta Das

			of Skill Development 3. Approaches and Methods of English Language Teaching i. Grammar-Translation Method ii. Direct Method iii. Communicative Approach 4. Materials for Language Teaching i. Materials for Teaching Four language Skills (LSRW) ii. Using the Textbook iii. Using authentic Materials iv. Using Teaching Aids			7 hours	
						8 hours	
November - December	Programme Course	03T	<i>Oliver Twist</i> by Charles Dickens <i>Merchant of Venice</i> by William Shakespeare	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. ICT teaching	Grading and assessing student learning by means of assignments, exams, students's project works.	21 hours 22 hours	Arka De Barman ChandramaBasu

Recommended Text books:

- Krishna Sen & Ashok Sengupta, A Short History of American Literature (Hyderabad: OBS, 2017) Page 14 of 38
- Hector St John Crèvecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

- Henry David Thoreau, 'Battle of the Ants' excerpt from Brute Neighbours, in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
- Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIE L, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
- Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- John Milton, *The Doctrine & Discipline of Divorce* (Ch. I & II)
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', *The Norton Anthology of English Literature* and Progress of Satire', in, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.
- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- Bonamy Dobree, *Restoration Comedy 1669/1720* (Oxford: Clarendon Press, 1924)
- Edward Burns, *Restoration Comedy: Crises of Desire and Identity* (London & Hong Kong, 1987)
- Thomas Fujimura, *The Restoration Comedy of Wit* (Princeton, Princeton UP, 1952)
- Laura Brown, *English Dramatic Form, 1660-1700* (New Haven, Yale UP, 1981)

- Christopher Hill, *Milton and the English Revolution*, (London & Boston: Faber & Faber, 1977).

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester V/ VI Honors. & Programme Course

Name of the Department: English

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
August- September	Hons	11T	Background study: The Confessional Mode in Women's Writing Sexual Politics Race, Caste and Gender Social Reform and Women's Rights	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. <ul style="list-style-type: none"> • ICT teaching 	Grading and assessing student learning by means of assignments, exams, students's project works.	8 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhosmik Chowdhury • Arka De Barm an • Chandrama Basu
			Group A: Poetry Emily Dickinson- 'I cannot live with you' Sylvia Plath - 'Daddy', 'Lady Lazarus' Eunice De Souza 'Advice to Women', 'Bequest'			20 hours	
			Group B. Fiction Jean Rhys— <i>The Wide Sargasso Sea</i> Charlotte Perkins Gilman-			20 hours	

			<p><u>The Yellow Wallpaper</u> Katherine Mansfield - <u>Bliss</u></p> <p>Group C: Non-fiction</p> <p>1. Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.</p> <p>2. Ramabai Ranade <u>A Testimony of our Inexhaustible Treasures</u>, in Pandita Ramabai <i>Through Her Own Words: Selected Works</i>, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.</p> <p>3. Rassundari Debi, excerpts from <i>Amar Jiban</i> in Susie Tharu & K. Lalita eds. <i>Women's Writing in India</i>. Vol 1.</p>			13 hours	
August-September		12T	<p>Background Readings: Modernism, Post-modernism and non-</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method 	Grading and assessing student learning by	7 hours	<ul style="list-style-type: none"> • Dr. Sukan ta Das

			<p>European Cultures The Women's Movement in the Early 20th Century Psychoanalysis and the Stream of Consciousness The Uses of Myth The Avant Garde</p> <p>Group A.</p> <p>Poetry W.B. Yeats _Lake Isle of Innisfree, _Sailing to Byzantium' T.S. Eliot _The Love Song of J. Alfred Prufrock', Preludes, Owen- Spring Offensive Rupert Brooke- Peace W.H.Auden- Musée des Beaux Arts</p> <p>Group B. Fiction Joseph Conrad- <i>Heart of Darkness</i>. D.H. Lawrence- <i>Sons and Lovers</i> Virginia Woolf- <i>To the Lighthouse</i></p>	<ul style="list-style-type: none"> • Formal and informal group discussion. 	<p>means of assignments, exams, students's project works.</p>	<p>14hours</p> <p>12 hours</p> <p>12 hours</p> <p>9 hours</p>	<ul style="list-style-type: none"> • Nandi taBho wmik Chow dhury • Arka De Barm an • Anka na Das • Rump a Dey
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August-September		DSE01	<p>DSE : Old English Literature, Philology, Rhetoric & Prosody</p> <p>Group A. Old English Literature: <ul style="list-style-type: none"> ● Old English Poetry- Background of the age, culture, structure of the epic, style, theme. A passage from <i>Beowulf</i>. The idea is to use an extract and from there work into the context and analyze how that shapes the writing. ● Non-epic, secular, elegiac poetry, theme, style, social picture, language, style : <i>Deor's Lament</i> ● Christian poetry- Caedmon's hymn; Cynewulf, <i>Dream of the</i> </p>	<ul style="list-style-type: none"> ● Project based learning. ● Class ● Lecture method ● Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.	12 hours	<ul style="list-style-type: none"> ● Dr. Sukanta Das ● Nandita Bhowmik Chowdhury ● Arka De Barm an

		<p>Word notes Unit II. Growth & Structure of Indian English (Only word notes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loan words <input type="checkbox"/> Loan translations <input type="checkbox"/> Hybrids <input type="checkbox"/> Adaptations <input type="checkbox"/> Diffusions <p>Students will be asked to write philological notes on the following Indian words: pen, guru, lathicharge, tiffin-box, military hotel, 420, communal, out of station, batchmate, match box.</p> <p>Group C: Rhetoric & Prosody Rhetoric: The following figures of speech will have to be taught. Additionally, teachers are free to teach as far as practicable. Simile, metaphor, personification, alliteration, onomatopoeia, pun, rhetorical question, interrogation,</p>			12 hours	
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			masque, three unities Terms related to Fiction - bildungsroman, character, point of view, epistolary technique, picaresque, stream of consciousness				
	Programme Course	DSE01T	<p><i>DSE01T: LITERARY TYPES & TERMS</i></p> <p>Group A: Literary Types</p> <ul style="list-style-type: none"> • Tragedy • Comedy • Novel <p>Group B: Literary Terms Symbol, Epic, Poetic Justice, Dramatic Irony, Chorus, Protagonist, Antagonist, Flat and Round Character, Omniscient narrator, Stream of consciousness, Plot</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.	<p>10 hours</p> <p>10 hours</p> <p>12 hours</p> <p>12 hours</p>	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu
November-December	Hons	11T	<p>Group A:Poetry</p> <p>Emily Dickinson- <u>I cannot live with you</u>'</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury

		<p>Sylvia Plath - <u>Daddy</u>’, <u>Lady Lazarus</u>’ Eunice De Souza <u>Advice to Women</u>’, <u>Bequest</u>’</p> <p>Group B. Fiction</p> <p>Jean Rhys—<i>The Wide Sargasso Sea</i> Charlotte Perkins Gilman- <u>The Yellow Wallpaper</u>’ Katherine Mansfield - <u>Bliss</u>’</p> <p>Group C: Non-fiction 1. Mary Wollstonecraft A Vindication of the Rights of Woman (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.</p> <p>2. Ramabai Ranade <u>A Testimony of our Inexhaustible Treasures</u>’, in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP,</p>	<p>project works.</p>	<p>20 hours</p> <p>20 hours</p> <p>13 hours</p>	<ul style="list-style-type: none"> • Arka De Barman • Chandrama Basu
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			<p>2000) pp. 295–324.</p> <p>3. Rassundari Debi, excerpts from <i>Amar Jiban</i> in Susie Tharu & K. Lalita eds. <i>Women’s Writing in India</i>. Vol 1.</p>				
		12T	<p>Group A.</p> <p>Poetry W.B. Yeats ‘Lake Isle of Innisfree,’ ‘Sailing to Byzantium’ T.S. Eliot ‘The Love Song of J. Alfred Prufrock’, Preludes, Owen- Spring Offensive Rupert Brooke- Peace W.H.Auden- Musée des Beaux Arts</p> <p>Group B. Fiction Joseph Conrad- <i>Heart of Darkness</i>. D.H. Lawrence- <i>Sons and Lovers</i> Virginia Woolf- <i>To the Lighthouse</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	<p>Grading and assessing student learning by means of assignments, exams, students’s project works.</p>	<p>14hours</p> <p>12 hours</p> <p>12 hours</p> <p>9 hours</p>	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Chandrama Basu

		DSE01T	<p>DSE : Old English Literature, Philology, Rhetoric & Prosody</p> <p>Group A. Old English Literature:</p> <ul style="list-style-type: none"> • Old English Poetry- Background of the age, culture, structure of the epic, style, theme. A passage from <i>Beowulf</i>. The idea is to use an extract and from there work into the context and analyze how that shapes the writing. • Non-epic, secular, elegiac poetry, theme, style, social picture, language, style : <i>Deor's Lament</i> • Christian poetry- Caedmon's hymn; Cynewulf, 	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.	12 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu

			<p><i>Dream of the Rood</i> (see appendix I)</p> <ul style="list-style-type: none"> ● Old English Prose - An overview <p>Group B. Philology: Unit I. Growth and Structure of English Language</p> <ul style="list-style-type: none"> ● Indo-European family of Languages, Grimm's Law, Latin, Greek, Scandinavian, French influences, Native Resources, Impact of the Bible, Influence of Shakespeare, American Influence, Philological notes. ● The following topics will be covered for short notes: Pre-Christian Latin loans; Scandinavian war & law terms; hybridism; Johnsonese; monosyllabism; back-formation; free and fixed compounds; French law terms; assimilation; 			13 hours	
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			<p>ing-endging; s-ending.</p> <p>Word notes Unit II. Growth & Structure of Indian English (Only word notes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loan words <input type="checkbox"/> Loan translations <input type="checkbox"/> Hybrids <input type="checkbox"/> Adaptations <input type="checkbox"/> Diffusions <p>Students will be asked to write philological notes on the following Indian words: pen, guru, lathicharge, tiffin-box, military hotel, 420, communal, out of station, batchmate, match box.</p> <p>Group C: Rhetoric & Prosody Rhetoric: The following figures of speech will have to be taught. Additionally, teachers are free to teach as far as practicable. Simile, metaphor, personification, alliteration, onomatopoeia, pun, rhetorical</p>			<p>11 hours</p> <p>12 hours</p>	
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			<p>conflict, dramatic irony, masque, three unities Terms related to Fiction - bildungsroman, character, point of view, epistolary technique, picaresque, stream of consciousness</p>				
	Programme Course	DSET01T	<p><i>LITERARY TYPES & TERMS</i> Group A: Literary Types</p> <ul style="list-style-type: none"> • Tragedy • Comedy • Novel <p>Group B: Literary Terms Symbol, Epic, Poetic Justice, Dramatic Irony, Chorus, Protagonist, Antagonist, Flat and Round Character, Omniscient narrator, Stream of consciousness, Plot</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method <ul style="list-style-type: none"> • Formal and informal group discussion 	Grading and assessing student learning by means of assignments, exams, students's project works.	<p>10 hours</p> <p>10 hours</p> <p>12 hours</p> <p>12 hours</p>	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu

Recommended Text books:

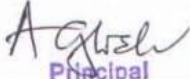
- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women:*

Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1–25.

- Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.
- Sigmund Freud, ‘Theory of Dreams’, ‘Oedipus Complex’, and ‘The Structure of the Unconscious’, in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, ‘Tradition and the Individual Talent’, in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
- Raymond Williams, ‘Introduction’, in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.
- David Daiches- *History of English Literature* (Vol 1)
- Aditi Chowdhury & Rita Goswami –*A History of English Literature: Traversing the Centuries*
- Otto Jespersen- *Growth & Structure of the English Language*
- C.L. Wren—*The English Language*
- A.C. Baugh—*A History of the English Language*
- J.B. Greenough & G.L. Kittredge—*Words and their Ways in English Speech*
- H. Yule & A.C. Burnell- *Hobson-Jobson: A Glossary...*
- J. Sethi—*Standard English & Indian Usage A Handbook of Rhetoric and Prosody* by Jaydip Sarkar & Anindya Bhattacharya (OrientBlackswan, 2017).
- Aristotle. *Poetics*. Edited and translated by Stephen Halliwell. Loeb Classical Library 199. (Cambridge, Mass.: Harvard University Press, 1995.)
- Bayley, John. *Shakespeare and Tragedy*. (London: Routledge and Kegan Paul, 1981)
- Kelly, Henry Ansgar. *Ideas and Forms of Tragedy from Aristotle to the Middle Ages* (Cambridge, U.K.: Cambridge University Press, 1993).
- ——. *Tragedy and Comedy from Dante to Pseudo-Dante*. (Berkeley: University of California Press, 1989.)
- Nelson, T. G. A. *Comedy: An Introduction to the Theory of Comedy in Literature, Drama, and Cinema*. (New York: Oxford University Press, 1990.)
- Steiner, George. *The Death of Tragedy*. (New York: Knopf, 1961. Reprint,

with new foreword, New York: Oxford University Press, 1980.)

