



			<p>Expansion</p> <p>b) The Problem of Urban Decline</p> <p><b><u>Unit V</u></b></p> <p>Cultural development (300BCE -750 CE)</p> <p>a. A brief survey of Sanskrit, Pali,prakit and Tamil literature</p>				Amarnath Das
		<p><b>04T</b></p> <p>Social Formations and Cultural Patterns of the Medieval World</p> <p><b>HISACOR04T</b></p>	<p><b><u>Unit I</u></b></p> <p>Roman, republic principate and empire &amp; slave society in ancient Rome</p> <p><b><u>UNIT-II</u></b></p> <p>The Religion and Culture in ancient Rome</p> <p><b><u>Unit-III</u></b></p> <p>Crisis of the Roman Empire</p> <p><b><u>UNIT-V</u></b></p> <p>Religion and culture in medieval Europe</p> <p><b><u>UNIT-VI</u></b></p> <p>Societies in Central Islamic Lands</p> <p>a)The tribal background,</p>	<p>Offline</p> <p>Lecture method.</p>	<p>Formative Assessment</p>	<p>(60 hrs)</p>	<p>Amarnath Das</p> <p>Priti Mitra</p> <p>Aditi Bose</p> <p>Ramkrishna Jana</p> <p>Priti Mitra</p>

			ummah, Caliphal state				
	<b>Programme Course</b>	DSC IB HISGCOR02T <i>History of India from. C. 300 to 1206 CE 10</i>	<b><u>Unit-I</u></b> The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.  <b><u>Unit-II.</u></b> Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda  <b><u>UNIT-IV</u></b> Towards the Early Medieval (Pallavas, Chalukyas, Vardhanas)	Offline Lecture method.	Formative Assessment	(36 hrs)	Amarnath Das  Priti Mitra  Ramkrishna Jana
<b>May-June</b>	<b>Hons.</b>	<b>03T</b> <b>History of India- II (c.300 BCE to 750CE)</b>  HISACOR03T	<b><u>UNIT-II</u></b> Changing political formations (circa 300 BCE to circa CE 300)  a) Post-Mauryan Polities  <b><u>UNIT-III</u></b> Towards Early Medieval India	Offline Lecture method.	Formative Assessment	(36 hrs)	Aditi Bose  Ramkrishna Jana

			<p>(circa CE fourth century to CE 750)</p> <p>a) Varna, Proliferation of Jatis</p> <p>b)</p> <p>The Nature of Polities</p> <p><b><u>Unit V</u></b></p> <p>Art and architecture &amp; from and patronage : Mauryan, post Mauryan, gupta, post gupta.</p>				Amarnath Das
		<p><b>04T</b></p> <p>Social Formations and Cultural Patterns of the Medieval World</p> <p><b>HISACOR04T</b></p>	<p><b><u>Unit I</u></b></p> <p>Agrarian economy, urbanization, trade.</p> <p><b><u>UNIT-IV</u></b></p> <p>Economic development in Europe from the 7<sup>th</sup> to the 14<sup>th</sup> centuries</p> <p><b><u>UNIT-VI</u></b></p> <p>Societies in Central Islamic Lands</p> <p>b) Urbanization and Trade</p>	Offline Lecture method.	Formative Assessment	(36 hrs)	Amarnath Das  Priti Mitra  Priti Mitra
	<b>Programme Course</b>	<p>DSC IB</p> <p>HISGCOR02T</p> <p><i>History of India from. C.</i></p>	<p><b><u>UNIT-V</u></b></p> <p>Evolution of Political Structure (Ratnakutas,</p>	Offline Lecture method.	Formative Assessment	(36 hrs)	Priti Mitra

		300 to 1206 CE 10	Palas sand Pratiharas)  <b>Unit-VII.</b> Arabs in Sindh: Polity, Religion & Society. <b>Unit-VIII.</b> Struggle for power in Northern India and establishment of Sultanate.				Priti Mitra  Amarnath Das

### Recommended Text books:

#### CC-3

- Chattopadhyaya B.D, The making of early Medieval India, 1994.  
 Chattopadhyaya B.D, Bharatvarsha and other Essays, Permanent Black, Delhi, 2017.  
 Chattopadhyaya D.P, History of Science and Technology in Ancient India, 1986.  
 Chakravarti Ranabir, Exploring Early India upto AD 1300, Primus, Delhi, 2016.  
 Huntington Susan, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.  
 Kosambi D.D, An Introduction to the Study of Indian History, 1975.  
 Maity S.K, Economic Life in Northern India in the Gupta Period, 1970.  
 Sahu B.P (ed.), Land System and Rural Society in Early India, 1997.  
 Sastri K.A.N, A History of South India.  
 Sharma R.S, Indian Feudalism, 1980.  
 Sharma R.S, Urban Decay in India, c.300- c1000, Delhi, Munshiram Manohar Lal, 1987  
 Singh Upinder, A history of Ancient and early Medieval India, 2008.  
 Thapar Romila, Asoka and the Decline of the Mauryas, 1997

#### CC-4

- Ali, Syed Ameer, A Short History of the Saracens, Macmillan, 1900.  
 Allsen, Thomas T., Culture and Conquest in Mongol Eurasia (Cambridge), Cambridge University Press, March 2004.  
 Baker, Simon, Ancient Rome The Rise and Fall of an Empire, Ebury Publishing, 2006.  
 Barthold, V., A Secret History of the Mongols, Cheng & Tsui Co, June 1999.  
 Biran Michael, The Empire of the Qara Khitai in Eurasian History Between China and the Islamic World, Cambridge University Press, June 2008.

Bloch, Marc, Feudal Society (2 Vols), Aakar Books, Revised Edition, July, 2017.  
 Brundage (ed.), The Crusades, Marquette University Press, 1962.  
 Burke, Edmund, III & Ira M. Lapidus, Islam, Politics and Social Movements, University of California Press, 1988.  
 Burke, Peter, Popular Culture, Ashgate Publishing Ltd, 2009.

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester - IV Honors. & Programme Course**

**Name of the Department: History**

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
February- April	Hons	08T  Rise of the Modern West – II  HISACOR08T	<b><u>Unit-I</u></b> 17th century European crisis: economic, social and political dimensions. <b><u>Unit-II</u></b> The English Revolution  Major Issues  Political and Intellectual Currents  <b><u>Unit-III.</u></b> Rise of modern science in relation to European society from the Renaissance to the 17th century.	Offline  Lecture method.	Formative Assessment	(36 hrs)	Amarnath Das (AD)   Ramkrishna Jana   Aditi Bose
		09T  History of	<b><u>UNIT-I</u></b>  Source and	Offline lecture	Formative assessments	48 hrs	Ramkrishna Jana

		<p><b>India- V (1526 CE– 1757 CE)</b></p> <p><b>HISACOR09T</b></p>	<p>Historiography Persian Literary Culture</p> <p><b><u>UNIT-II</u></b></p> <p>Establishment of Mughal Rule (Babar, Humayun, Sher Shah)</p> <p><b><u>UNIT-III</u></b></p> <p>Akbar and Consolidation of Mughal Empire</p> <p><b><u>Unit-VI</u></b></p> <p>Emergence of regional powers – case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. Debate of the 18th Century on the decline of the Mughal Empire.</p>	methods			<p>Priti Mitra</p> <p>Priti Mitra</p> <p>Amarnath Das</p>
		<p><b>10T</b></p> <p><b>History of India-VI (1757 CE -1857 CE)</b></p> <p><b>HISACOR10T</b></p>	<p><b><u>Unit I</u></b></p> <p>Early contestations between the Dutch, French and the British East India.</p> <p><b><u>Unit-III.</u></b></p> <p>Rural Economy and Society Land revenue systems. Permanent settlement, Rayatwari and Mahalwari Commercialization of agriculture and indebtedness. Rural society: change and continuity, Famines.</p>	Offline Lecture method.	Formative Assessment	(24 hrs)	<p>Aditi Bose</p> <p>Amarnath Das</p> <p>Priti Mitra</p>