- Williams, Raymond. *Modern Tragedy*. (London: Chatto and Windus, 1966. Reprint, with new afterword, London: Verso, 1979.)
- Ian Watt, *The Rise of the Novel: Studies in Defoe, Richardson and Fielding* (Berkeley: U of California P, 2001)
- David Lodge, *The Art of Fiction* (London: Vintage, 1992)
- Stephen Hazell ed, *The English Novel: Development in Criticism since Henry James (A Casebook)*, (London: Macmillan, 1978)
- M.H. Abrams—*A Glossary of Literary Terms*
- Wilfred L. Guerin—*A Handbook of Critical Approaches to Literature*
- Patricia Waugh—*Literary Theory and Criticism*


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			<p>social and political organization ; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.</p> <p>Unit 5-Cultures in transition Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem. (a) North India (circa 1500 BCE-300 BCE) (b) Central India and the Deccan (circa 1000 BCE - circa 300 BCE) (c) Sangam Age: society, language and literature,</p>				Ramkrishna jana
		<p>Social Formations and Cultural Patterns of the Ancient World</p>	<p>Unit 1- Evolution of humankind; Paleolithic and Mesolithic cultures. Unit 2-Food</p>	Offline Lecture method	Formative Assessment	60hrs	<p>Priti Mitra</p> <p>Priti Mitra</p>

		HISACO R02T	<p>production: Beginnings of agriculture and animal husbandry.</p> <p>Unit 3-Bronze Age Civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.</p> <p>Unit 4-Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications</p> <p>Unit 5- Slave society in ancient Greece: Agrarian economy, urbanization , trade.</p> <p>Unit 6-Polis in ancient Greece:</p>				<p>Ramkrishna jana</p> <p>Amarnath Das</p> <p>Amarnath Das</p> <p>Priti Mitra</p>
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	Programme Course	History of India from Earliest Times up to 300 CE HISHGE C01T	Athens and Sparta; Greek Culture. Unit 1 -Sources & Interpretation Unit 2 - A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures. Unit 3 -Harappan Civilization; Origin, Extent, dominant features & decline, Chalcolithic age. Unit 4 - The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW and Megaliths. Unit 5 -Territorial States and the rise of Magadha Conditions for the rise of Mahajanpadas and the Causes of Magadha's success Unit 6 -Iranian and	Offline Lecture method	Formative Assessment	36hrs	Ramkrishna jana Ramkrishna jana Ramkrishna jana Ramkrishna jana Ramkrishna jana Ramkrishna jana
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			<p>Macedonian Invasions, Alexander's Invasion and impact</p> <p>Unit 7-Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions</p> <p>Unit 8- The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion</p> <p>unit 9-Emergence and Growth of Mauryan Empire; State, Administration, Economy, Ashoka's Dhamma, Art & Architecture</p> <p>Unit 10- The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language ..</p>				<p>Priti Mitra</p> <p>Priti Mitra</p> <p>Priti mitra</p> <p>Priti Mitra</p>
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RECOMMENDED TEXT BOOKS-

CC1

- R.S. Sharma, Material Culture and Social Formations in Ancient India
R.S. Sharma, Looking for the Aryas
D. P. Agrawal, The Archaeology of India
Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan
A. L. Basham, The Wonder that Was India
D. K. Chakrabarti, The Archaeology of Ancient Indian Cities
D. K. Chakrabarti, The Oxford Companion to Indian Archaeology
H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee
K. A. N. Sastri (ed.), History of South India
Upinder Singh, A History of Ancient and Early Medieval India
Romila Thapar, Early India from the Beginnings to 1300
Irfan Habib, A People's History- Vol. -1. Pre-History&Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.
Uma Chakravarti, The Social Dimensions of Early Buddhism.
Rajan Gurukul, Social Formations of Early South India
R. Champakalakshmi, Trade, Ideology and urbanization: South India 300 BC- AD 1300
D. N. Jha, Ancient India in Historical Outline
R. M. Wheeler, The Indus Civilization
D.K. Chakrabarti, India, an Archaeological History, Paleolithic Beginnings to Early Historic Foundations
B.D. Chattopadhyay, A Survey of Historical Geography of Ancient India
Kumkum Roy, 'Of Tribes, Hunters and Barbarians: Forest Dwellers in the Mauryan Period', Studies in History, Vol.XIV, No.1
Sukumari Bhattacharji, Itihaser Aloke Vaidik Sahitya (in Bengali)
D.K. Chakrabarti, Bharatbarsher Pragitihas (in Bengali)
Ranabir Chakraborty, Bharat Itihaser Adiparba
Ranabir Chakraborty, Prachin Bharater Arthanaitik Itihaser Sandhane (in Bengali)
Irfan Habib, Pre-History (Prak-Itihas in Bengali)
Irfan Habib, The Indus Civilization (Sindhu Savyata in Bengali)
D.D. Kosambi, An Introduction to the Study of Indian History (Bharat-Itihas Charchar Bhumika in Bengali)
B.N. Mukherjee, Itihaser Aloke Arya Samasya (in Bengali)
Shereen Ratnagar, The Harappan Civilization
Shireen Ratnagar, Harappa Savyatar Sandhane (in Bengali).
H. C. Raychaudhuri, Political History of Ancient India (Prachin Bharater Rajnaitik Itihas in Bengali).
R. S. Sharma, Perspectives in Economic and Social History of Early India (Prachin Bharater Samajik o Arthanaitik Itihas in Bengali).
R.S. Sharma, Bharater Prachin Atit, New Delhi
R.S. Sharma, Prachin Bharater Samajik O Arthanaitik Itihas (in Bengali)
R.S. Sharma, Prachin Bharater Bostugata Sanskriti O Samaj Gathan (in Bengali)
Romila Thapar, Bharatbarsher Itihas (in Bengali).

A.L. Basham, Atiter Ujjwal Bharat (in Bengali)

CC2

Burns and Ralph. World Civilizations
Cambridge History of Africa, Vol. I
Gordon Childe, What Happened in History
G. Clark, World Prehistory: A New Perspective
B. Fagan, People of the Earth
Amar Farooqui, Early Social Formations
M. I. Finley, The Ancient Economy
Jacquetta Hawkes, First Civilizations
G. Roux, Ancient Iraq
Bai Shaoyi, An Outline History of China
H. W. F. Saggs, The Greatness that was Babylon
B. Trigger, Ancient Egypt: A Social History
UNESCO Series: History of Mankind, Vols. I - III./ or New ed. History of Humanity
R. J. Wenke, Patterns in Prehistory
G. E. M. Ste Croix, Class Struggles in the Ancient Greek World
J. D. Bernal, Science in History, Vol. I, V.
Gordon Childe, Social Evolution
Glyn Daniel, First Civilizations
Hauser, A Social History of Art, Vol. I.
Gitashri Bandana Sengupta, Peloponesiyojuddha (in Bengali)
Sujato Bhadra and Kunal Chattopadhyay, PrachinGreecerSamaj o Sanskriti

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester III Honors. & Programme Course

Name of the Department: _____ HISTORY _____

Period	Hons/ Program me Course	Paper Name and Paper	Topics	Method s and materia	Method s of Evaluati	Numbe r of classes	Name of the Teach
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		Code		Is	o	allotted in hours	er assigned
July - Decemb er	HONS	<p>History of India-III (c.750 CE-1206 CE) HISACOR05T</p>	<p>UNIT 1- Studying Early Medieval India: Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the</p> <p>UNIT 2- Political Structures: (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah (d) Causes and consequences of early Turkish</p>	Offline Lecture method	Formative Assessment	36hrs	<p>Ramkrishna jana</p> <p>Priti Mitra</p>

			<p>invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur</p> <p>UNIT 3- Agrarian Structure and Social Change: (a) Agricultural expansion; crops (b) Landlords and peasants (c) Proliferation of castes; status of untouchables (d) Tribes as peasants and their place in the Varna order</p> <p>UNIT 4</p> <p>IV. Trade and Commerce: (a) Inter-regional trade (b) Maritime trade (c) Forms of exchange (d) Process of urbanization (e) Merchant guilds of South India</p> <p>UNIT 5</p> <p>Religious and Cultural Developments: (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular</p>				<p>Aditi bose</p> <p>Amara nth das</p> <p>Ramkri shna jana</p>
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			<p>religious cults (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (c) Regional languages and literature (d) Art and architect</p>				
		<p>Rise of the Modern West-I</p> <p>HISACO R06T</p>	<p>UNIT 1- Transition from feudalism to capitalism: problems and theories UNIT 2- II. Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves. UNIT 3 III. Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art. UNIT 4 Origins, course and results of the European</p>	Offline Lecture method	Formative Assessment	48hrs	<p>Amarnath Das</p> <p>Ramkrishna jana</p> <p>Priti Mitra</p> <p>Priti Mitra</p>

			<p>Reformation in the 16th century.</p> <p>UNIT 5- Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.</p> <p>UNIT 6- Emergence of European state system: Spain; France; England; Russia.</p>				<p>Aditi Bose</p> <p>Amarnath Das</p>
		<p>History of India-IV (1206 CE–1526 CE)</p> <p>–HISAC OR07T</p>	<p>Unit 1 Sources for studying/Interpreting the Delhi Sultanate Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy</p> <p>Unit 2 Sultanate Political Structures Foundation, expansion and</p>	Offline Lecture method	Formative Assessment	24hrs	<p>Amarnath Das</p> <p>Ramkrishna jana</p>

			<p>consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Ibrahim Lodi and the battle of Panipat Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage</p> <p>Unit 3- Regional Political structures Emergence of provincial dynasties: Bahamanis, Vijayanagar and Bengal Consolidation of regional identities; regional art, architecture and literature</p> <p>Unit 4- Sultanate Society and Economy-1 Iqta and the revenue-free grants Agricultural production</p>				<p>Ramkrishna jana</p> <p>Priti Mitra</p>
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			<p>Unit 5- Sultanate Society and Economy-2 Changes in rural society; revenue systems Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade</p> <p>Unit 6- Religion and Culture Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles; Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition</p>				<p>Aditi Bose</p> <p>Priti Mitra</p>
	<p>Program me Course</p>	<p>History of India from 1206 CE to1707 CE</p> <p>HISHGE C03T</p>	<p>Unit 1-.Foundation , Expansion &consolidatio n of the Delhi Sultanate; Nobility &Iqta</p> <p>Unit 2-Military, administrative &economic reforms</p>	<p>Offline Lecture method</p>	<p>Formativ e Assessm ent</p>	<p>36hrs</p>	<p>Priti Mitra</p> <p>Priti Mitra</p>

			<p>under the Khiljis&the Tughlaqs.</p> <p>Unit 3-Bhakti &Sufi Movements.</p> <p>Unit 4-Provincial kingdoms: Mewar, Bengal, Vijaynagar and Bahamani.</p> <p>Unit 5-Second Afghan State .</p> <p>Unit 6- Emergence and consolidation of Mughal State, C.16th century to mid 17th century.</p> <p>Unit 7-I. Akbar to Aurangzeb: administrative structure. Mansab and Jagirs, State &Religion, Socio-Religious Movements.</p> <p>Unit 8-Economy, Society and Culture under the Mughals.</p> <p>Unit 9-Emergence of Maratha Power.</p>				<p>Priti Mitra</p> <p>Ramkrishna jana</p> <p>Ramkrishna jana</p> <p>Ramkrishna jana</p> <p>Aditi Bose</p> <p>Aditi Bose</p> <p>Aditi Bose</p>
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RECOMMENDED TEXT BOOKS-

CC5

R.S. Sharma, Indian Feudalism (circa 300 - 1200)
B.D. Chattopadhyaya, The Making of Early Medieval India
R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A & B)
Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate
Hermann Kulke, ed., The State in India (AD 1000 - AD 1700)
N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 -1800)
Derryl N. Maclean, Religion and Society in Arab Sindh
Irfan Habib, Medieval India: The Study of a Civilization
Richard Davis, Lives of Indian Images
Romila Thapar, Somanatha: The Many Voices of a History
John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India
Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India
Burton Stein, Peasant State and Society in Medieval South India
R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD
Al. Beruni's India, NBT edition.
Ali Hujwiri, KashfulMahjoob, Trnsl. R.Nicholson.
S. C. Mishra, Rise of Muslim Communities in Gujarat
J. Schwartzberg, Historical Atlas of South Asia
Sukumari Bhattacharya, Prachinbharat,Samaj o sahitya, Ananda, 2001 (in Bengali)
Bratindranath Mukhopadhyay, Banga, Bangla o Bharat (in Bengali)
Niharanjan Ray, BangalirItihas(in Bengali)

CC6

T.S. Aston and C. H. E. Philpin (eds.), The Brenner Debate
H. Butterfield, The Origins of Modern Science
Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.
Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy. 1000 - 1700. 3rd ed. (1993)
D. C. Coleman (ed.), Revisions in Mercantilism
Ralph Davis, The Rise of the Atlantic Economics
Maurice Dobb, Studies in the Development of Capitalism
J. R. Hale, Renaissance Europe
R. Hall, From Galileo to Newton
Christopher Hill, A Century of Revolutions
Rodney Hilton, Transition from Feudalism to Capitalism
H. G. Koenigsberger and G. L. Mosse, Europe in the Sixteenth Century
Stephen J. Lee, Aspects of European History, 1494 - 1789
G. Parker, Europe in Crisis, 1598- 1648
G. Parker and L. M. Smith, General Crisis of the Seventeenth Century
J. H. Parry, The Age of Reconnaissance
MeenaxiPhukan, Rise of the Modern West: Social and Economic History of Early Modern

Europe

V. Poliensky, War and Society in Europe, 1618 - 48
Theodore K. Rabb, The Struggle for Stability in Early Modern Europe
Scammell, The First Imperial Age: European Overseas Expansion, 1400 - 1715
Jan de Vries, Economy of Europe in an Age of Crisis, 1600- 1750
M. S. Anderson, Europe in the Eighteenth Century
Perry Anderson, The Lineages of the Absolutist State
Stuart Andrews, Eighteenth Century Europe
B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 - 1850.
The Cambridge Economic History of Europe. Vol. I - VI.
James B. Collins, The State in Early Modern France: New Approaches to European History
G. R. Elton, Reformation Europe, 1517 to 1559
M. P. Gilmore, The World of Humanism. 1453 -1517
Peter Kriedte, Peasants, Landlords and Merchant Capitalists
J. Lynch, Spain under the Hapsburgs
Peter Mathias, First Industrial Revolution
Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600
Charles A. Nauert, Humanism and the Culture of the Renaissance
The New Cambridge Modern History of Europe, Vols. I -VII.
L. W. Owie, Seventeenth Century Europe
D. H. Pennington, Seventeenth Century Europe
F. Rice, The Foundations of Early Modern Europe
Amallesh Tripathi, Italic Renaissance Bangali Sanskriti (in Bengali)
Rila Mukherjee, Rupantarito Europe (900-1800) (in Bengali)
Bhaskar Chakraborty, Subhashranjan Chakraborty, Kingshuk Chattopadhyay,

CC 7

Delhi Sultanate

Satish Chandra, Medieval India I
Peter Jackson, The Delhi Sultanate
Catherine Asher and Cynthia Talbot, India Before Europe
Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
K.A. Nizami, Religion and Politics in the Thirteenth Century
W.H. McLeod, Karine Schomer, et al, eds, The Sants
S.A.A. Rizvi, A History of Sufism in India
Mohibul Hasan, Historians of Medieval India
Cynthia Talbot, Pre-colonial India in Practice
Simon Digby, War Horses and Elephants in the Delhi Sultanate
I.H. Siddiqui, Afghan Despotism
Burton Stein, New Cambridge History of India: Vijayanagara
Richard M. Eaton, ed. India's Islamic Traditions
Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India
Sheldon Pollock, Languages of the Gods in the World of Men
Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate
Andre Wink, Al-Hind, Vols. I-III
Aniruddha Ray, Madhyajuger Bharater Itihas: Sultani Amal (in Bengali)

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester V Honors. & Programme Course

Name of the Department: _____ **HISTORY** _____

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Method s and material s	Meth ods of Evalu atio	Number of classes allotted in hours	Name of the Teach er assign ed
July - Decemb er	Hons	Histor y of Moder n Europ e -I (1789 CE-19 19 CE) HISA COR1 1T	Unit 1- I. The French Revolution and its European repercussions Crisis of Ancien regime ---- Political, social, economic and intellectual backgr ound (role of Philosophers) of the French Revolution The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermidorian reaction; social base of the	Offline Lecture method	Forma tive Asses sment	36hrs	Priti Mitra

		<p>-1947 CE)</p> <p>HISA COR1 2T</p>	<p>of the new middle class; the age of associations, The Aligarh movement, The Arya and the PrarthanaSamaj</p> <p>Unit 2- The early phase of Indian Freedom Movement Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement, Muslim League, Morle Minto Reforns; Revolutionaries in India and abroad, the Lucknow pact</p> <p>Unit 3-The Gandhian era Gandhi's rise to power, Rowlatt Satyagraha, Montagu Chelmsford reforms; Khilafat and Non-co-operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement</p> <p>Unit 4-Towards freedom Government of India Act 1935, The rise of the leftist movements, The Peasant and Working class movements,</p>				<p>Priti Mitra</p> <p>Priti Mitra</p> <p>Ramkrishna jana</p>
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			<p>British forward movement in Malaya, foundation of Singapore, French colonial system in Indochina, British annexation of Burma, British movement in Borneo and the Brookes in Sarawak.</p> <p>Unit 3- (a) Pre-colonial polity, society, economy and culture in Southeast Asia – a brief survey. (b) Colonial impact on society: growth of Western education; changing position of women and the gender question under colonial rule; social anomalies and eradication efforts; colonial science; Western medicine and public health. (c) Independent modernisation of Siam from Mongkut to Vajiravudh.</p> <p>Unit 4-Economic impact of colonialism: (a) Dutch domination in Indonesia – from the Culture system to the Liberal system. (b) Colonial policy and land question in Indochina –</p>				<p>Aditi Bose</p> <p>Disha khasn obish</p>
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			<p>communication and plantation economy. (c) British economic policy in Burma – agricultural expansion. (d) Development of plantation economy in Malay. (e) Singapore as a strategic defence centre and its growing significance in international economy</p> <p>Unit 5-Nationalism in Indonesia: Sarekat Islam, PKI, PNI and other political parties – Japanese impact during the World War II – Birth of Indonesian Republic and the constitution of 1945 – Indonesian National Revolution, 1945-50.</p> <p>Unit 1- Early nationalist protest movement against French rule in Indochina – Rise of HoChih Minh and birth of Communist party – Vietminh and the August Revolution (1945) – The First Indochina war and Geneva Agreements – the nature of</p>				
	DSE 2	<p>Aspects of the History of Modern South East Asia - II HISA DSE0 2T</p>		Offline Lecture method	Formative Assesmen	36hrs	<p>Aditi bose</p> <p>Ramkrishna jana</p>

			<p>American participation. Unit 2-Nationalism and religion in Burma: the Pongyis and the Sayasan Rebellion – the Thakin movement – Second World War, the struggle for independence and the transfer of power. Unit 3-Growth of anti-Spanish sentiments in the Philippines – Dr. Jose Rizal and the propaganda movement – the anti-Spanish revolution of 1898 – the U.S. intervention and the road to self-government – Transfer of power and birth of a republic (1946). Unit 4-Growth of nationalism in British Malaya – National liberation movement – Malaya Union Plan. Unit 5-Decolonisation and cold war politics – Regional cooperation initiatives: SEATO, ASA, ASEAN and NAM</p>				<p>Aditi Bose</p> <p>Amarnath Das</p> <p>Disha khasnobish</p> <p>Disha khasnobish</p>
	Program me Course	Society	<p>Unit 1-Historiographical Trends Unit 2- Feudal Crisis: Main</p>	Offline Lecture method	Formative Assessment	36hrs	<p>Disha khasnobish</p> <p>Priti</p>

		<p>and Economy of Modern Europe: c.15th – 18th century HISG DSE0 1T</p>	<p>strands Unit 3-Renaissance: Origin, Spread &Dominant Features Unit 4-European Reformation: Genesis, nature & Impact Unit 5-Beginning of the era of colonization: motives; mining and plantation; the African slaves Unit 6-Economic developments of the sixteenth century; Shift of economic balance from Mediterranean to the Atlantic unit 7-Transition from Feudalism to Capitalism: Industrial Revolution in England Unit 1- Pre-colonial History of written records & modalities of dissemination Unit 2- Advent of Print media :Imperialist Ideologies Unit 3-Nationalism and Print Culture in Bengal: Selective study of prominent newspapers: Amrita Bazar Patrika, Ananda Bazar Patrika and Hindusthan Standard Unit 4-Writing and</p>					<p>Mitra Amarnath Das Aditi Bose Ramkrishna jana Ramkrishna jana Amarnath Das Disha khasnobish Priti Mitra Aditi Bose</p>
	SEC	<p>History of Indian Journalism: Colonial and Post Colonial Period HISG GEC0 1T</p>		Offline Lecture method	Formative Assessment	36hrs		

			Reporting				
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Recommended Text Book-

CC11

Mason, Concise History of Modern Europe
 Gerald Brennan, The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War
 C.M. Cipolla, Fontana Economic History of Europe, Volume III: The Industrial Revolution
 Norman Davies, Europe
 J. Evans, The Foundations of a Modern State in 19th Century Europe
 T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871]
 E.J. Hobsbawm, The Age of Revolution
 Lynn Hunt, Politics, Culture and Class in the French Revolution
 James Joll, Europe Since 1870
 David Landes: Prometheus Unbound
 Georges Lefebvre, Coming of the French Revolution
 George Lichtheim, A Short History of Socialism
 Peter Mathias, First Industrial Revolution
 Phyllis Deane, The First Industrial Revolution
 Alec Nove, An Economic History of the USSR
 Andrew Porter, European Imperialism, 18760-1914
 Anthony Wood, History of Europe, 1815-1960
 Stuart Woolf, History of Italy, 1700-1860
 Fernand Braudel, —History and the Social Science, in M. Aymard and G. Mukhia, (ed.), French Studies in History, Vol. I
 Maurice Dobb, Soviet Economic Development Since 1917
 M. Perrot and G. Duby (eds.), A History of Women in the West, Vols 4 and 5
 H. J. Hanham, Nineteenth Century Constitution, 1815 - 1914
 E. J. Hobsbawm, Nations and Nationalism
 Charles and Barbara Jelavich, Establishment of the Balkan National States, 1840-1920
 James Joll, Origins of the First World War
 Jaon B. Landes, Women and the Public Sphere in the Age of the French Revolution
 David Lowenthal, The Past is a Foreign Country
 Colin Licas, The French Revolution and the Making of Modern Political Culture
 Nicholas Mansergh, The Irish Question, 1840 -1921
 K.O. Morgan, Oxford Illustrated History of Britain, Vol. 3 [1789 - 1983]
 R. P. Morgan, German Social Democracy and the First International
 N.V. Riasanovsky, A History of Russia
 J. M. Robert, Europe 1880-1985
 J. J. Roth (ed.), World War I: A Turning Point in Modern History
 Albert Soboul, History of the French Revolution (in two volumes).
 Lawrence Stone, History and the Social Sciences in the Twentieth Century: The Past and

the Present

Dorothy Thompson, Chartists: Popular Politics in the Industrial Revolution

E.P. Thompson, Making of the English Working Class

Michel Vovelle, Fall of the French Monarchy

Raymond Williams, Culture and Society

David Thomson, Europe Since Napoleon

George Rude, Revolutionary Europe

Stephen J. Lee, Aspects of European History

L.C.B. Seaman, From Vienna to Versailles

Gordon Craig, Germany 1871-1945

Geoffery Barraclough, The Origins of Modern Germany

Alfred Cobban, A History of France, Vols. I-III

E. H. Carr, The History of Soviet Russia, Vols. I-III

Hugh Seton Watson, The Decline of Imperial Russia, 1815-1914

W.L. Langer, Diplomacy of Imperialism

L. Kochan, The Making of Imperial Russia

Ralph Finley, Modern German History

A. J. P. Taylor, The Course of German History

A. J. P. Taylor, The Struggle for Mastery over Europe

CC12

Bipan Chandra, History of Modern India

Sumit Sarkar, Writing Social History

Bipan Chandra, Nationalism and Colonialism in Modern India

Bipan Chandra, Rise and Growth of Economic Nationalism in India

D.A.Low (ed.), Congress and the Raj

Eleanor Zelliott, From Untouchable to Dalit: Essays on the Ambedkar Movement

Gyanendra Pandey, The Construction of Communalism in colonial North India

Jawaharlal Nehru, An Autobiography

John R. McLane, Indian Nationalism and the Early Congress

Judith Brown, Gandhi's Rise to Power, 1915-22M. K. Gandhi, An Autobiography or The

Story of My Experiment with Truth

Mushirul Hasan (ed.), India's Partition

Paul Brass, The Politics of India Since Independence

Peter Hardy, Muslims of British India

Ranjit Guha (ed.), A Subaltern Studies Reader

Sumit Sarkar, Modern India, 1885-1947

A. Jalal, The Sole Spokesman. Jinnah, the Muslim League, and the Demand for Pakistan

Anil Seal, Emergence of Indian Nationalism

A.R. Desai, Peasant Struggles in India

R. Desai, Social Background of Indian Nationalism

Chandra et. al., India after Independence

B.D. & T.R. Metcalf, A Concise History of India

B. Stein (ed.), The Making of Agrarian Policy in British India

B.R. Nanda (ed.), Indian foreign Policy: The Nehru Years

B. Shiva Rao, The Arming of India's Constitution - A

StudyBipan Chandra, Communalism in Modern India
 D. Chakrabarty, Rethinking Working Class History
 D. Hardiman, Peasant Resistance in India
 D. Kopf, Brahmo Samaj and the Shaping of the Modern Indian Mind
 F. Hutchins, Spontaneous Revolution
 Francine Frankel, India's Political Economy, 1947-77
 G. Forbes, Women in Modern India
 G. Prakash (ed.), The World of the Rural Labourer in Colonial India
 G. Karlekar, India. The First Fifty Years
 J. Brown, Gandhi's Rise to Power
 J. R. McLane, Indian Nationalism and the Early Congress
 J. Krishnamurti, Women in Colonial India
 J.M. Kaul, Problems of National Integration
 Judith Brown et al., Gandhi, A Prisoner of Hope
 K. Roy (ed.), Partition of India
 J.W. Jones, Socio-Religious Reform Movements in British India
 M. Fisher (ed.), India's Partition
 N. K. Sinha (ed.), History of Bengal
 R. K. Ray, Social Conflict and social Unrest in Bengal
 R. Kshirasagara, Dalit Movements in India and its Leaders
 Ramchandra Guha, India after Gandhi
 S. & T. Sarkar (eds.), Women and Social Reform in Modern India
 S. Bandopadhyay (ed.), Bengal: Rethinking Historiography
 S. Bhattacharya (ed.), Approaches to History
 S. Bose & A. Jalal, Modern South Asia
 Sumit Sarkar, The Swadeshi Movement in Bengal
 S. Sen, The Working Class in India
 Srikumar Deb, Problems and Policies of Bengal Government: 1874-1882
 V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India