		<p><b>SEC2</b></p> <p><b>Understanding Indian Art</b></p> <p>HISSECO2M</p>	<p><b>Unit-I</b></p> <p>Prehistoric and proto historic art: Rock art; Harappan arts and crafts</p> <p><b>Unit-II</b></p> <p>Indian art (c. 600 BCE – 600 CE): Notions of art and craft. Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art</p> <p><b>Unit-III</b></p> <p>Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features. Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons</p>	Offline	Project	15 hrs	<p>Priti Mitra</p> <p>Priti Mitra</p> <p>Priti Mitra</p>
	<p><b>Programme Course</b></p>	<p><b>History of India (1707-1950 CE.)</b></p> <p>HISGCOR04T</p>	<p><b><u>UNIT-I</u></b></p> <p>Eighteenth Century Debate</p> <p><b><u>UNIT-II</u></b></p> <p>Emergence of Independent States (Bengal, Mysore and Awadh)</p> <p>Establishment of Colonial Power</p> <p><b><u>Unit- III.</u></b></p>	Offline Lecture method.	Formative Assessment	(48 hrs)	<p>Ramkrishna Jana</p> <p>Ramkrishna Jana</p>



			Expansion & consolidation of Colonial Power upto 1857. <b>Unit-IV.</b> Uprising of 1857: Causes, Nature & Aftermath.				Aditi Bose  Priti Mitra
<b>May-June</b>	<b>Hons</b>	<b>08T</b>  <b>Rise of the Modern West – II</b>  <b>HISACOR08T</b>	<b>Unit-IV.</b> Mercantilism and European economics; 17th and 18th centuries  <b>Unit-V.</b> European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe. <b>UNIT-VII</b>  Prelude to the Industrial Revolution	Offline  Lecture method.	Formative Assessment	(36 hrs)	Amarnath das  Aditi Bose  Ramkrishna Jana
		<b>09T</b>  <b>History of India- V (1526 CE– 1757 CE)</b>  <b>HISACOR09T</b>	<b>Unit-IV.</b> Mughal Empire Under Aurangazeb <b>Unit VI</b> Rajput political culture and state formation - Rise of Maratha power under Shivaji, and expansion under the Peshwas,	Offline  Lecture method.	Formative Assessment	(24 hrs)	Aditi Bose  Amarnath Das
		<b>10T</b>  <b>History of India-VI (1757 CE -1857 CE)</b>  <b>HISACOR10T</b>	<b>UNIT-IV</b> Trade and Industry (De-Industrialization, Drain of Wealth, Growth of Modern Industry)  <b>Unit-V.</b> Renaissance and Reforms	Offline  Lecture method.	Formative Assessment	(36 hrs)	Ramkrishna Jana  Priti Mitra

			<p>Bengal Renaissance and Socio-religious Reforms: Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar and others</p> <p>Educational Reforms initiated by the Company</p> <p><b><u>Unit-VI.</u></b>          Popular Resistance          Santhal uprising (1855-57) : Wahabi Faraizi and Santhal Uprising, Revolt of 1857: causes and nature</p>				Priti Mitra
		<p><b>SEC2</b></p> <p><b>Understanding Indian Art</b></p> <p><b>HISSECO2M</b></p>	<p><b><u>Unit-IV</u></b></p> <p>Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture. Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture</p> <p><b><u>Unit-V</u></b></p> <p>Modern and Contemporary Indian art and Architecture: The Colonial Period. Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions)</p>	Offline	Project	30 hrs	<p>Priti Mitra</p> <p>Priti Mitra</p>

	<b>Programme Course</b>	<b>History of India (1707-1950 CE.)</b> <b>HISGCOR04T</b>	<u><b>Unit-V</b></u> Colonial economy: Agriculture, Trade & Industry. <u><b>Unit-VI</b></u> Socio-Religious Movements in the 19th century. <u><b>Unit-VII</b></u> Emergence & Growth of Nationalism with focus on Gandhian nationalism <u><b>Unit-VIII</b></u> Communalism: Genesis, Growth and partition of India.	Offline Lecture method.	Formative Assessment	(48 hrs)	Amarnath Das  Aditi Bose  Ramkrishna Jana  Amarnath Das
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### Recommended Text books:

#### CC-8

Butterfield H., The Origins of Modern Science. The Macmillan Company. 1959  
Cipolla Carlo M., Fontana Economic History of Europe, Vols. II and III Collins/ Fontana Books; 1978  
Cipolla Carlo M., Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition 1994  
Coleman D.C (ed.), Revisions in Mercantilism Methuen & Co, 1969.  
Davis Ralph, The Rise of the Atlantic Economics. Cornell University Press, 1973  
Dobb Maurice, Studies in the Development of Capitalism, International Publishers, 1947  
Parker G., Europe in Crisis, 1598-1648 Ithaca, N.Y. : Cornell University Press. 1980  
Parry, J.H., The Age of Reconnaissance University of California Press, 1981  
Phukan Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe. Laxmi Publications 2013  
Poliensky.V, war and Society in Europe, 1618-48 Cambridge University Press, 2008  
Rabb Theodore K., The Struggle for Stability in Early Modern Europe. Oxford University Press, 1975  
Scammell V., The First Imperial Age: European Overseas expansion, 1400-1715. Routledge, 2003  
Vries Jan de, Economy of Europe in an Age of Crisis 1600-1750. New York: Cambridge University Press, 1976

#### CC-9

Alam Muzaffar and Subramaniam Sanjay , eds., The Mughal state, 1526-1750





			<p><b><u>Unit-II</u></b></p> <p>The Road to 2nd World War; Germany's aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini's foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis – Grand Alliance and the Second World War - Impact of the War</p>				
		<p><b>DSE4</b></p> <p><b>History of Modern East Asia I (1839 CE - 1919 CE)</b></p> <p><b>HISADSE04T</b></p>	<p><b><i>History of Modern East Asia-1 (1839 CE -1919 CE)</i></b></p> <p><b><u>Unit-I</u></b></p> <p>Pre-colonial China (a) Nature and structure of the traditional Chinese society.(b)The peasantry and gentry; Government bureaucracy and central control. (C) The Confucian value system.</p> <p><b><u>Unit-II</u></b></p> <p>Anglo Chinese relations till the Opium War ( The Tribute system; the Canton trade and its collapse. (b) First &amp; Second Opium Wars—the unequal treaties. (c)Financial Imperialism: Open Door policy.</p> <p><b><u>Unit-III.</u></b></p> <p>Rebellion, Restoration and Nationalism (a)The Taiping Rebellion: causes, nature and failure. (b) Tung- Chih Restoration; the</p>	Offline methods	Formative assessments	48 hrs	<p>Priti Mitra</p> <p>Amarnath Das</p> <p>Ramkrishna Jana</p>

			<p>Hundred Days' Reform and the Self – Strengthening Movement. (c) Boxer Uprising: causes, nature and failure. (d) The Revolution of 1911: background and causes, nature and significance; role of Dr Sun Yat-Sen; principles and politics, formation of the Republic; Yuan Shih-kai and warlordism; the rise of the Kuomintang .</p> <p><b><u>Unit IV</u></b></p> <p>The Opium War the tribute system the canton trade an</p>				
		<p><b>DSE5</b></p> <p><b>History of Modern East Asia II (1919 CE-1939 CE)</b></p> <p><b>HISADSE05T</b></p>	<p><b><i>History of Modern East Asia II (1919 CE-1939 CE)</i></b></p> <p><b><u>Unit-I</u></b></p> <p>Nationalism in China  [a] Emergence of the Republic and Yuan Shih Kai: Warlordism.  [b] May 4th Movement: origin, nature and significance.</p> <p><b><u>Unit-II</u></b></p> <p>The Kuomintang and the Nationalist government  [a] The rise of the Kuomintang Party: Political crisis in the 1920s;  [b] Chiang Kai-shek:  [c] Ten Years of Nanking Government.</p> <p><b><u>Unit-III</u></b></p> <p>The Communist Victory in China</p>	Offline methods	Formative assessments	36 hrs	<p>Priti Mitra</p> <p>Aditi Bose</p> <p>Ramkrishna Jana</p>