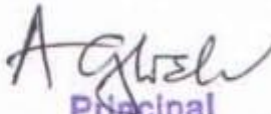
DSE A1

D.G.E. Hall, A History of South East Asia
 G.M.T. Kahin, Government and Politics of Southeast Asia
 J.F. Cady, Southeast Asia: Its Historical Development
 Roff, W.R., A History of Malaysia
 J.C. Van Leur, Indonesian Trade and Society
 G.M.T. Kahin, (ed.), Nationalism and Revolution in Indonesia
 Robert Van Niel, The Emergence of Modern Indonesian Nationalism
 Anthony J.S. Reid, Indonesian Nationalist Revolution

DSE A2

Nicholas Tarling (ed.), The Cambridge History of Southeast Asia
 -----, A Concise History of Southeast Asia
 D.G.E. Hall, A History of South East Asia
 G.M.T. Kahin, Government and Politics of Southeast Asia

J.F. Cady, Southeast Asia: Its Historical Development
Swapna Bhattacharya (Chakraborti), India-Myanmar Relations: 1886-1948
Frank N. Trager, Burma from Kingdom to Republic
Robert H. Taylor, The State in Myanmar
Michael W. Charney, A History of Modern Burma
C.D. Cowan, Nineteenth Century Malay
W.R. Roff, The Origin of Malay Nationalism
D.R. Sardesai, A History of Vietnam
Joseph Buttinger, The Smaller Dragon: A Political History of Vietnam



Principal
Prasanta Chandra Mahalanobis Mahavidyaaya
111/3, B. T. Road, Kolkata-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester I Honors. & Programme Course

Name of the Department: Human Development

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
September- November	Hons.	01T	1. Human development and the need to study it. 2. Approaches to the study of human development – Longitudinal and Cross – Sectional 3. Methods of studying human development – Observation, Interview and Questionnaire	Lecture method, chalkboard, video clips, ppts, referred books, journal articles, ICT	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB
		02T	1. Prenatal Development – Conception; Course of prenatal development. 2. Conditions affecting prenatal development.	Lecture method, chalkboard, video clips, ppts, referred books, journal articles, ICT	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB
September- November	Programme Course	01T	1. Human development and the need to study it; concept of human development	Lecture method, chalkboard, video clips, ppts, referred books, journal	ormative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB

			index; roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development. 2. Conception; physical and psychological care of the expectant mother; prenatal development.	articles, ICT			
December-January	Hons.	01T	4. Principles of development. 5. Roles of heredity and environment in human development.	Lecture method, chalkboard, video clips, ppts, referred books, journal articles, ICT	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB
		02T	3. Infancy- Characteristics, Developmental tasks and Problems. 4. Early Childhood - Characteristics, Developmental tasks and Behaviour problems	Lecture method, chalkboard, video clips, ppts, referred books, journal articles, ICT	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB
December-january	Programme Course	01T	3. Birth of the baby – the characteristics of the neonate; care of the neonate. Infancy – highlights of	Lecture method, chalkboard, video clips, ppts, referred books, journal	Formative Assessment Project work, Verbal Question-	60 hrs.	NB

			development ; caring for the infant – feeding, weaning , supplementary feeding ; sleep routine ; bathing and clothing ; immunization schedule ; importance of toys. 4. Highlights of development in childhood, adolescence, adulthood and old age.	articles, ICT	answer method.		

Recommended Text books:

Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.

Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.

Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi:Wishwa Prakashan.

Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.

Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.

Roy,S. Shiksha manavidya.

Arya, S.C. (1972).Infant and child care for the mother. New Delhi: Vikas

Nag, Rathindranath. Ma o shishu.

***Plz mention Mid Term Examination Month (Approx) in Lesson Plan**

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester III Honors. & Programme Course

Name of the Department: Human Development

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
August- September	Hons	05T	Personality, Emotion, Socialization	Lecture method, chalkboard, video clips, ppts, referred books, journal articles, ICT.	Formative Assessment Project work, Verbal Question- answer method.	60 hrs.	NB, GB, AP
		06T	Psychological test, Standardization of psychological tests:concept of reliability,validity, norms, Concept, major types and computational techniques of measures of central tendency and variability	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question- answer method.	60 hrs.	NB, PB, SB
		07T	Fundamentals of Guidance and Counselling of children, Children with developmental psychopathology - internalizing	Lecture method, chalkboard, video clips, ppts, referred books,	Formative Assessment Project work, Internship or real field experience, Verbal	60 hrs.	NB, GB, AP

			disorder and externalizing disorder	journal articles	Question-answer method.		
		SEC	Adolescence-definition, Importance of the stage, theoretical perspective on adolescence, interpersonal relationship and socio cultural attitudes of adolescents, maturation and learning,	Through making chart, movie or video watching.	Preparing projects, critique writing, assessment through multiple choice based questions.	60 hrs	N.B.
August-September	Programme Course	03T	Personality, Intelligence	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	GB, AP
		SEC	Steps in setting up a preschool, Space design Understanding Childhood Nutrition and health	Lecture and demonstrations, video clips	Chart making, diagrammatic representation and mock tests	60 hrs	N.B.
November-January	Hons	05T	Intelligence	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question-answer method.	30 hrs.	AP

		06T	Tabulation and frequency of data, Graphical representation of data, Concept, uses and computation of bivariate correlation	Lecture method, chalkboard, video clips, ppts, referred books, journal articles, ICT.	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB, PB, SB
		07T	Children in difficult circumstances	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question-answer method.	30 hrs.	NB
		SEC	Consequences of puberty changes, sexual development, psychological implication Intellectual development, Vocational performance, training and work transition to adulthood	Through making chart, movie or video watching.	Preparing projects, critique writing, assessment through multiple choice based questions.	60 hrs	N.B.
November-January	Programme Course	03T	Emotion, Socialization	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question-answer method.	40 hrs.	AP

		SEC	Curriculum planning, Activities and methods of playful interactions to foster development	Lecture and demonstrations, video clips	Planning and preparing the related activities, diagrammatic representation	60 hrs	N.B.
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Recommended Text books:

Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.

Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.

Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology, 7th Ed., New York: McGraw – Hill.

Roy,Sushil. Shiksha Manavidya

Barooh,P. Child Welfare.

Devi, L. Encyclopedia of Child Welfare Vol (I-VI).

Madan, G. R. Indian Social Problems.

Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990).Child development and personality. New York: Harper and Row.

Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay: TISS.

Rane, A. et al. (1980). Children in difficult situations in India: A review.Bombay : TISS.

***Plz mention Approximate month of Mid term / Internal examination**

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester V Honors. & Programme Course

Name of the Department: Human Development

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
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August-September	Hons	13T	_____	_____	_____	_____	_____
		14T	_____	_____	_____	_____	_____
		DSE	_____	_____	_____	_____	_____
		DSE	_____	_____	_____	_____	_____
August - September	Programme Course	GEC01T	Introduction to Human development - need to study, growth and development, conception, prenatal care	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB, AP
November -January	Hons	13T	_____	_____	_____	_____	_____
		14T	_____	_____	_____	_____	_____
		DSE	_____	_____	_____	_____	_____
		DSE	_____	_____	_____	_____	_____
November-January	Programme Course	GEC01T	Birth of baby, care of neonate, Highlights of development infancy, childhood, adolescence, adulthood and old age	Lecture method, chalkboard, video clips, ppts, referred books, journal articles	Formative Assessment Project work, Verbal Question-answer method.	60 hrs.	NB

Recommended Text books:

Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.

Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.


Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.

Nag, Rathindranath. Ma o shishu.

Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: Tata McGraw- Hill.

Roy,Sushil. Shiksha manovidya.

***Plz Mention Internal Examination Month/ Dates**



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Prasanta Chandra Mahalanobis Mahavidyaaya
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Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester I Honors. & Programme Course.....

Name of the Department: Philosophy

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluatio n	Number of classes allotted in hours	Name of the Teacher assigned
Septem ber – Octobe r	Hons.	01T(History of Western Philosophy - 1).	<p>1. Basic concepts of pre-Socratic philosophy – Cosmology – origin(Ionian).Being & change(Eliatics). Process Philosophy (Heraclitus).The Sophists</p> <p>2. Plato’s Theory of knowledge(Episteme) And Opinion (Doxa) and its refutation by Aristotle</p>	Study materials, reference book and class note given.	Class assignment and class test. Internal Assessment.		<p>1.Sarmistha Mitra. 2. Sarmistha Mitra. 3.Mijanur Rahaman. 4. Mijanur Rahaman</p>

			<p>3. Medieval Philosophy : Reason, Faith, God- Augustine, Aquinas.</p> <p>4. Descartes, Spinoza, Leibnitz (Descartes – Method of Doubt, Cogito, Different types of Ideas, Criterion of Truth, Theory of Substance. Spinoza – Substance and Attributes.</p>				
		02T(Western Logic -1)	<p>1. Basic concepts – Propositions, Propositional form, Argument and Argument form, Truth functional</p>	Study materials and reference books given.	Class assignment and class test. Internal assessment.		Mijanur Rahaman Sarmistha Mitra

			<p>connectives, Truth and Validity.</p> <p>2. An overview of Traditional Laws of Logic, Boolean interpretation of Categorical Propositions and consequences, Syllogism, Venn Diagram</p> <p>3. Propositional Logic:- The Method of Truth Table and Truth Tree as decision procedures.</p>				
I.	Programme Course	PHIHGEC01T+PHIGCOR01T-[Western Logic]	<p>1. Basic concepts :- Proposition, Categorical Proposition, Quality, Quantity of categorical Proposition, argumen</p>	Study materials, reference book & class note given.	Class assignment and class test taken.		Mijanur Rahaman Sarmistha Mitra

			<p>t, truth, validity.</p> <p>2. Distribution of terms. Traditional Square of Oppositions, Conversion, Obversion and Contradiction.</p> <p>3. Categorical Proposition: Existential Import of Proposition, Boolean Interpretation of Categorical proposition.</p> <p>4. Symbolic Logic: The value of special Symbols for Conjunction, Negation, Disjunction, Implication, Equivalence,</p>				
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			Tautology, Contradiction and Contingency.				
November - December	Hons.	01T(History of Western Philosophy -1)	<ol style="list-style-type: none"> 1. Plato and Aristotle :- Plato's theory of Ideas, Aristotle's refutation. Aristotle's Form and Matter. 2. Spinoza – Modes, Existence of God, Pantheism, Theory of knowledge. 3. Leibnitz –Innate Idea, Monad, Truths of Reason, Truths of Fact, Pre- 	Study materials, reference books and class note given.	Class assignment and class test.		<ol style="list-style-type: none"> 1. Sarmistha Mitra. 2. Mijanur Rahaman. 3. Mijanur Rahaman.

			established Harmony.				
		02T(Western Logic- I)	<ol style="list-style-type: none"> 1. Propositional Logic – b.Statement forms and Statements – Tautologous,Contradictory and Contingent by Truth Tanleand Truth Tree method. 2. C.Consistency by Truth Tree method. Validity determination by Truth Table method and Truth Value Assignm ent method. 3. Method of Deducti on– Construc 				<ol style="list-style-type: none"> 1.Sarmist ha Mitra. 2.Sarmist haMitra. 3. Mijanur Rahaman. 4. Mijanur Rahaman

			<p>tion of formal proof of validity by using 19 Rules, I.P. and C.P.</p> <p>4. Invalidity by Shorter Truth Table method.</p>				
	Programme Course	PHIHGEC01 T+PHIGCOR 01T- [Western Logic]	<p>1. Categorical syllogism: Figure, Mood, Rules for Validity, Testing the validity of arguments by Venn diagram.</p> <p>2. Truth Table: Truth table Method for Testing Arguments.</p> <p>3. Inductive Logic: Mill's method of Experimental Inquiry.</p>	Study materials & class note given.	Class assignment and class test.		Mijanur Rahaman. Sarmistha Mitra.

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester III Honors. & Programme Course

Name of the Department: Philosophy

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher
July –September	Hons	05(History of Western Philosophy - II)	A. Empiricism: Locke –Ideas and Their classifications, Refutation of Innate Ideas, Substance , Locke's Realism and theory of knowledge, Primary and Secondary Qualities. Hume- Impression and Ideas, Association of Ideas, Judgment concerning relations of ideas and matters of fact. Causality and Scepticism.	Study materials and class note given.	Assign ments and class test taken.		SarmisthaMitra. Mijanur Rahaman.
		06(Outline of Indian Philosophy - II)	1.A. Sankhya System :- Duhkha- traya, Satkavyav ada as opposed	Study material s given.	Class assignm ents and class test.		Mijanur Rahaman SarmisthaMitra

			<p>to Asatkarya vada, arguments in favourof Satkaryav ada, Prakrti- Its Constitue nts and Evolutes, Argument s for the existence of Prakrti, Purusa- Argument s for its existence, Plurality of Purusa, Liberation . 2. Mimamsa System : Pramanas, Arthapatti andAnupa labdhi(Prabhakar a and Bhatta view). 3. Advaita Vedanta Philosoph y of Sankara: Sattvatrai vidhyavad a, Vivartava da, Brahman, Relation of Brahman</p>			
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			with Jiva and Jagat.				
		07T(Western Ethics)	<p>1 Introduction to Ethics- Definition, Scope, Presuppositions, Basic concepts of morality, moral problems, moral action, Object of moral judgement.</p> <p>2 Deontology- with special reference to Kant [Good will, good will and duty, Categorical Imperative, Duty for duty's sake, Kingdom of Ends]</p> <p>3 Teleologism- Hedonism, Utilitarianism and its different</p>	Study materials, reference books and class note given.			Mijanur Rahaman SarmisthaMitra

			types(with special reference to Mill and Bentham) - Act, Rule.				
		SEC[PHISSE C01M][Media Ethics]	1 What is Media Ethics. 2 Roles and Impact of Media. 3 Media and Democracy	Class notes, study materials	Class assignment and class assessment		Mijanur Rahaman SarmisthaMitra
	Programme Course	PHIHGEC03T +PHIGCOR03 T:-[Indian Epistemology and Metaphysics]	1.A. Carvaka Epistemology: Perception as the only source of knowledge, Rejection of Inference and Testimony as source of Knowledge Carvaka Metaphysics : Causality – Svabhava vada, Yadrachavavada, Akasmika tavada,	Study materials and class note given.	Class assignment and class test.		SarmisthaMitra Mijanur Rahaman

			<p>Jagat, Bhutacait anyavada. 2 . Nyaya Epistemol ogy: Classifica tion of Pramana: Pratyaksa, Anumana, Upamana &Sabda. Pratyaksa: Laksna: Classifica tion: Determin ate(Savik alpaka), Indetermi nate(Mirvikalp aka), Laukika, a-laukika. Classifica tion of a- kaukika. Sannikars a: Laukika& a- laukika.A numana: Laksana, Vyapti, Pramanas, Svarthanu miti&Para rthanumiti .</p>			
October -December	Hons	05T(History of Western Philosophy - II)	<p>1 .A. Empiricis m: Berkeley – Rejection of Abstract Ideas,</p>	<p>Study material s and class note given.</p>		<p>SarmisthaMitra Mijanur Rahaman</p>

			Rejection of the distinction between Primary and Secondary Qualities, esse est percipi, Idealism. 2 . B. Kant: Conception of Critical Philosophy, Possibility of Metaphysics, Copernican Revolution, Distinction between a priori and a posteriori, Distinction between Analytic and Synthetic Judgment, Possibility of Synthetic a priori Judgment, Space and Time, Transcendental Idealism, Noumena and				
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			Phenomena.				
		06T(Outlines of Indian Philosophy - II)	1 . Yoga System : Citta, Cittabhumi, Cittavruti, Cittavruti-nirodh, Astangayoga, Concept of Isvara. 2 . Advaita Vedanta: Doctrine of Maya. 3 . Ramanuja : Brahman, jiva, Jagat, Prapatti, Refutation of Sankara's theory of Maya.	Study materials, reference books given.	Class assignments and class test.		Mijanur Rahaman SarmisthaMitra
		07T(Western Ethics)	1.Different types of ethical theories – Descriptivism vs Normativism and Prescriptivism;Deontology, Teleologism, Naturalism, Naturalistic fallacy.	Study materials, reference books, class notes given.	Class assignments, class test and internal assessment.		Mijanur Rahaman SarmisthaMitra

			2 . Theories of Punishme nt.				
		SEC[PHISSE C01M][Media Ethics]	1 Functions and Responsib ilities of Media.	Study material s given	Class assessm ents and class test		Mijanur Rahaman SarmisthaMitra
	Programme Course	PHIHGEC03T + PHIGCOR03T :[Indian Epistemology and Metaphysics]	1 C. Vaisesika Metaphys ics: Seven categories : Outlines of Dravya, Guna, Karma, Detailed explanatio n of Samanya, Visesa, Samavaya &Abhava. 2 Abvaita Metaphys ics: Nature of Brahman, Maya, Jagat, Relation between Brahman and Jiva.	Study material s & class note given	Class assessm ent and class test		Mijanur Rahaman. SarmisthaMitra

Recommended Text books:

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2022-23

Semester V/ Honors. & Programme Course

Name of the Department: Philosophy

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Methods and material s	Metho ds of Evalu ation	Numbe r of classes allotte d in hours	Name of the Teacher assigned
July -September	Hons	11T(Philosophy of Language – Indian and Western)	1.A. Indian Philosophy of Language: Text: Annambhat ta'sTarkasa mgraphah with Dipikatika– Sabdakhan dam. 2 B. Western Philosophy of Language: Hoppers: Word, Meaning, Ambiguity, Vagueness.	Study materials and class note.	Class assign ments and class test.		Sarmistha Mitra. Mijanur Rahaman.
		12T(Ethical and Social Philosophy of India)	1 Introductio n: Special features of Indian Ethics as	Study materials and reference books along with	Class assign ments and Class test		Sarmistha Mitra Mijanur Rahaman

			<p>opposed to Western Ethics.</p> <p>2 Basic Concepts with social significance in BhagavatGita: Karmayoga , Sthitaprajna , Yogaksems and Lokasamgraha.</p> <p>3 Purusarthas - Concepts of the four Purusarthas and their interrelation.</p>	class notes given.			
		DSE01T(Elective Logic)	<p>1.Introduction, Membership, Inclusion, the Empty Set,</p> <p>2.Operations on Sets, Intersection, Union and Difference, Domain Of Individuals,</p> <p>3.Translating sentences of everyday language into Set Notation</p>	Text Book			Mijanur Rahaman

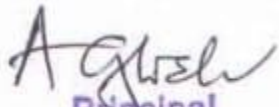
		DSE02(Practical Ethics)	1 Killing : Killing of Animals, Suicide, Euthanasia, 2 Human Rights: Discrimination and its different types with special reference to Caste / Varna. 3 War, Violence and Terrorism.	Study materials and class notes given.	Class assignments and class test		Sarmistha Mitra
	Program me Course	PHIGDSE01T(Applied Ethics)	1 A Nature and Scope of Applied / Practical Ethics. 2 Suicide : Definition and Types, whether suicide can be called 'A moral crime', Arguments for and Against suicide. 3 Euthanasia/ Mercy killing : Definition, meaning, types, Arguments for and Against Euthanasia.	Study materials, class notes and reference books given.	Class test		Mijanur Rahaman. Sarmistha Mitra.
October -December	Hons	11T(Philosophy of Language – Indian	1A. Indian Philosophy of Language:	Study materials and reference	Class assessment and		Sarmistha Mitra. Mijanur Rahaman.

		and Western)	Text: Annambhat ta'sTarkasa mgrahah with Dipikatika-Sabdakhan dam. 2 B. Western Philosophy of Language: P. alston – Speech acts.	books given	class test.		
		12T(Ethical and Social Philosophy of India)	1 Sukhavada-Carvaka. 2 Dharma: Definition, Sadharanadharma, Visadharma, Varnadharma, Asramadharma, Svadharma. 3 Karma-Nitya, Naimitta, Kamyā, Niskama, Sancita, Sanciyama na and prarabdha. 4 Concept of Pancasila, Brahmavihara, Anuvrata, Mahavrata and Ahimsa.	Reference books, Class notes and study materials given.	Class assignments and class test.		Sarmistha Mitra. Mijanur Rahaman.
		DSE01T(Elective Logic)	4. Venn diagram	Text Book			Mijanur Rahaman

			5. Definition of Relations, Properties of Binary Relations, Definition of Functions and Operations on Functions. 6. Quine's Method of Resolution-Fell Swoop and Full Sweep				
		DSE02T (Practical Ethics)	1 Concept of Environmental Ethics. 2 Feminist Ethics – Justice based Ethics Vs Care based Ethics and Ethics based on Empathy. Female foeticide and abortion.	Study materials and class notes given.	Class assessment and class test.		Sarmistha Mitra
	Program me Course	PHIGDSE01T(Applied Ethics)	1.Nature of Rights – Human and Animal. 2 Environmental Ethics – Nature and main concern,	Class notes and reference books given.	Class assignments and class test.		1.Mijanur Rahaman 2.Sarmistha Mitra

			Necessity of Environmental Ethics for human survival.				
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Recommended Text books:


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Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson plan 2022-23 Semester I (Hons & Programme Course)

Name of the Department: Political Science

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
Sep-Feb	HONS	Understanding Political Theory (PLSACOR01T)	<p>Module 1. What is Political and what is political Science</p> <p>Module 2 a) Traditional b) Marxist c) Behavioral d) Post Behavioral</p> <p>Module 3. a) Authority Models(Weber) b) Systems Analysis c) Structural functional Model d) Post Modernism</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee</p>
Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
Sep-Feb	HONS	Constitutional Government and Democracy in India (PLSACOR02T)	<p>Module 1: a) Preamble b) Fundamental Rights c) Directive Principles of State Policy</p> <p>Module 2. Federalism</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p>

			<p>Module 3. a)Union Government: Executive, Legislature, Judiciary b)State Government: Executive, Legislature, Judiciary</p>				Chandrani Mukherjee & Jayanta Sarkar
Sep-Feb	Programme Course	Introduction to Political Theory (PLSHGEC01T)	<p>Module I. a. What is Politics? b. What is Political Theory and what is its relevance?</p> <p>Module II. Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State</p> <p>Module III. a. Is democracy compatible with economic growth? b. On what grounds is censorship justified and what are its limits? c. Does protective discrimination violate principles of fairness? d. Should the State intervene in the institution of the family?</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>

Reading materials:

1. Bhargava, R. (2008) Political Theory: An Introduction. New Delhi: Pearson Longman
2. O.P.Gauba ,An Introduction to Political Theory

3. Johari. J.C ,Contemporary Political Theory:new dimensions,basic concepts and major trends
4. Bhattacharya Ch. Dinesh, Political Theory: A Comprehensive Study Of
5. Ramaswamy Sushila ,Political Theory: Ideas and Concepts
6. Bhattacharya Mohit and Ghosh Biswanath,Adhunik Rastrabigyan
7. Mahapatra Anadikumar,Rastrabigyan
8. Mukhopadhyay Pralaydeb, Rastro o Rajniti :Tatwa o Motobadik Bitarka
9. Ghosh Krityapriya ,Rastratwa

Prasanta Chandra Mahalanobis Mahavidyalaya
Lesson plan 2022-23 Semester III (Hons & Programme Course)
Name of the Department: Political Science

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
Aug- DEC	HONS	Introduction to Comparative Government and Politics (PLSACOR05T)	<p>Module I. a. Nature and scope b. Going beyond Eurocentrism</p> <p>Module – 2 a. Capitalism: meaning and development: globalization b. Socialism: meaning, growth and development c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization</p> <p>Module – 3 A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil and China.</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
Aug-DEC	HONS	Perspectives on Public Administration (PLSACOR06T)	<p>Module 1 a. Meaning, Dimensions and Significance of the Discipline b. Public and Private Administration c. Evolution of Public Administration</p> <p>Module 2 <i>CLASSICAL THEORIES</i> • Scientific management (F.W. Taylor) • Administrative Management (Gullick, Urwick and Fayol) • Ideal-type bureaucracy (Max Weber) b. <i>NEO- CLASSICAL THEORIES</i> • Human relations theory (Elton Mayo) • Rational decision- making (Herbert Simon) c. <i>CONTEMPORARY THEORIES</i> • Ecological approach (Fred Riggs) • Innovation and Entrepreneurship (Peter Drucker)</p> <p>Module 3 III. PUBLIC POLICY : Concept, relevance and approaches</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p>

			<ul style="list-style-type: none"> • Formulation, implementation and evaluation • New Public Administration • New Public Management • New Public Service Approach • Good Governance • Feminist Perspectives 				Chandrani Mukherjee & Jayanta Sarkar
Aug-DEC	HONS	Perspectives on International Relations and World History (PLSACOR07T)	<p>Module 1</p> <p>a. How do you understand International Relations: Levels of Analysis</p> <p>b. History and IR: Emergence of the International State System</p> <p>c. Pre-Westphalia and Westphalia</p> <p>d. Post-Westphalia.</p> <p>Module 2</p> <p>a. Classical Realism & Neo-Realism</p> <p>b. Liberalism & Neo-liberalism</p> <p>c. Marxist Approaches</p> <p>d. Feminist Perspectives</p> <p>e. Eurocentricism and Perspectives from the Global South.</p> <p>Module 3</p> <p>a. World War I: Causes and Consequences</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Jiaril Mondal &</p>

			<ul style="list-style-type: none"> b. Significance of the Bolshevik Revolution c. Rise of Fascism / Nazism d. World War II : Causes and Consequences e. Cold War: Different Phases f. Emergence of the Third World g. Collapse of the USSR and the End of the Cold War h. Post Cold War Developments and Emergence of Other Power Centers of Power 				Jayanta Sarkar
Aug-DEC	programme	Introduction to Comparative Government and Politics (PLSHGEC03T)	<p>Module I.</p> <ul style="list-style-type: none"> a. Nature and scope b. Going beyond Eurocentrism <p>Module – 2</p> <ul style="list-style-type: none"> a. Capitalism: meaning and development: globalization b. Socialism: meaning, growth and development c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization 	Offline Lecture method	Formative Assessment	48 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p>

			<p>Module – 3</p> <p>A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil and China.</p>				<p>Chandrani Mukherjee & Jayanta Sarkar</p>
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References-