			[a] Background of the foundation of the Communist Party. [b] CCP under Mao Tse-tung: the making of the Red Army; the Second United Front; Long March.				
	<b>Programme Course</b>	<b>HISGDSE04T</b>  <i>Some Aspects of European History: c.1780-1939 CE</i>	<b>Unit-I</b> The French Revolution: Genesis Nature & Consequences <b>Unit-II</b> Napoleonic Era and aftermath. <b>Unit-IV</b> Unification of Italy & Germany.	Offline methods	Formative assessments	36 hrs	Priti Mitra  Priti Mitra  Ramkrishna Jana
	<b>General Elective</b>	<b>HISGGEC02T</b>  Some Perspectives of Women's Rights in India	<b>Unit-I</b> Definition of Human Rights: UN Conventions & Indian Context . <b>Unit-II</b> Indian Constitution and Women's Rights <b>Unit-III</b> Preventive Acts: Minimum Wage Act, 1948, Family Courts Act, 1986, Dowry Prohibition Act, 1961, Immoral Traffic Prevention Act, 1986, Domestic Violence Act, PNDT Act, 1994, latest measures.	Offline methods	Formative assessments	36 hrs	Rmkrishna Jana  Priti Mitra  Priti Mitra
<b>May-June</b>	<b>Hons</b>	<b>13T</b>  <i>History of India -VIII (India since 1947 CE)</i>	<b>Unit-IV</b> Making of the Republic The Constituent Assembly; Drafting of the Constitution Integration of Princely States	Offline methods	Formative assessments	36 hrs	Ramkrishna Jana





		<b>HISADSE04T</b>	<p>(c) Encounter with the West: the Perry Mission; the opening of the Japan to the west.  (d) The crisis and fall of the Shogunate.</p> <p><b><u>Unit-V</u></b>  Meiji Restoration (a) Causes and nature of Restoration.  (b)Transformation of Japan: process of modernization. (c) Meiji Constitution</p> <p><b><u>Unit-VI</u></b>  Expansion of Japan up to the First World War (a) Sino-Japanese war (1894-95). (b) The Anglo-Japanese Alliance (1902). (c) Contest for Korea and the Russo-Japanese war (1904-05). (d) Japan and the First World War.</p>				<p>Aditi Bose</p> <p>Priti Mitra</p>
		<p><b>DSE5</b></p> <p><b>History of Modern East Asia II (1919 CE-1939 CE)</b></p> <p><b>HISADSE05T</b></p>	<p><b><u>Unit Iv</u></b></p> <p>Rise of modern Japan  a)process of modernization social military political and educational popular and democratic movement</p> <p>b)Abolition of feudalism and economic growth</p> <p>C)industrialization and the role of the state the zaibatsu.</p> <p><b><u>Unit V</u></b></p> <p>Imperial Japan</p> <ol style="list-style-type: none"> <li>a. Japan and world war I</li> <li>b. Washington conference</li> <li>c. Manchurian</li> </ol>	Offline methods	Formative assessments	36 hrs	<p>Amarnath Das</p> <p>Amarnath Das</p>

			<p>crisis: role of league of nation</p> <p>d. Failure of the democratic system and the rise of militarism in the 1930s and the 1940</p> <p><b>Unit-VI.</b> Japan and World War II [a] Japan's bid for supremacy and defeat.</p>				Priti Mitra
	<b>Programme Course</b>	<b>HISGDSE04T</b>	<p><b>Unit-VI</b> Imperialist Conflicts: W.W I <b>Unit-VII</b> Rise of Fascism and Nazism. Origin of W.W II</p>	Offline methods	Formative assessments	24 hrs	Amarnath Das  Aditi Bose
	<b>General Elective</b>	<b>HISGGEC02T</b>	<p><b>Unit-V</b> Role of Non Government Institutions. <b>Unit-VI</b> Present Status: Issues of enabling &amp; empowering modalities.</p>	Offline methods	Formative assessments	24 hrs	Amarnath Das  Ramkrishna Jana

### Recommended Text books:

#### CC-13

- Bandyopadhyay Sekhar, From Plassey to Partition and After  
 Brass Paul, The Politics of India since Independence, OUP, 1990  
 Brown Judith, Gandhi's rise to power, 1915-22  
 Brown Judith, Gandhi and Civil Disobedience  
 Brown Judith, Nehru : A political Life. New Delhi: Oxford University Press 2003  
 Chandra Bipan, et Al., India's Struggle for Independence  
 Chandra Bipan, et Al. India after Independence  
 Chandra Bipan, Communalism in Modern India (2nd Ed., 1987)  
 Chandra Bipan, Nationalism and Colonialism in Modern India ( 1979)  
 Chandra Bipan, Rise and Growth of Economic Nationalism in India  
 Chatterjee Joya, Bengal Divided : Hindu Communalism and Partition 1932 – 1947, O.U.P, 1994  
 Desai, A.R, Social Background to Indian Nationalism

Desai, A.R Peasant Struggles in India  
 Dutta, R.P, India Today  
 Gallagher J., Johnson, G. Seal, A Locality, Province and Nation  
 Hardy Peter, Muslims of British India  
 Heimsath Charles, Indian Nationalism and Hindu Social Reform  
 Hassan Mushirul ed., India's Partition, Oxford in India Readings  
 Hutchins F., Illusion of Permanence  
 Kumar Ravinder, Social History of Modern India  
 Krishnamurty J., Women in Colonial India  
 Low D.A (ed.) Congress and the Raj  
 McLane J.R, Indian Nationalism and Early Congress  
 Pandey Gyanendra, The Construction of Communalism in Colonial North India  
 Sarkar Sumit , Swadeshi Movement in Bengal  
 Sarkar Sumit, Modern India, 1885-1947  
 Sarkar Susobhan, Notes on Bengal Renaissance  
 Seal Anil, Emergence of Indian Nationalism  
 Sen S.N, An Advanced History of Modern India, Kolkata, 2010  
 Stokes Eric, Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India  
 Tripathi Amal, The Extremist Challenge  
 Zelliott Eleanor, From Untouchables to Dalit : Essays on the Ambedkar Movement

CC-14

Asa Briggs and Patricia Clavin, Modern Europe 1789 – Present, Delhi, 2009.  
 Peter Calvocoressi, World Politics 1945 – 2000, New Delhi, 2006.  
 Edward Crankshaw, The New Cold War : Moscow vs. Peking, Penguin Books, 1963.  
 Issac Dentscher, Russia, China, and the West, Penguin Books, 1949.  
 Eric Hobsbawm, The Age of Extremes : The Short Twentieth Century, London, 1994.  
 Eric Hobsbawm, Globalisation, Democracy and Terrorism, London, 2007.  
 Henry Heller, The Cold War and the New Imperialism, New York, 2007.  
 Wayne C. McWilliam and Harry Piotrowsky, The World since 1945: A History of International Relations, New Delhi, 2018.  
 Andreas Wenger and Doron Zimmermann, International Relations From the Cold War to the Globalized World, New Delhi, 2010.  
 John Merriman, A History of Modern Europe From Renaissance to the Present, London, 1996.  
 36  
 Norman Lowe, Mastering Modern World History, Hampshire, Palgrave Macmillan 2013.  
 Kathleen A. Laughlin and Jacqueline L. Castledine, Breaking the wave : women, their organizations, and feminism, 1945-1985 New York : Routledge, 2011.  
 Wini Breines, Trouble Between Us: an Uneasy History of White and Black Women in the Feminist Movement New York : Oxford University Press, 2006.  
 Gail Collins, When Everything Changed: the Amazing Journey of American Women from 1960 to the Present, New York : Little, Brown and Co., 2009.  
 P. Eric Louw , The Rise, Fall, and Legacy of Apartheid, Praeger, 2004  
 Ryan M. Irwin Gordian Knot: Apartheid and the Unmaking of the Liberal World Order, Oxford University Press, 2012