1. M. Mohanty, (1975) ‘Comparative Political Theory and Third World Sensitivity’, in Teaching Politics
2. R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications,
3. তুলনামূলক রাজনীতি ও শাসনব্যবস্থা – দীপিকা মজুমদার
4. antarjatic rajniti o sasanbyabastha –Debasish Nandi
5. Antarjatic samporka –Radharaman Chakroborty
6. samasamayik antarjatic samporka – Goutam Kumar Bose
7. . তুলনামূলক রাজনীতি ও শাসনব্যবস্থা-Rakhahori chatterjee
8. Janaprasason- Rajasri Basu
9. Soma Ghosh,(2015),Jana Prasasan Totto O Pryog, Kolkata, Progressive
10. Modern Political Constittutions – D.C.Bhattacharya
11. তুলনামূলক শাসনব্যবস্থা ও রাজনীতি- Rajasri Basu
12. M.Bhattacharya, (2012)Restructuring Public Administration: A New Look
13. . Basu, Rumki, (2014) Public Administration: Concepts and Theories Sterling Publishers, New Delhi
14. Debasis Chakraborty, GanaPrasasan
15. . Pradipta Mukherjee(ed), Prasasanik totto, Kolkata, Mitram
16. J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press
17. Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
JULY-DEC	HONS	Classical Political Philosophy (PLSACOR11T)	<p>Module I. <i>Plato:</i> Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism; Critique of Democracy; Women and Guardianship, Censorship <i>Aristotle:</i> Virtue, Citizenship, Justice, State and Household - Classification of governments; man as zoon politikon</p> <p>Module II. <i>Machiavelli:</i> Virtue, Religion, Republicanism, morality and statecraft; vice and virtue</p> <p>Module III Hobbes , Locke and Rousseau a. Hobbes: Human nature, State of Nature, Social Contract, State; Social Contract; Leviathan; atomistic individuals. b. Locke : Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property c. Rousseau: State of Nature, Social Contract, General Will</p>	Offline Lecture method	Formative Assessment	48 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>

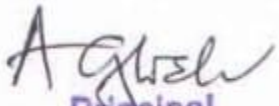
Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
JULY-DEC	hons	Indian Political Thought (PLSACOR12T)	<p>Module I. a. Brahmanic and Shramanic b. Islamic and Syncretic.</p> <p>Module II. a. Ved Vyasa (Shantiparva): Rajadharma b. Manu: Social Laws c. Kautilya: Theory of State , Saptanga, Danda, Law d. Aggannasutta (Digha Nikaya): Theory of kingship</p> <p>Module III a. Barani: Ideal Polity b. Abul Fazal: Monarchy c. Kabir: Syncretism</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Jaril Mondal & Jayanta Sarkar</p>
JULY-DEC	Hons	Reading Gandhi (PLSADSE01T)	<p>Module I. Gandhi on Modern Civilization and Modern Industrialisation based on Large and Heavy Industries and Alternative Modernity ; critique of development</p> <p>Module II. Gandhian Thought: Theory and Action: a. Theory of Satyagraha b. Satyagraha in Action : Peasant Satyagraha: Kheda and the Idea of Trusteeship c. Gandhi on all- inclusive Development</p>	Offline Lecture method	Formative Assessment	48 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p>

			<p>Sarvodaya – on Untouchability and Dalit emancipation</p> <p>Module III.</p> <p>a. Gandhi on Women’s Development and on Women’s Movement</p> <p>b. Gandhi on peace and Preservation of Nature</p>				Jaril Mondal
JULY-DEC	Hons	Understanding Global Politics (PLSADSE03T)	<p>Module 1</p> <p>a. Understanding Globalization and its Alternative Perspectives</p> <p>b. Political: Debates on Sovereignty and Territoriality</p> <p>c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs</p> <p>Module 2</p> <p>a. Global Inequalities</p> <p>b. Violence: Conflict, War and Terrorism</p> <p>c. Global Civil Society :</p> <p>Proliferation of Nuclear Weapons ; International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments ; Migration ; Human Security</p> <p>Module 3</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p>

			Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate				Mohiuddin Mondal & Manisha Ghosh
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References –

1. C. Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press
2. Mukherjee, Ramaswamy, A History of Political Thought(plato to marx)
3. . B. Parekh, (1986) _Some Reflections on the Hindu Tradition of Political Thought‘, in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications,
4. V. Mehta, (1992) Foundation of Indian Political Thought, Delhi: Manohar
5. Bharatiya rastrachinta o Paschatyan Rastrachinta – Radharaman Chakroborty
6. Paschimi Rastrachinta – Debashis Mukhopadhyay
7. Bharatiya rastrachinta o Paschatyan Rastrachinta – P.G.Das
8. Bharatiya rastrachinta – Aloknarayan Chowdhury
9. S. Sarkar, (1982) Modern India 1885-1947, New Delhi: Macmillan,
10. A. Heywood, (2011) _Global Environmental Issues‘, in Global Politics, London: Palgrave, 2011
11. Global Politics –Jindal,kumar


 Principal
 Prasanta Chandra Mahalanobis Mahavidyaaya
 111/3, B. T. Road, Kolkata-108

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Lesson Plan- 2021-22

Semester I Honors/Programme. Course

Name of the Department: SOCIOLOGY

Period	Hons/ Progra mme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
October to December	Hons.	01T INTRODUCTION TO SOCIOLOGY -I	<p>1. Sociology: Discipline and Concepts</p> <p>1.1 Thinking Sociologically: Sociology and Common Sense, Sociological Imagination</p> <p>1.2 Emergence of Sociology</p> <p>1.3 Some Basic Concepts: Social Institution; Social System;</p> <p>Association; Aggregates, Categories; Groups and its forms; Status and Role; Norms & Values; Social Structure; Social Processes: Associative and Dissociative</p> <p>1.4 Individual, Culture and Society: Meaning of Culture;</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs</p>	<p>Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(33 hrs.) (12 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>

			<p>Humans in Society, Society in Humans; Culture and Personality; Socialization: Concept, Processes, and Agencies</p> <p>2. Sociology and Other Social Sciences</p> <p>2.1 Sociology and Social Anthropology</p> <p>2.2 Sociology & Psychology</p> <p>2.3 Sociology & History</p>				
		02T	<p>1. India: An Object of Knowledge</p> <p>1.1 The Colonial Discourse</p> <p>1.2 The Nationalist Discourse</p> <p>1.3 The Subaltern Critique</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available</p>	<p>Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making</p>	(25 hrs.)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p>

			<p>2. Indian Society: Concepts and Institutions</p> <p>2.1. Caste: concept and critique</p> <p>2.2. Agrarian Classes</p> <p>2.3. Industry and Labour</p> <p>2.4. Tribe: Profile and Location</p>	<p>on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>		(25 hrs.)	Ms Monolina Seth (MS)
	Programme Course	(SOCGC OR01T) Introduction to Sociology	<p>1. Sociology-The Discipline: Sociology as a science and as an interpretative discipline; Study of Social Phenomena</p> <p>2. Basic Concepts: society, community, association, institution; culture-components, culture change, diffusion, cultural-lag, cultural universals and relativism, ethnocentrism, acculturation; social groups - primary, secondary,</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC;</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(8 hrs.)</p> <p>(25 hrs.)</p> <p>(12 hrs.)</p> <p>(15 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>

		<p>formal-informal, in group-out group, and reference groups; social structure, social system, social action; status and role, role conflict, role set; norms and values-conformity and deviance; law and customs; socialization – theories and agencies; nature-nurture debate, social interaction</p> <p>3. Marriage and Family: Types and forms of marriage; family-structure and function; personality and socialization; Social control; family, changing structure of family marriage and sex roles in modern society; divorce and its implications; gender issues; role conflicts.</p> <p>4. Social Stratification: Concepts-hierarchy, inequality and stratification; forms and functions; class-different conceptions of class: class-in-itself and class-for-itself; caste and class; caste as</p>	Egyankosh; Using PPTs			
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			a class, social mobility				
January to March	Hons.	(SOCAC OR01T)	<p>3. Human Society</p> <p>3.1 Individual and Group</p> <p>3.2 Social Institutions</p> <p>3.3 Social Structure and Social Control</p> <p>3.4 Social Processes</p> <p>3.5 Social Change and Mobility</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (Short Questions of 5 Marks); End Semester CBCS Examination conducted by WBSU</p>	(30 hrs.)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>

				Google Classroom			
	Hons	(SOCAC OR02T)	<p>2. Indian Society: Concepts and Institutions</p> <p>2.5. Village: Structure and Change</p> <p>2.6. Kinship: Principle and Pattern</p> <p>2.7. Religion and Society</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (Short Questions of 5 Marks); End Semester CBCS Examination conducted by WBSU</p>	(25 hrs)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>

	Programme Course		<p>5. Social Institutions: Economy, Polity, Education and Religion</p> <p>6. Social Movements: Concepts of social movements; genesis of social movements; ideology and social movement</p> <p>7. Social change: Continuity and change as fact, and as value; directed social change; social movement and social change; social policy</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (MCQs of 1 Mark); End Semester CBCS Examination conducted by WBSU</p>	<p>(5 hrs.)</p> <p>(5 hrs.)</p> <p>(5 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>

Recommended Text books:

01T

1. Alex, Inkeles. 1975. Sociology. London: Prentice Hall.
2. Anthony Giddens. 2013. Sociology (Seventh Edition).
3. Bottomore, T.B. 1962. Sociology. London: George Allen and Unwin.
4. Fulcher, James and John Scott. 2007. Sociology. Third Ed. OUP.
5. Haralambos, M. 1998. Sociology: Themes and Perspectives, OUP, New Delhi.
6. Henslin, James M., et al. Sociology: A down to earth approach. Pearson Higher Education AU, 2015.
7. Jayaram, N. 1987. Introductory Sociology. Macmillan Press Limited.
8. Macionis, John. 1996. Sociology. New Jersey: Prentice Hall.
9. McIntyre, Lisa J. The practical skeptic: Core concepts in sociology. McGraw-Hill, 2011.

02T

1. A. R. Desai. BharatiyaJatiatabaderSamajikPatabhumi (Social Background of Indian Nationalism).
2. David Mandelbaum – Society in India
4. K. L. Sharma – Social Stratification and Mobility
5. K. L. Sharma – Social Stratification in India
6. M. N. Srinivas – Caste – Its Twentieth Century Avatar
7. M. N. Srinivas – Social Change in Modern India
8. P. Oberoi (ed) - Family, Kinship and Marriage in India
9. Rajni Kothari (ed.) – Caste in Indian Politics
10. Ram Ahuja – Indian Social System
11. S. C. Dube – Indian Society
12. T. K. Oommen – Social Structure and Politics
13. Yogendra Singh – Culture Change in India
14. Yogendra Singh – Essays on Modernization in India
15. Yogendra Singh – Social Change in India
16. Yogendra Singh – The Modernization of Indian Tradition

Programme Course (SOCGCOR01T)

1. Alex Inkeles: What Is Sociology, PHI Learning, 1964

2. An Introduction to Sociology: Ken Browne, 3rd edition, Polity, 2005
3. Contemporary Sociology: An Introduction to Concepts and Theory, M. Francis Abraham, OUP India, 2006
4. Samakalin Samajtatwa: Ganguly & Moinuddin, 2nd Edition, Reena Books: Kolkata, 2013
5. Sociology: A Down-to-Earth Approach: James M. Henslin, Pearson; 11th edition 2011
6. Sociology: Essays on Approach and Method: A. Beteille, OUP India 2002
7. The Concise Encyclopedia of Sociology: George Ritzer and J. Michael Ryan (Edits), Blackwell Publishing, 2011

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester III Honors. & Programme Course

Name of the Department: SOCIOLOGY

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
October- December	Hons	(SOC ACOR 05T)	<p>Political Culture and Political Socialization</p> <p>1.1 Meaning and Dimensions of Political Culture</p> <p>1.2 Meaning and types of Political Socialization</p> <p>1.3 Agencies of Political</p>	<p>Lecture method; Chalkboa rd Splash; Audio Visual Aids; Usings MOOCs and e-resourc es available on</p>	<p>Formative Assessmen ts like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(10 hrs.)</p> <p>(25 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p>

			<p>Socialization and their role</p> <p>Basic Concepts</p> <p>2.1 Power and Authority</p> <p>2.2 State, Governance and Citizenship</p> <p>2.3 Elites and the Ruling Classes</p>	<p>SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>			<p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>
		(SOC ACOR 06T)	<p>1. Approaches to the Study of Religion</p> <p>1.1 Formulating Religion</p> <p>1.2 Emile Durkheim: Society as Sacred</p> <p>1.3 Karl Marx: Religion as Alienation</p> <p>1.4 Max Weber: Religion as 'Social Action'</p> <p>2. Elements of Religiosity</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(30 hrs.)</p> <p>(20 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>

			<p>2.1 Sacred, Myth, Ritual and Prayer</p> <p>2.2 Time-Space</p> <p>2.3 Rationality</p>	<p>(Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>			<p>Ms Sharmistha Ray (SR)</p>
		<p>(SOC ACOR 07T)</p>	<p>1. Gender as a Patriarchal / Social Construct</p> <p>Gender, Sex, Sexuality</p> <p>Production of Masculinity and Femininity</p> <p>Gender Socialization, Gender Roles and Stereotyping</p> <p>Sexual Identities: Heterosexual, Bisexual, Lesbian and Homosexual,</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre);</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(25 hrs.)</p> <p>(25 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>

			<p>Transgender, Transvestite, Hijra, Koti</p> <p>2. Gender: Discrimination and Inequalities</p> <p>2.1. Class, Caste</p> <p>2.2. Family, Work</p> <p>2.3. Religion, Ethnicity</p>	<p>E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>			<p>Ms Sharmistha Ray (SR)</p>
		SEC	<p>1) The Nature of Social Research</p> <p>2) Using Series of Numbers to do Social Research</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre);</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(20 hrs.)</p>	<p>Mr Debadyuti Karmakar (DK)</p> <p>Ms Sharmistha Ray (SR)</p>