Mark Newman , The Civil Rights Movement , Edinburgh University Press, 2004

#### DSE4

Allen George, A Short Economic History of Modern Japan. Psychology Press, 2003  
Beasley G., The Modern History of Japan. Weidenfeld & Nicolson, 1963  
Beckman George M, Modernization of China and Japan. Joanna Cotler Books , 1962  
Beckman George M, The Making of the Meiji Constitution . Praeger; New edition 1975  
Fairbank John K., et al, East Asia: Modern Transformation. London : Allen & Unwin,1965  
Jansen M B (ed), The Cambridge History of Japan Vols. I and II  
Livingstone Jon, et al., The Japan Reader (Imperial Japan : 1800 – 1945), Vol.I Pantheon, 1974  
Mikiso Hane, Modern Japan: A Historical Survey. Westview Press, 4th edition 2008  
Norman E.H, Japan's Emergence as a Modern State. Greenwood Press, 1973  
Peffer Nathaniel, The Far East: A Modern History. University of Michigan Press, 1968 -  
Pyle Kenneth B., The Making of Modern Japan. D.C. Heath, 1996  
Storry Richard, A History of Modern Japan Penguin Books, 1991  
Vinacke H, A History of the Far East in Modern Times 1928

#### DSE5

Beckmann George M., Modernization of China and Japan Harper & Row, 1962  
Bianco Lucien, Origins of the Chinese Revolution, 1915 -1949 Stanford University Press, 1973  
Chesneaux Jean, et al, China from Opium War to 1911 Revolution to Liberation. Hassocks,  
Sussex : The Harvester Press, cop.1976  
Chesneaux Jean, Peasant Revolts in China, 1840 – 1949 W. W. Norton ,1973  
Chung Tan, China and the Brave New World : A Study of the Origins of the Opium War, 1840 -  
42  
Chung Tan, Triton and Dragon : Studies on the Nineteenth Century China and Imperialisms Gian  
Publishing House, 1986  
Fairbank J.K (ed), The Cambridge History of China, Vol. X Cambridge University Press, 1978  
Fairbank John K., et al, and East Asia: Modern Transformation London : Allen & Unwin,1965  
Franke Wolfgang, A Century of Chinese Revolution University of South Carolina Press, 1980  
Hsu Y.Immanuel, The Rise of Modern China OUP 1995  
Jansen M.B., Japan and China: From War to Peace, 1894 – 1972 Chicago : Rand McNally  
College Pub. Co., [1975  
Johnson Chalmers A, Peasant Nationalism and Communist Power: The Emergence of Red  
China, 1937 -1945 Stanford, 1962  
Michael Franz, The Taiping Rebellion Seattle and London: University of Washington Press,  
1971  
Peffer Nathaniel, The Far East: A Modern History. University of Michigan Press, 1958  
Purcell Victor, The Boxer Uprising: A Background Study. Cambridge University Press, 2010  
Schiffrin Harold Z, Sun Yat-Sen and the Origin of the Chinese Revolution. University of  
California Press, 1968  
44  
Schuramann Franz and Schell Orville (eds.), China Readings, 2 Volumes, (Imperial China, and  
Republican China) Penguin; First edition 1967  
Schwartz Benjamin I., Mao and the Rise of Chinese Communism. Stanford, Stanford University  
Press,. 1951.

Sheng Hu, Imperialism and Chinese Politics. Foreign Languages Press, 1981  
The Yi Ho Tuan Movement, The Revolution of 1911, Foreign Language Press, Beijing.  
Tse Tung Chow, The May Fourth Movement: Intellectual Revolution in Modern China. Stanford University Press: Stanford, 1967  
Wright Mary C., China in Revolution : The First Phase, 1900 – 1913. New Haven: Yale University Press, 1968  
Yu-teng Ssu and K. Fairbank John , China's Response to the West. Cambridge: HarvardUniversity Press, 1954

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester II 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
March- April	Hons.	03T  BNGACOR 03T	ভাষাতত্ত্ব 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 3. M.B 4. N.T
		04T  BNGACOR 04T	আধুনিক বাংলা সাহিত্যের ইতিহাস 1. Unit -I Unit- II Unit-III Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs	1. S.G 2. U.K 3. M.B N.T 4. S.M
	Program me Course	BNGHGEC0 2T	বাংলা ভাষার ইতিহাস ও ভাষাতত্ত্ব 1. Unit-I Unit-II Unit-III Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	50hrs	1. S.G 2. S.M 3. N.T 4. M.B
		AECC  BNGSAECO 1T	বাংলা ব্যাকরণ ও সহজ পাঠ	OFFLINE	PROJECT	15hrs	U.K M.B
May- June	Hons.	03T  BNGACOR	ভাষাতত্ত্ব 1. Unit - I	OFFLINE Discussion Question &	Offline Internal Assessment	45 hrs	1. S.G 2. S.M 3. M.B

		03T	2.Unit-II 3.Unit-III 4.Unit-IV	Answer			4. N.T
		04T BNGACOR 04T	আধুনিক বাংলা সাহিত্যের ইতিহাস 1.Unit –I Unit- II Unit-III Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	45hrs	1.S.G 2.U.K 3.M.B N.T 4.S.M
	<b>Program me Course</b>	BNGHGEC0 2T	বাংলা ভাষার ইতিহাস ও ভাষাতত্ত্ব 1.Unit-I Unit-II Unit-III Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	30hrs	1.S.G 2.S.M 3N.T 4.M.B
		AECC BNGSAEC0 1T	বাংলা ব্যাকরণ ও সহজ পাঠ	Offline	PROJECT	15 hrs	U.K M.B

**Recommended Text books:**

- 1.ভাষার ইতিবৃত্তঃ সুকুমার সেন
2. ভাষাবিদ্যা পরিচয়ঃ পরেশচন্দ্র ভট্টাচার্য
3. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষাঃ রামেশ্বর শ



Lesson Plan- 2021-22

Semester IV 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
February- April	Hons	08T  BNGACOR08T	বাংলা কাব্য ও কবিতা 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.S.M
		09T  BNGACOR09T	রবীন্দ্র সাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.S.M 2.U.K 3.S.G 4.N.T
		10T  BNGACOR10T	সাহিত্যের রূপরীতি ও ভারতীয় সাহিত্যতত্ত্ব 1.Unit -1 ক) কাব্যের রূপভেদ খ)নাটকের রূপভেদ 2.UInit-II ক)প্রবন্ধ- নিবন্ধের রূপভেদ খ) কথাসাহিত্যের রূপভেদ 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.ক)S.G খ)U.K 2.ক)N.T খ)M.B 3.S.M 4.U.K

		SEC BNGSSEC02M	প্রফ রিডিং ও কম্পিউটারে বাংলা লিখন	Offline	Project	15 hrs	M.B N.T
	<b>Programme Course</b>	BNGGCOR04T	বাংলা শিশু ও কিশোর পাঠ্যসাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	40 hrs.	1.S.G 2.S.G 3.U.K 4.N.T
		MIL BNGLCOR02T	বিশ শতক নাটক ও কথাসাহিত্য 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.U.K 3.M.B N.T 4.M.B N.T
<b>May-June</b>	<b>Hons</b>	<b>08T</b> <b>BNGACOR08T</b>	বাংলা কাব্য ও কবিতা 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	45 hrs.	1.S.G 2.U.K 3.M.B 4.S.M
		<b>09T</b> <b>BNGACOR09T</b>	রবীন্দ্র সাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.S.M 2.U.K 3.S.G 4.N.T
		<b>10T</b> <b>BNGACOR10T</b>	সাহিত্যের রূপরীতি ও ভারতীয় সাহিত্যতত্ত্ব 1.Unit -1 ক) কাব্যের রূপভেদ খ)নাটকের রূপভেদ 2.UInit-II ক)প্রবন্ধ- নিবন্ধের	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.ক)S.G খ)U.K 2.ক)N.T খ)M.B 3.S.M 4.U.K

			রূপভেদ খ) কথাসাহিত্যের রূপভেদ 3.Unit-III 4.Unit-IV				
		SEC BNGSSEC02M	প্রফ রিডিং ও কম্পিউটারে বাংলা লিখন	Offline	Project	15 hrs	M.B N.T
		MIL BNGLCOR02T	বিশ শতক নাটক ও কথাসাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	40 hrs.	1.U.K 2.U.K 3.M.B N.T 4.M.B N.T
	<b>Programme Course</b>	BNGGCOR04T	বাংলা শিশু ও কিশোর পাঠ্যসাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	40 hrs.	1.S.G 2.S.G 3.U.K 4.N.T

**Recommended Text books:**

1. মোহিতলাল মজুমদার: কবি মধুসূদন
2. দীপ্তি ত্রিপাঠী: আধুনিক বাংলা কাব্য পরিচয়
3. নীহাররঞ্জন রায়: রবীন্দ্রসাহিত্যের ভূমিকা
4. সঞ্জয় ভট্টাচার্য: কবি জীবনানন্দ দাশ

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**Lesson Plan- 2021-22**

**Semester VI Honors. &Programme Course**

**Name of the Department: \_\_\_\_\_BENGALI\_\_\_\_\_**

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
Hons	13T BNGACOR13T	সংস্কৃত, ইংরেজি, হিন্দি ও অসমিয়া সাহিত্যের ইতিহাস 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.N.T 3.S.G 4.S.M
	14T BNGACOR14T	ভ্রমণসাহিত্য 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.N.T 3.S.G 4.S.M
	DSE 4 BNMGADSE04T	বাংলার নাটক ও নাট্যভাবনা 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.M.B
	DSE 5 BNGADSE05T	বাংলার কথাসাহিত্যঃ মহনুত্তর, দাঙ্গা ও দেশভাগ 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.M 4.S.G
Programme Course	BNGGDSE1DT	বাংলা নাটক ও প্রহসন 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.N.T S.G 2.S.M 3.U.K 4.M.B
Hons	13T BNGACOR13T	13T BNGACOR13T সংস্কৃত, ইংরেজি, হিন্দি ও অসমিয়া সাহিত্যের ইতিহাস 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.N.T 3.S.G 4.S.M
	14T	ভ্রমণসাহিত্য 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.N.T 3.S.G 4.S.M

	<b>DSE 4</b>	বাংলার নাটক ও নাট্যভাবনা 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.M.B
	<b>DSE 5</b>	বাংলার কথাসাহিত্যঃ মহাস্তর, দাঙ্গা ও দেশভাগ 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.M 4.S.G
<b>Programme Course</b>	BNGGDSE1DT	বাংলা নাটক ও প্রহসন 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.N.T S.G 2.S.M 3.U.K 4.M.B

**Recommended Text books:**

1. অজিত কুমার ঘোষঃ বাংলা নাটকের ইতিহাস
2. রথীন্দ্রনাথ রায়ঃ দ্বিজেন্দ্রলাল কবি ও নাট্যকার
3. উজ্জ্বল কুমার মজুমদারঃ পঞ্চাশের দশকের কথাকার
4. সেমন্তী ঘোষঃ দেশভাগ, স্মৃতি স্তব্ধতা

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**Semester II Honors. & Programme Course**

**Name of the Department: EDUCATION**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>March- April</b>	<b>Hons.</b>	<b>03T</b>  EDCAC OR03T	<b>Educational Sociology</b> <b>Unit:1</b> Introduction to educational sociology <b>Unit 2</b> Culture and education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit1 9hrs. Unit2 7hrs.	Unit1&2 JP,MC,SC
		<b>04T</b>  EDCAC OR04T	<b>PEDAGOGY</b> <b>Unit:1</b> Introduction to pedagogy <b>Unit:2</b> Pedagogy as the science of teaching	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc	Unit1 7hrs. Unit2 8hrs.	Unit1&2 ID,RC,JP
	<b>Programme Course</b>	<b>DSC 1B</b>  (EDCGCO R01T) / GE 2(EDCHG E02T)	<b>PSYCHOLOGICAL FOUNDATION OF EDUCATION</b> <b>Unit 1:</b> Introduction to Educational Psychology <b>Unit 2:</b> Psychology of Human Development and Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc	Unit1 8hrs. Unit2 8hrs.	Unit1&2 JP,SC,MC, ID,
<b>May- June</b>	<b>Hons.</b>	<b>03T</b>  EDCAC OR03T	<b>Unit 3</b> Education and social development <b>Unit 4</b> Social issues and education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit3 8hrs. Unit4 9hrs.	Unit 3 &4 JP,SC, MC
		<b>04T</b>  EDCAC OR04T	<b>Unit:3</b> Pedagogy of teaching – learning <b>Unit:4</b> Applications of pedagogy in class room	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit3 9hrs. Unit4 9hrs.	Unit 3 &4 ID,RC,JP
	<b>Programme Course</b>	<b>DSC 1B</b>  (EDCGCO R01T) / GE 2(EDCHG E02T)	<b>Unit 3:</b> Attention and Memory <b>Unit 4:</b> Personality & Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit3 8hrs. Unit4 8hrs	Unit 3 &4 MC,JP,ID, SC

## **Recommended Text books:**

### **EDCACOR03T: EDUCATIONAL SOCIOLOGY**

- Aggarwal, J.C. (2008), Education for Values, Environment and Human Rights, Shipra Publication, New Delhi.
- Ahuja, R – Social Problems in India; Rawat Publication; Jaipur.
- Ali, A.F.I, (2006), Samajtatta, NovelPublishingHouse, Dhaka.
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- Bhattacharya, D – Siksha O Samajtatwa, Pearson, New Delhi.
- Bhattacharya, D. C – Sociology; Vijoya Publishing House Kolkata.
- Brown, F.J. - Educational Sociology; Prentice Hall Inc;
- Chakraborty, J.C. - Educational Sociology, Publishers Distributers, New Delhi.
- Chattoraj, S. (2011), SikshamukhiSamajVigyan, Central Library, Kolkata.
- 8
- Ganguly, R and Mainuddin, S.A.H, (2008), Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.
- Gisbert, P. - Fundamentals of sociology.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur.
- Madan, G.R, (1997), Indian Social Problem, Vol-1, AlliedPublishersLtd.
- Mahapatra, A.K – BharaterSamajikSamashya; Suhrid Publication, Kolkata
- Mahapatra, A.K – BishaySamajtatwa; Indian Book Concern, Kolkata.
- Sharma, S.N – Philosophical and Sociological Foundations of Education; Kanishka
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers
- Talesra H- Sociological Foundations of Education, Kanishka Publishers Distributers,
- Tarafdar, M – SikshaShrayeeSamajBigjnan; K Chakraborty Publication,

### **EDCACOR04T: PEDAGOGY**

- Chakraborty, P.K. (2012), SikshaManovigyan O SikhonPrakria, WestBengalStateBookCouncil.
- Chauhan, S.S. (1979). Innovations in Teaching-Learning Process, Vikash Publishing House Private Ltd., New Delhi.
- De Cecco, J.P. & Crawford, W (1977). The Psychology of Learning and Instruction: Educational Psychology; Prentice-Hall of India, New Delhi.
- Orlich, D.C., et.al. (1990). Teaching Strategies. D. C. Heath& Co., Lexington, Massachusetts.
- Walker, M. (2010). Educational Philosophy and Theory, Wiley-Blackwel

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**Semester IV Honors. & Programme Course Name**