				E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom			
	Programme Course	(SOCG COR03 T)	<p>1. Karl Marx</p> <p>1.1 Materialist Conception of History</p> <p>1.2 Class and Class Struggle</p> <p>2. Emile Durkheim</p> <p>2.1 Social Fact</p> <p>2.2 Forms of Solidarity</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making	(25 hrs.) (25 hrs.)	<p>Mr Debadyuti Karmakar(DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>

				; CEC; Egyankos h; Using PPTs; Using GMeet and Google Classroo m			
January- March	Hons	(SOC ACOR 05T)	<p>4. Political Parties, Pressure Groups, and Local Structures of Power</p> <p>4.1 Political Parties: Structure and Functions</p> <p>4.2 Types of Pressure Groups and their relationship with Political Parties</p> <p>4.3 Local Governance: Panchayat System</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankos</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examination</p>	<p>(20 hrs.)</p> <p>(20 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>

			3. Political Systems: Segmentary, Totalitarian and Democratic	h; Using PPTs; Using GMeet and Google Classroom	conducted by WBSU		
		(SOC ACOR 06T)	3. Contemporary Directions in the Sociology of Religion 3.1 Religious Fundamentalism 3.2 The Secularization Debate 3.3 Religious Individualism and the Boundaries of Religion 3.4 Religion and Identity: Class, Gender, Sexuality	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs;	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (Short Question of 5 Marks); End Semester CBCS Examination conducted by WBSU	(25 hrs.)	Dr Sreyasi Chatterjee (SC) Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmistha Ray (SR)

				Using GMeet and Google Classroom			
		(SOC ACOR 07T)	3. Gender, Power and Resistance 3.1 Social Subordination 3.23.2 Violence against Women 3.3 Women's and LGBTQ Movements in India	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examination conducted by WBSU	(25 hrs.)	Dr Sreyasi Chatterjee (SC) Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmistha Ray (SR)

				and Google Classroom			
		SEC	3) Further Measurement Issues	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet and Google	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (Short Questions of 5 marks)	(25 hrs.)	Mr Debadyuti Karmakar (DK) Ms Sharmistha Ray (SR)

				Classroom			
	Programme Course	(SOCG COR03 T)	3. Max Weber 3.1 Ideal Types and Social Action 3.2 Types of Authority	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (MCQs of 1 Mark); End Semester CBCS Examination conducted by WBSU	(25 hrs.)	Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmistha Ray (SR)

Recommended Text books:

05T

1. Ali Ashraf. and L.N. Sharma, Political Sociology: A New Grammar of Politics, 1983 University Press
2. Anthony M. Orum and John G. Dale Political Sociology. Power and Participation in the Modern World. Fifth Edition 2009 OUP
3. Bottomore, T.B. 1975, Political Sociology, Blackie and Sons, Bombay.
4. Bottomore, T.B. 1993, Elites and Society, 2 Edition, Routledge
5. Burchell, Graham et al (Eds),1991, The Foucault Effect: Studies in Governmentality, The University of Chicago Press
6. DavitaGlasberg and Deric Shannon Political Sociology: Oppression, Resistance, and the State, 2010, Pine Forge
7. Fuller, C.J. and V. Benei (Eds.), 2000. The Everyday State and Society in Modern India. Social Science Press
8. Lukes, Steven. 2005, Power: A Radical View, 2 Ed., Hampshire: Palgrave
9. Mills, C. Wright, 1956. The Power Elite, New Edition, OUP
10. 10. MukhopadhyayAmal Kumar, Political Sociology, 1994, K.P. Bagchi Kolkata
11. 11. Robbins, Paul. Political ecology: A critical introduction. Vol. 16. 2011,John Wiley & Sons.
12. 12. S. N. Eisenstadt, Political Sociology: A Reader, 1971, New York: Basic Books

06T

1. Berger, Peter L. "Reflections on the sociology of religion today." Sociology of Religion 62.4 (2001): 443-454.
2. Berger, Peter L. The sacred canopy: Elements of a sociological theory of religion. Anchor/Open Road Media, 2011.
3. Berger, Peter, Thomas Luckmann. "Sociology of religion and sociology of Knowledge" Sociology and Social Research 47.4 (1963): 417-427
4. Casanova, José. Public religions in the modern world. University of Chicago Press, 1994
5. Dawson, Andrew. Sociology of religion. Hymns Ancient and Modern Ltd, 2011.

6. Dillon, Michele, ed. Handbook of the Sociology of Religion. Cambridge University Press, 2003.
7. E. E. Evans-Pritchard. 1963 (1940). The Nuer. Oxford: Clarendon Press
8. Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press
9. Johnstone, Ronald L. Religion and society in interaction: The sociology of religion. Prentice Hall, 1975.
10. Johnstone, Ronald L. Religion in society: A sociology of religion. Routledge, 2015.
11. Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press
12. Pickering, William Stuart Frederick. Durkheim's sociology of religion: Themes and theories. Casemate Publishers, 2009.
13. Robbins, Thomas. Cults, converts and charisma: The sociology of new religious movements. Sage Publications, Inc, 1988.
14. Smith, Christian, and Robert D. Woodberry. Sociology of religion. Blackwell Publishing Ltd, 2001.
15. Tambiah, Stanley Jeyaraja. 1990. Magic, science, religion and the scope of rationality. Cambridge: Cambridge University Press
16. Turner, Bryan S., ed. The new Blackwell companion to the sociology of religion. John Wiley & Sons, 2016. Davie, Grace. The sociology of religion: A critical agenda. Sage, 2013.
17. Weber, Max. The sociology of religion. Beacon Press, 1993.
18. Yinger, J. Milton. "Religion, society and the individual; an introduction to the sociology of religion." (1957).

07T

1. Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. An Introduction to Sociology: Feminist Perspectives. London: Routledge.
2. AbuLughod, Lila. 2002. 'Do Muslim Women Really Need Saving?' Anthropological Reflections on Cultural Relativism and its Others', American Anthropologist, Vol. 104, No. 3.
3. Agarwal, B. 1994, A Field of one's Own, Gender and Land Rights in South Asia, Cambridge, Cambridge University Press
4. Altekar, A.S. 1983, The Position of Women in Hindu Civilization. Delhi, Motilal Banarasidass, Second Edition: P Fifth Reprint.

5. Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women.
6. Bilton, Tony et al. 1996. Introductory Sociology. New York: Palgrave.
7. Chanana, Karuna, 1988, Socialization, Women and Education, Explorations in Gender Identity, New Delhi
8. Chodrow, Nancy, 1978, The Reproduction of Mothering, Berkeley, University of California Press
9. Desai, Neera and M. Krishnaraj, 1987, Women and Society in India, Delhi, Ajanta
10. Eagleton, Mary. (ed). 2003. A Concise Companion to Feminist Theory. London: Blackwell.

11. Fernandes, Leela. (ed). 2014. Routledge Handbook of Gender in South Asia. London:

Routledge

12. Forbes, G. 1998, Women in Modern India, New Delhi, Cambridge University press
13. Furr, L. Allen. 2018. Women, Violence and Social Stigma. Jaipur: Rawat Publications.
14. Gandhi, N. And N. Shah, 1992, The issues at Stake, Theory and Practice in the Contemporary Women's Movement in India, New Delhi, Kali for Women.
15. Ghadially, Rehana (ed), 1988, Women in India Society, New Delhi, Sage
16. Halberstam, Judith. 1998. Female Masculinity. Durham: Duke University Press (Also New Delhi: Zubaan 2012 Reprint).
17. Holmes, Mary. 2009. Gender and Everyday Life. London: Routledge.
18. Jackson, Stevi and Sue Scott (eds.) 2002. Gender: A Sociological Reader. London: Routledge.
19. Jayawardene, Kumari, 1991, Feminism and Nationalism in the third World, New Delhi, Kali For Women
20. Kalaramadam, S. 2016. Gender, Governance and Empowerment in India. London: Routledge
21. Lorber, Judith and Susan A. Farrell (eds.). 1991. The Social Construction of Gender. Newbury Park, Calif: Sage Publications.
22. McCormack, C. And M. Strathern (ed), 1980, Nature, Culture and Gender, Cambridge: Cambridge University Press
23. Menon, Nivedita (ed.). 1999. Gender and Politics in India. New Delhi: Oxford University Press.
24. Mies Maria, 1980, Indian Women and Patriarchy, Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept
25. Newton, Esther. 2000. Margaret Mead Made Me Gay: Personal Essays, Public Ideas. Durham: Duke University Press.
26. Oakley, Ann, 1972, Sex, Gender and Society, New York, Harper and Row
27. Palriwala, Rajni and Carla Risseuw (eds.). 1996. Shifting Circles of Support: Contextualising Kinship and Gender in South Asia and Sub-Saharan Africa. New Delhi: Sage Publications.

28. Rege, Sharmila. (ed). 2003. Sociology of Gender: The Challenge of Feminist Sociological

Knowledge. New Delhi: Sage.

29. Rosaldo, M. Z. and L. Lamphere (eds.). 1974. *Woman, Culture and Society*. Stanford: Stanford University Press.
 30. Sarkar, Siuli. 2016. *Gender Disparity in India: Unheard Whimpers*. Delhi: PHI Learning.
 31. Smith, Bonnie, G. 2013. *Women's Studies: The Basics*. London: Routledge
 32. Tong, Rosemarie. 2009. *Feminist Thought*. Westview Press.
 33. Tong, Rosemarie, 1989, *Feminist Thought, A Comprehensive Introduction*, Colorado, Westview Press
 34. Uberoi, Patricia. 1990. 'Feminine Identity and National Ethos in Indian Calendar Art', in *Economic and Political Weekly*, Vol. 25, No. 17 (Apr. 28, 1990).
 35. Vaid, S. & K. Sangari, 1989, *Recasting Women, Essays in Colonial History*, New Delhi, Kali For Women
 36. Vance, Carole (ed.). 1984. *Pleasure and Danger: Exploring Female Sexuality*. London: Routledge & Kegan Paul
 37. Whelham, Imelda, 1997, *Modern Feminist Thought*, Edinburgh University Press
38. Young, Kate et al. (eds.). 1984. *Of Marriage and the Market: Women's Subordination Internationally and Its Lessons*. London: Routledge & Kegan Paul

Programme Course (SOCGCOR03T)

1. *A Short History of Sociological Thought*: Alan Swingewood, PHI Learning, 1991
2. *Classical Sociological Theory*: George Ritzer, McGraw Hill, 1996
3. *How to Read Karl Marx*: Ernest Fischer, Aakar: New Delhi 2008
4. *Masters of Sociological Thought*: Lewis A. Coser, Rawat: Jaipur, 1977
5. *Tatwo O Chintadarshe Samokalin Samajtatwa*: Ramanuj Ganguly, 2nd Ed, Reena Books: Kolkata 2013 (in Bengali)
6. *The Communist Manifesto* (21 February 1848), Karl Marx & Friedrich Engels, Echo Library, 2009

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester V Honors. & Programme Course

Name of the Department: SOCIOLOGY

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
October to December	Hons	(SOC ACOR 11T)	1. Karl Marx 1.1. Materialist Conception of History 1.2. Capitalist Mode of Production 2. Emile Durkheim 2.1. Social Fact	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet	Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making	(25 hrs.) (25 hrs.)	Dr Sreyasi Chatterjee (SC) Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB)

			2.2. Individual and Society	and Google Classroom			
		(SOC ACOR 12T)	<p>1. What is Sociological Research?</p> <p>1.1 Objectivity and Reflexivity in Sociology</p> <p>1.2 Theory and Research</p> <p>1.3 Concepts and Hypothesis</p> <p>1.4 Field (Issues and Context)</p> <p>2. Perspectives towards study of social phenomenon</p> <p>2.1 The Scientific Method: Positivism and Empiricism in sociology;</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(25 hrs.) (25 hrs.)</p>	<p>Mr Debadyuti Karmakar (DK) Dr Sreyasi Chatterjee (SC) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmistha Ray (SR)</p>

			<p>Objectivity and Subjectivity; Deductive and Inductive</p> <p>2.2 Critique of the Scientific Method: Qualitative, Quantitative and Triangulation</p> <p>2.3 Types of Research: Basic and Applied, Historical, Empirical, Descriptive, Exploratory, Comparative, Feminist</p>				
		DSE (01T)	<p>1.4 Introducing Urban Sociology: What is Urban, Urbanism and the City</p> <p>1.5 Perspectives</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(10 hrs.)</p> <p>(20 hrs.)</p> <p>(20 hrs.)</p>	<p>Mr Debadyuti Karmakar (DK)</p> <p>Dr Sreyasi Chatterjee (SC)</p>

			<p>in Urban Sociology</p> <p>2.1. Ecological</p> <p>2.2. Political Economy</p> <p>2.3. Network</p> <p>2.4. City as Culture</p> <p>1.6 Movements and Settlements</p> <p>3.1. Migration</p> <p>3.2. Community</p>	<p>(Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>			<p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>
		DSE (02T)	<p>1. Agrarian Societies and Agrarian Studies</p> <p>1.1 Agrarian Societies</p> <p>1.2 Agrarian Studies</p> <p>2. Key Issues in Agrarian</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC;</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(10 hrs.)</p> <p>(20 hrs.)</p> <p>(30 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p>