**of the Department: EDUCATION**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
February- April	Hons	08T  EDCAC OR08T	<b>EDUCATIONAL MANAGEMENT</b> <b>Unit: 1</b> Educational Management <b>Unit: 2</b> Leadership and management	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit1 8hrs. Unit2 9hrs.	Unit1&2 JP,MC,ID
		09T  EDCAC OR09T	<b>BASICS OF EDUCATIONAL RESEARCH AND EVALUATION</b> <b>Unit: 1</b> Preliminary concepts of research methodology <b>Unit: 2</b> Sampling and hypothesis	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit1 9hrs. Unit2 9hrs.	Unit1&2 ID,SC,JP
		10T EDCACO R10T & EDCAC OR10P	<b>STATISTICS IN EDUCATION</b> <b>Unit:1</b> Statistics – Basic concept <b>Unit:2</b> Descriptive Statistics	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit1 7hrs. Unit2 9hrs.	Unit1&2 MC,RC,JP
		SEC2  EDCSSE C02M	<b>DEVELOPMENT OF OBSERVATIONAL SKILL</b> Unit-1: Observation – Basic Concept	Topic related various Website & Field experiences	Assignment , Student- Teacher Interaction,etc.	Unit1 5hrs. Unit2 5hrs.	Unit1&2 RC,JP
	<b>Programme Course</b>	DSC 1D  (EDCGC OR04T) / GE 4 (EDCHG E04T)	<b>EVALUATION IN EDUCATION</b> <b>Unit 1:</b> Evaluation <b>Unit 2:</b> Tools and Techniques of Evaluation	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit1 8hrs. Unit2 8hrs.	Unit1&2 ID,RC,MC
May-June	Hons	08T EDCAC OR08T	<b>Unit: 3</b> Agencies of educational management <b>Unit: 4</b> Planning and Management	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,etc.	Unit3 9hrs. Unit4 9hrs.	Unit 3 &4 JP,SC, MC



		<b>09T</b> EDCAC OR09T	<b>Unit: 3</b> Evaluation and Measurement <b>Unit: 4</b> Standardization of a test	Text books, Reference books and Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 8hrs. Unit4 8hrs.	Unit 3 &4 JP,SC, MC,ID
		<b>10T</b> EDCAC OR10T & EDCAC OR10	<b>Unit:3</b> Inferential Statistics <b>STATISTICS IN EDUCATION(practical)</b>	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student-Teacher Interaction,etc. Practical Copy	Unit3 9hrs. Unit4 10hrs	Unit 3 &4 JP,RC,MC
		<b>SEC2</b> EDCSSE C02M	<b>Unit:3:</b> Developing Observational Skill	Topic related various Website & Field experiences	Preparation of Project copy	Unit3 5hrs. Unit4 5hrs.	Unit 3 &4 JP,RC
	<b>Programme Course</b>	<b>DSC 1D</b> (EDCGC OR04T) / GE 4 (EDCHG E04T	<b>Unit 3:</b> Educational tests <b>Unit 4:</b> Statistics	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 8hrs. Unit4 9hrs.	Unit 3 &4 RC,SC, MC

## Recommended Text books:

### EDCACOR08T : EDUCATIONAL MANAGEMENT

- Aggarwal, J.C. (2007); Educational Administration and Management: Principles & Practices, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), Sikshagata Babosthapana O Parikalpana, K. Chakraborty Publications.kolkata.
  - Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
  - Chattopadhyay, Saroj, (2007), VidyalayaSangothan O SikshaPrasango, NewCentral Book Agency, Kolkata.
  - Das, B.C., Sengupta, D., & Roy, P.R. (2005); SikshayBabostapana, West Bengal State Book Council, Kolkata.
  - Dash, B.N. (2013); School Organisation Administration and Management, Neelkamal Publications, New Delhi.
  - Mohanty, J. (2012); Educational Administration, Management, and School Organization, Deep & Deep Publication Pvt Ltd, New Delhi.
  - Pal, D. (2014); SikshaBabostapana, Rita publications, Kolkata.
  - Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.
  - Roy Sushil, (2009), Sikshan O SikshaPrasanga, SomaBookAgency, Kolkata.

### EDCACOR09T&10T: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

- Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
  - Chakraborty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
  - Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
  - Dhali, S. (2009), SikshayParimap O Mullayan, Pravati Library, Dhaka.
  - Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, Banglaacademy, Dhaka.

- Kaul, L. (2012); Methodology of Educational Research, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); Research Methodology And Statistics in Education, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), Statistical Methods (Vol.II), Tata McGraw Hill Education Private Limited, New Delhi.
- Garrett, H.E. (1981), Statistics in Psychology & Education, VakilsFefferandSimonsLtd, Mumbai16
- Guilford, J.P. (1954). Psychometric Methods, Tata McGraw Hill Education Private Limited, New Delhi.
- Mangal, S.K. (2008); Statistics In Education & Psychology, PHI Learning Pvt Ltd. New Delhi.
- Rahaman, L, Khan, A. K. M. S, and Das, S. (2012), Research Methodology & Statistics, GranthaKutir, Dhaka.
- Roy, Sushil. (2005), Mullayan: Niti O Kousal, SomaBookAgency, Kolkata.
- S. Kaberi, (2012), Statistics In Education & Psychology, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); Statistics In Education & Psychology, Sterling Publishers Pvt Ltd. New Delhi

**SEC-2: DEVELOPMENT OF OBSERVATIONAL SKILL (EDCSSEC02M)**

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- 2021-22**

**Semester VI Honors. & Programme Course Name**

**of the Department: EDUCATION**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>February- April</b>	<b>Hons</b>	<b>13T EDCAC OR13T</b>	<b>CURRICULUM STUDIES</b> <b>Unit 1</b> Introduction to Curriculum <b>Unit 2</b> Aims and objectives of curriculum <b>Unit 3</b> Development of curriculum <b>Unit 4</b> Evaluation of curriculum	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 9hrs. Unit2 8hrs.	Unit1&2 JP,RC,SC
		<b>14T EDCAC OR14T</b>	<b>SPECIAL EDUCATION</b> <b>Unit1</b> Introduction to Special Education <b>Unit2</b> Development and organization of special education in India	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 8hrs. Unit2 8hrs.	Unit1&2 MC,SC,ID
		<b>DSE4 EDCAD SE04T</b>	<b>VALUE EDUCATION</b> <b>Unit-1:</b> An introduction to Values <b>Unit-2:</b> Values from different perspectives	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 9hrs. Unit2 9hrs.	Unit1&2 JP,MC,ID
		<b>DSE5 EDCAD SE05T</b>	<b>PEACE EDUCATION</b> <b>Unit-1:</b> An introduction to Peace Education <b>Unit-2:</b> Barriers of Peace Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 8hrs. Unit2 8hrs.	Unit1&2 JP,SC,ID

	<b>Programme Course</b>	<b>DSE1B</b> (EDCGD SE03T)	<b>ANCIENT INDIAN EDUCATION &amp; CONTEMPORARY ISSUES IN INDIAN EDUCATION</b> <b>Unit: 1</b> Development of education in <b>Unit: 2</b> Social Issues: 1986 till date Ancient India	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit1 9hrs. Unit2 9hrs.	Unit1&2 JP,MC,ID, SC
		<b>GE 2:</b> (EDCG GE02T)	<b>INCLUSIVE EDUCATION</b> <b>Unit: 1</b> Inclusive Education- Basic concept <b>Unit: 2</b> Adult and Social Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit1 9hrs. Unit2 9hrs.	Unit1&2 JP,MC,ID, SC
		<b>SEC 4:</b> (EDCSS EC04M)	<b>DEVELOPMENT OF ENVIRONMENTAL AWARENESS</b>	Topic related various Website & Field experiences	Assignment , Student-Teacher Interaction,etc.	Unit1 5hrs. Unit2 5hrs.	Unit1&2 RC,JP
<b>May-June</b>	<b>Hons</b>	<b>13T</b> EDCAC OR13T	<b>Unit 3</b> Development of curriculum <b>Unit 4</b> Evaluation of curriculum	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 8hrs. Unit4 9hrs.	Unit 3 &4 JP,ID, MC
		<b>14T</b> EDCAC OR14T	<b>Unit 3</b> Gifted and slow learners <b>Unit 4</b> Types of exceptionality w.s.r.t. definition, characteristics, classification, causes	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 7hrs. Unit4 9hrs.	Unit 3 &4 SC, ID,JP
		<b>DSE4</b> EDCAD SE04T	<b>Unit-3:</b> Value Crises <b>Unit-4:</b> Value Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 9hrs. Unit4 8hrs.	Unit 3 &4 JP,ID,RC
		<b>DSE5</b> EDCAD SE05T	<b>Unit-3:</b> Factors Responsible for Disturbing individual Peace <b>Unit-4:</b> Role of Peace Education present context	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 9hrs. Unit4 8hrs.	Unit 3 &4 ID,SC, MC

	<b>Programme Course</b>	<b>DSE1B</b> (EDCG DSE03T)	<b>Unit: 3</b> Current Issues <b>Unit 4:</b> Contemporary Acts on Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 9hrs. Unit4 8hrs.	Unit 3 &4 ID,SC, MC, RC
		<b>GE 2:</b> (EDCG GE02T)	<b>Unit: 3</b> Special Education <b>Unit-4:</b> Issues in Inclusive Education	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 9hrs. Unit4 8hrs.	Unit 3 &4 ID,SC, RC, JP
		<b>SEC 4:</b> (EDCSS EC04M)	<b>DEVELOPMENT OF ENVIRONMENTAL AWARENESS</b>	Topic related various Website & Field experiences	Preparation of Project copy	Unit3 5hrs. Unit4 5hrs.	Unit 3 &4 JP,RC

#### Recommended Text books:

#### EDCACOR13T : CURRICULUM STUDIES

- 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 SaiPrint

#### EDCACOR14T : SPECIAL EDUCATION &DSE4/5

- Aggarwal, R. &Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. &Debnath, A.K. (2010); ByatikramDharmiShishu O Tar Siksha, Rita Publications, Kolkata.
- Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers*, Dhaka.
- Mangal&Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
- Mithu, A. & Michael, B. (2005); Inclusive Education : From Rhetoric to Reality, Viva Books Pvt Ltd. New Delhi.
- Nanda, B.P. (2013); BishesChahidaSampannaShishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); SikshayEkibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, *VikashPublishingHousePvt.Ltd.*

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Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

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 Teacher assigned
March- April	Hons.	03T	<p><u>Group A- Poetry</u> H.V. Derzio— 'Freedom to the Slave' Michael Madhusudan—'I Stood in Solitude,-- and as I looked'</p> <p><u>Group B- Fiction</u> <b>Novel:</b> R.K.Narayan— <i>The Guide</i> <b>Short Stories:</b> Salman Rushdie- 'The Free Radio' <b>Group C—</b> <b>Drama</b> Girish Karnad- <i>Tughlaq</i></p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Grading and assessing student learning by means of assignments, exams, students's project works.</li> </ul>	<p>6 hours</p> <p>14 hours</p> <p>12 hours</p> <p>21 hours</p>	<ul style="list-style-type: none"> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> <li>• Isha Biswas</li> </ul>
		04T	<p><u>Group A.</u> <u>Background:</u></p> <ul style="list-style-type: none"> <li>• The historical, political, socio-cultural background, literary/intellectual details. The generic/social history of poetry and poetic forms.</li> <li>• The development of English drama on</li> </ul>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• ICT teaching.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion</li> </ul>	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>	<p>21 hours</p>	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> <li>• Chandra Basu</li> <li>• Isha Biswas</li> </ul>

			<p>the Elizabethan and Jacobean stage.</p> <ul style="list-style-type: none"> <li>• Renaissance Humanism</li> <li>• The Stage, Court and City</li> <li>• Religious and Political Thought</li> <li>• Ideas of Love and Marriage</li> <li>• The Writer in Society</li> </ul> <p><u>Group B. Poetry</u>  Geoffrey Chaucer—  ‘Prologue (lines 1-42)  Spenser – ‘One day I wrote her name’  Shakespeare, Sonnets : 30, 129  Donne, ‘Cannonization’</p>			15 hours	
	<b>Programme Course</b>		<ol style="list-style-type: none"> <li>1. Dalit Voices</li> <li>2. Writing in English</li> <li>3. Womans peak: Examples from Kannada and Bangla</li> </ol>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students’ project works.	12 hours 12 hours 12 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> <li>• Chandra Basu</li> <li>• Isha Biswas</li> </ul>



May-June	Hons.	03T	<p><u>Group A- Poetry</u> Kamala Das- Introduction K. Ramanujan— 'Another View of Grace' Nissim Ezekiel— 'The Night of the Scorpion' Jayanta Mahapatra- Hunger</p> <p><b>Novel:</b> R.K.Narayan— <i>The Guide</i></p> <p><b>Short Stories:</b>Sashi Despande—'The Intrusion' Ruskin Bond- 'Tiger, Tiger, Burning Bright'</p>	<ul style="list-style-type: none"> <li>• ICT teaching.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	5 hours  10 hours  7 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Chandra ma Basu</li> <li>• Nandita Bhowmik Chowdhury</li> </ul>
		04T	<p>Marvell, 'To His Coy Mistress' Herbert, 'Pulley' <u>Group C . Drama</u> William Shakespeare- <i>Macbeth</i>, William Shakespeare- <i>Twelfth Night</i>,</p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> <li>• ICT teaching.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	6 hours  18 hours  15 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> <li>• Chandra ma Basu</li> </ul>
Programme Course			<ol style="list-style-type: none"> <li>1. Dalit Voices</li> <li>2. Writing in English</li> <li>3. Womans peak: Examples from Kannada</li> </ol>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	13 hours  12 hours  11 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> </ul>

			and Bangla				• Chandra ma Basu

### Recommended Text books:

- Arvind K. Mehrotra, *An Illustrated History of Indian Literature in English* (Delhi & Ranikhet: Permanent Black, 2017)
- Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.
- M.K. Naik, *History of Indian English Literature* (New Delhi: Sahitya Akademi, 1982)
- Mulk Raj Anand, *The Indian Theatre* (London: Dennis Jhanson, 1955)
- Krishna Sen, *Critical Essays on R K Narayan's The Guide, With an Introduction to Narayan's Novels* (Hyderabad: OBS, 2004)
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.
- 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.



						3 hours	
		<b>09T</b>	<p><u>Backgrounds to Romantic, Victorian poetry</u>—trends, traditions and techniques and a general overview of poets and their works. Social, political and intellectual developments and their impact on literature. Suggested topics are: reason &amp; imagination; conceptions of man and nature; literature &amp; revolution; the gothic; dramatic monologue, utilitarianism; Victorian novel and the novelist in society; faith and doubt; marriage and sexuality.</p> <p><u>Group A. Poetry</u> William Wordsworth- ‘Tintern Abbey’; Ode on Intimations of Immortality S.T. Coleridge- ‘Kubla Khan,’ Christabel I</p> <p><u>Fictions and Non-fictions-</u> William Hazlitt- ‘On the Love of the Country’ from <i>Selected Essays</i> as edited by Geoffrey Keynes (London: Nonsuch Press, 1930). Horace Walpole-<i>The Castle of Otranto</i></p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul> <p>ICT teaching</p>	Grading and assessing student learning by means of assignments, exams, students’ project works.	15 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Arka De Barman</li> <li>• Chandrama Basu</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Isha Biswas</li> </ul>
						17 hours	
						19 hours	
		<b>10T</b>	<p><u>Historical Background:</u></p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> </ul>	Grading and assessing	13 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> </ul>