			<p>Sociology</p> <p>2.1 The Agrarian Question</p> <p>2.2 The Moral Economy</p> <p>2.3 Agrarian Commodity Systems</p> <p>3. Themes in Agrarian Sociology of India (30 hrs.)</p> <p>3.1 Labour and Agrarian Class Structure</p> <p>3.2 Markets, Land Reforms and Green Revolution</p> <p>3.3 Agrarian Movements</p>	<p>Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>		<p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>
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			ts 3.4 Caste, Gender and Agrarian Realities				
	Programme Course (DSC)	(SOCC DSE02 T)	<p>1. Introduction: Kinship, Critique and the Reformulation</p> <p>1.1. Biological and Social Kinship 1.2. Cultural Kinship</p> <p>2. Descent, Alliance</p> <p>2.1. Descent, Filiation, Complementary Filiation 2.2. Marriage and Alliance</p> <p>3. Family and Household 3.1.</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making	(10 hrs.) (20 hrs.) (20 hrs.)	Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmistha Ray (SR)

			Structure and Change 3.2. Reimagining Families				
	Programme Course (GE)	(SOCG GEC01 T)	1. On Studying Politics and Society in India : Culture and Ideology, Political Socialization, Political Participation and Mobilization, Political Consensus. 2. Themes in Politics and Society in India 2.1 Political Economy– The Role of State in	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making	(15 hrs.) (30 hrs.)	Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmista Ray (SR)

			<p>Economic Development</p> <p>2.2 Political Machine – Federalism and Local Government; Political Parties and Vote Bank.</p> <p>2.3 Political Identities- Caste and Ethnicity</p> <p>2.4 Political Processes – Reservation; Uniform Civil Code</p>				
		SEC	<p>1) The Nature of Social Research</p> <p>2) Using Series of Numbers to do Social Research</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM</p>	<p>Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making</p>	(20 hrs.)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Ms Sharmistha Ray(SR)</p>

				(Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom			
January to March	Hons	(SOC ACOR 11T)	3. Max Weber 3.1. Social Action and Ideal Types 3.2. Religion and Economy	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examination conducted by WBSU	(25 hrs.)	Dr Sreyasi Chatterjee (SC) Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB)

		(SOC ACOR 12T)	<p>3. Modes of Enquiry</p> <p>3.1 Field Research and Survey Research</p> <p>3.2 Case Study</p> <p>3.3 Content Analysis</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examination conducted by WBSU</p>	(25 hrs.)	<p>Mr Debadyuti Karmakar (DK)</p> <p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmistha Ray (SR)</p>
		DSE (01T)	<p>1.7 Politics of Urban Space</p> <p>4.1.Culture and Leisure</p> <p>4.2.Caste, Class and Gender</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	(25 hrs.)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p>

				SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Summative Assessment s: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examinatio n conducted by WBSU		Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmisth a Ray (SR)
		DSE (02T)	4. Agrarian Futures 4.1 Agrarian Crisis 4.2 The Global Agrarian Order	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making Summative Assessment s: Internal Assessment (Short Question of 5 marks); End Semester	(15 hrs.)	Mr Debadyuti Karmakar (DK) Dr Sreyasi Chatterjee (SC) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmisth

					CBCS Examination conducted by WBSU		a Ray (SR)
	Programme Course (DSC)	(SOCC DSE02 T)	<p>4. Contemporary Issues in Marriage, Kinship</p> <p>4.1. Choice and Regulation in Marriage</p> <p>4.2. Power and Discrimination in the Family</p> <p>4.3. New Reproductive Technologies</p> <p>4.4. Marriage Migration</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (MCQs of 1 Mark); End Semester CBCS Examination conducted by WBSU</p>	(25 hrs.)	<p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p> <p>Ms Sharmista Ray (SR)</p>
	Programme Course (GE)	(SOCC GEC01 T)	<p>3. Separatism and Seccessionism: Kashmir, Punjab,</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids;</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and</p>	(30 hrs.)	<p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>

			Mizoram and Nagaland	Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Chart making Summative Assessments: Internal Assessment (MCQs of 1 Mark); End Semester CBCS Examination conducted by WBSU		Ms Sharmistha Ray (SR)
		SEC	3) Further Measurement Issues	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (Short Questions of 5 marks)	(25 hrs.)	Dr Sreyasi Chatterjee (SC) Ms Sharmistha Ray(SR)

Recommended Text books:

11T

1. Allan, Kenneth. 2013. *The Social Lens: An Invitation to Social and Sociological Theory (Part I: Modernity and the Sociological Response)* Third Edition, Sage.
2. Aron, Raymond. 1986. *Main Currents in Sociological Thought, Vol. I & II*, Penguin Books, Harmondsworth, Middlesex, 1986.
3. Bannerji, A., *Historical Materialism and Political Analysis* : K.P. Baghi
4. Barnes , H.E. – (1959) *Introduction to the History of Sociology*
5. Coser, L.A. – (1979) *Masters of Sociological Thought* . Oxford University Press
6. Coser, Lewis A. *Masters of Sociological Thought: Ideas in Social and Historical Context, Second Edition*, New York, Harcourt Brace Jovanovitch, 1977
7. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press.
8. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press.
9. Frisby, David. 2002. *Georg Simmel (Revised Edition) (Key Sociologists Series)*. Routledge.
10. Frisby, David. *George Simmel*. Ellis Horwood Limited.

11. Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge.

12. Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press

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14. Kon, Igor S. 1989. *A History of Classical Sociology*, Trans. M. Campbell Creighton,

Progress Publishers, Moscow, 1989.

15. Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers.
16. McLellan, David. 1975. Marx. London: Fontana Press.
17. Nisbet, R. A. 1967. The Sociological Tradition. London: Heinemann.
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20. Timasheff, N. S. Sociological Theory. Random House. 1967.

21. Turner Jonathan H. 2003, The Structure of Sociological Theory , Thomson
Wadsworth, Chennai

22. Turner, Bryan S. 1999. Classical Sociology, Sage Publications, New Delhi.

23. Weber, Max. 1947. The Theory of Social and Economic Organization. New York:
The Free Press.

24. Wolff, Kurt H. (ed.). 1950. The Sociology of Georg Simmel (Tr. Kurt H. Wolff). The Free Press of Glencoe.

25. Zeitlin , Irving – Ideology and the Development of Sociological Theory

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1. A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation
2. Babbie, Earl. The practice of social research. Wadsworth Cengage, 2009.
3. Bentz, Valerie Malhotra, and Jeremy J. Shapiro. Mindful inquiry in social research. Sage Publications, 1998

4. Beteille Andre- (2002) Sociology : Essays on Approach and Method, OUP, Delhi
5. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge
6. Bryman, Alan. Social research methods. Oxford university press, 2015.
7. Bose, Pradip Kumar. 1995. Research Methodology, New Delhi: ICSSR
8. Denscombe, Martyn. The good research guide: for small-scale social research projects. McGraw-Hill Education (UK), 2014.
9. Goode, W.J. and P. Hall – (1952) Methods in social Research , New York , Mac Graw Hill
10. Mills, C. W. 1959, The Sociological Imagination, London: OUP
11. Mouton, Johann, and Hendrik Christoffel Marais. Basic concepts in the methodology

of the social sciences. HSRC Press, 1988.

12. Morgan, Gareth, Ed. Beyond Method: Strategies for social research. Sage, 1983
13. Mouton, Johann. Understanding social research. Van Schaik Publishers, 1996.
14. Neuman, William Lawrence, and Karen Robson. Basics of social research. Pearson Canada, 2014.

15. Ram Ahuja 2007, Research Methods, Rawat Publications, Jaipur

16. Sandra Harding (ed.) Feminism & Methodology: Social Science Issues, Bloomington: Indiana University Press.

17. Sarantakos, Sotirios. Social research. Palgrave Macmillan, 2012.

18. Smith, Herman W. Strategies of social research: The methodological imagination. Prentice Hall, 1981.

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21. Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY

22. Baker, Therese L. Doing social research. McGraw-Hill College, 1988.
23. Blalock, H. M. 1979. Social Statistics. McGraw-Hill Book Company.
24. Burns, Robert Bounds. Introduction to research methods. Addison Wesley Longman, 1997.
25. Creswell, John W. Research design: Qualitative & quantitative approaches. Sage Publications, Inc, 1994.
26. Denzin, Norman K., and Yvonna S. Lincoln. Handbook of qualitative research. Sage publications, inc, 1994.
27. Elifson, K.W. 1990. Fundamentals of Social Statistics. McGraw-Hill Book Company
28. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill.
29. Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons.
30. Neuman, W. Lawrence. Social research methods: Qualitative and quantitative approaches. Pearson education, 2013.
31. Reaves, Celia C. Quantitative research for the behavioral sciences. John Wiley & Sons, 1992.
32. Young, P.V. 1964. Scientific Social Surveys and Research. Prentice Hall

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1. Abraham, M.-(1976) Urban Sociology, Prentice Hall
2. Bose Ashish –(1974) Studies in India's Urbanization 1961-1971, Tata McGraw Hill
3. Bridge and Sophie Watson, (eds.) The Blackwell City Reader. Oxford and Malden, MA: Wiley Blackwell
4. Desai, A.R. & Pillai(ed)-(1970) Slums and Urbanization, Popular Publications
5. Gilbert, S.J.-(1985) Fundamentals of Industrial Sociology, Tata Mac Graw Hill Publishing Co. Ltd., New Delhi
6. Harvey, David 1985 The Urban Experience, Baltimore: Johns Hopkins University Press
7. I. Susser (ed.) The Castells Reader on Cities and Social Theory, Blackwell
8. Miller and Form-(1964) Industrial Sociology, Harper and Row, New York
9. Miller, D.C. & Form, W.H.- (1980) Industrial Sociology, Harper and Row

2 Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects, Mariner Books

- 3 N. Joyaram & D. Raja Shekhar(ed) 2012 Vulnerability & Globalization, Rawat Publications
- 4 Nandkarni Laxmi –(1998) Sociology of Industrial workers, Jaipur, Rawat Publications
- 5 Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge
- 6 Prakasa Rao VLS-(1983), Urbanization in India, Concept Publishing Co.
- 7 Ramachandran, R.-(1991) Urbanization and Urban Systems in India, OUP, Delhi
- 8 Ramaswamy & Uma Rawaswamy – (1981) Industry and Labour, OUP
- 9 Ramaswamy, E.A.- (1988) Industry and Labour, New Delhi, OUP
- 10 Ramaswamy, E.A.- (1978) Industrial Revolution in India, New Delhi
- 11 Rao, M.S.A., C. Bhatt & Kadekar, L.N.(Eds)-(1991): A reader in Urban Sociology, Orient Longman, New Delhi
- 12 Robin Cohem & Paul Kenedy, Global Sociology, Palgrave, Macmillan
- 13 Ronnan Paddison -(2001), Handbook of Urban Studies, Sage India
- 14 Srivastava, A.K. 1989 Urbanization: Concept and Growth, D.K. Publishers & Distributors,

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1. Abrol, Yash P., SatpalSangwan, and Mithilesh K. Tiwari, eds. Land Use--Historical Perspectives: Focus on Indo-Gangetic Plains. Allied Publishers, 2002.
2. Beteille, Andre. 2007 'The Study of Agrarian Systems: An Anthropological Approach', from Marxism and Class Analysis, New Delhi: Oxford
3. David Mandelbaum, 1983, Sociology in India Bombay: Popular Publication
4. Desai A R 1994, Rural Sociology, Bombay: Popular Prakshan,
5. Doshi S L & P.C Jain, 1999 Rural Sociology, Jaipur: Rawat Publications
6. Ghuye, 1969, Caste & Race in India, Bombay Popular Prakasan
7. Hans Raj 2000 Rural Sociology, Surjeet Publications
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North Tamil Nadu, Delhi: Oxford University Press, 1982

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Blackswan

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7. Madan, Vandana (ed) 2002, The Village in India, Oxford India Reading in Sociology and Anthropology, Delhi, OUP
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11. T. V. Satyamurthy (Ed.) Industry and Agriculture in India Since Independence, Delhi:

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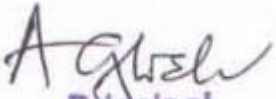
1. A.M. Shah, 1998 *The Family in India: Critical Essays*, New Delhi: Orient Blackswan
2. Baldassar, Loretta, and Laura Merla, eds. *Transnational families, migration and the circulation of care: Understanding mobility and absence in family life*. Vol. 29. Routledge, 2013.
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4. Carsten, J., 2004, *After Kinship*, Cambridge: Cambridge University Press
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8. L. Stone (eds.), 2004 *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell
9. McAdoo, Harriette Pipes. *Family ethnicity: Strength in diversity*. Sage, 1999.

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11. R. Chopra, C. Osella and F. Osella 2004 (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women

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2. P. Chatterjee, 1997. State and Politics in India. Delhi: OUP
4. James Manor (ed.) 1991 Rethinking Third World Politics, London: Longman
5. Z. Hasan (ed.) 2000, Politics and the State in India, New Delhi: Sage
6. Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. In Pursuit Of Lakshmi. Chicago: University of Chicago Press
7. M. J. Schwartz (ed.), 1968, Local level Politics: Social and Cultural Perspectives, London: University of London
8. A.Kohli (ed.), 2001 The Success of India's Democracy, Cambridge: Cambridge University Press



Principal
Prasanta Chandra Mahalanobis Mahavidyaaya
111/3, B. T. Road, Kolkata-108