			<p>Utilitarianism; The 19th Century Novel; Marriage and Sexuality; The Writer and Society; Faith and Doubt; The Dramatic Monologue</p> <p><u>Group A. Poetry</u> Christina Rossetti -- 'The Goblin Market'</p> <p>Matthew Arnold- Dover Beach</p> <p><u>Group B. Novel</u> Charles Dickens— <i>David Copperfield</i></p> <p><u>Group C. Non-fictional Prose:</u> Arnold – 'Modern Elements in Literature'</p>	<ul style="list-style-type: none"> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	<p>student learning by means of assignments, exams, students's project works.</p>	<p>8 hours</p> <p>18 hours</p> <p>3 hours</p>	<ul style="list-style-type: none"> <li>• Nandita Bhowmik Chowdhury</li> <li>• Isha Biswas</li> </ul>
		<b>SEC</b>	<p>Knowing the Learners</p> <p>i Characteristics of a Good Language Learner</p> <p>ii Factors behind Success/Failure behind Language Learning</p> <p>3. Teaching and Learning Basic Language skills</p> <p>i. Listening, Speaking, Reading and Writing- Basics of Skill Development</p> <p>4. Approaches and Methods of English Language Teaching</p> <p>i Grammar- Translation Method</p> <p>ii Direct Method</p> <p>iii Communicative Approach</p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• ICT teaching.</li> <li>• Class assignments.</li> </ul>	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>	<p>8 hours</p> <p>7 hours</p> <p>7 hours</p>	<ul style="list-style-type: none"> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> </ul>

	<b>Programme Course</b>		<p><b>Essay:</b> The Seaside- Robert Lynd</p> <p><b>Short Fiction-</b> The Last Leaf- O. Henry</p> <p><b>Poetry-</b> Goodbye Party for Miss Pushpa T.S.- Nissim Ezekiel A River- A. K. Ramanujan</p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> <li>• ICT teaching</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	10 hours  15 hours  15 hours	<ul style="list-style-type: none"> <li>• Isha Biswas</li> <li>• Chandrama Basu</li> <li>• Arka De Barman</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Dr. Sukanta Das</li> </ul>
<b>May-June</b>	<b>Hons</b>	<b>08T</b>	<p><u>Group A. Poetry.</u> Gray, 'Elegy Written in a Country Churchyard'; Blake, Introduction to <i>Songs of Innocence</i>, 'The Lamb', 'The Tyger' from <i>Songs of Experience</i>.</p> <p><u>Non-fictional Prose:</u> Joseph Addison, 'The Scope of Satire'</p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> <li>• ICT teaching.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	15 hours          3 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> <li>• Chandrama Basu</li> </ul>
		<b>09T</b>	<p><u>Poetry-</u> P.B. Shelley- 'Ode to the West Wind', Ozymandias John Keats— 'Ode on a Grecian Urn', Ode to Autumn</p> <p>Group B: Fiction</p> <p><u>Non-fiction:</u> Charles Lamb- Dream Children, The Superannuated Man</p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> <li>• ICT teaching.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	20 hours       4 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> <li>• Chandrama Basu</li> <li>• Isha Biswas</li> </ul>
		<b>10T</b>	<p><u>Group A. Poetry</u> Tennyson- 'Ulysses'; 'The Lady of Shallot' Robert Browning - 'My Last Duchess'; 'The Last Ride Together'</p> <p><u>Group B. Novel</u> Jane Austen - <i>Pride and Prejudice</i></p>	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	10 hours       14 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Isha Biswas</li> </ul>

			<u>Group C- Non-fictional prose</u> Darwin- 'Introduction'. <i>Origin of Species</i> Carlyle- <i>Heroes and Hero Worship</i> , Lecture III, 'The Hero as Poet' (only the portion on Shakespeare)			9 hours	
		<b>SEC</b>	5. Materials for Language Teaching i. Materials for Teaching Four language Skills (LSRW) ii. Using the Textbook iii. Using authentic Materials iv. Using Teaching Aids	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• ICT teaching.</li> <li>• Class assignments.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	5 hours  3 hours	<ul style="list-style-type: none"> <li>• Arka De Barman</li> <li>• Nandita Bhowmik Chowdhury</li> </ul>
	<b>Programme Course</b>		<b>Essay:</b> Sir Roger At Home- Joseph Addison <b>Short Fiction-</b> Tiger in the Tunnel- Ruskin Bond <b>Poetry-</b> The Solitary Reaper- William Wordsworth Road Not Taken- Robert Frost	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> <li>ICT teaching</li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	8 hours  15 hours  8 hours	<ul style="list-style-type: none"> <li>• Isha Biswas</li> <li>• Chandrama Basu</li> <li>• Arka De Barman</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Dr. Sukanta Das</li> </ul>

### Recommended Text books:

- Krishna Sen & Ashok Sengupta, *A Short History of American Literature* (Hyderabad: OBS, 2017)
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
- 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.







			Pablo Neruda-- ‘Tonight I can Write’, <u>Group B.</u> <u>Fiction</u> <u>Novels:</u> Chinua Achebe— <i>Things Fall Apart</i> Gabriel Garcia Marquez-- <i>Chronicle of a Death Foretold</i> <u>Short Fiction:</u> Bessie Head ‘The Collector of Treasures’			4 hours  15 hours  12 hours  4 hours	
		<b>DSE</b>	<u>Group A.</u> William Wordsworth: Preface to the <i>Lyrical Ballads</i> (1802) S.T. Coleridge: <i>Biographia Literaria.</i> Chapters XIII. <u>Group B</u> Virginia Woolf: Modern Fiction T.S. Eliot: “Tradition and	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students’s project works.	10 hours  8 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Chandrama Basu             <ul style="list-style-type: none"> <li>• Isha Biswas</li> </ul> </li> </ul>



			3. Samuel Beckett - <i>Waiting for Godot</i> 4. Eugene Ionesco- <i>Rhinoceros</i>		students' project works.		
		<b>12T</b>	Derek Walcott --'A Far Cry from Africa'; David Malouf --'Revolving Days'; Mamang Dai - -'Small Towns and the River'; <u>Short Fiction-</u> Ama Ata Aidoo 'The Girl who can'	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students' project works.	9 hours  4 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Chandrama Basu</li> </ul>
		<b>DSE</b>	<u>Group D.</u> Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in <i>The Well-Wrought Urn: Studies in the Structure of Poetry</i> (1947) Maggie Humm: <i>Practising Feminist Criticism: An Introduction.</i> London 1995.	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams, students' project works.	15 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Isha Biswas</li> </ul>
		<b>DSE</b>	Group B. Novel 1.Khuswant Singh— <i>Train to Pakistan</i> 2.Intizar Husain --Basti,	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method</li> <li>• Formal and informal group discussion.</li> </ul>	Grading and assessing student learning by means of assignments, exams,	18 hours  6 hours	<ul style="list-style-type: none"> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman</li> </ul>

					students's project works.		
	<b>Programme Course</b>		<b>SOFT SKILLS-</b> 4. Workplace Etiquette 5. Problem solving skills 6. Learning skills	<ul style="list-style-type: none"> <li>• Project based learning.</li> <li>• Class</li> <li>• Lecture method <ul style="list-style-type: none"> <li>• Formal and informal group discussion.</li> </ul> </li> </ul>	Grading and assessing student learning by means of assignments, exams, students's project works.	12 hours 12 hours 14 hours	<ul style="list-style-type: none"> <li>• Dr. Sukanta Das</li> <li>• Nandita Bhowmik Chowdhury</li> <li>• Arka De Barman <ul style="list-style-type: none"> <li>• Isha Biswas</li> </ul> </li> </ul>

### Recommended Text books:

- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.
- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992.
- Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996.
- Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
- Dhanvel, S. P. 2013. *Soft Skills*. Orient Blackswan.

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester II Honors/Programme. Course**

**Name of the Department: SOCIOLOGY**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>March - April</b>	<b>Hons.</b>	<b>03T</b>	<p><b>1. <u>Understanding Sociological Theory</u></b>: 1.1 Building blocks of Sociological Theory</p> <p><b>2. <u>Functionalism</u></b></p> <p>2.3 Analytical Functionalism of Talcott Parsons 2.4 Empirical Functionalism of Robert K. Merton 2.5 Critique of Functionalism</p> <p><b>3. <u>Interpretive Sociology</u></b></p> <p>3.1 Critique of Structural Functionalism 3.2 George Herbert Mead</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	Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making	(7 hrs.) (17 hrs.) (17 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadityuti Karmakar (DK)  Mr Utpal Biswas (UB)

		<b>04T</b>	<p><b>1. <u>Ideas on Indian Society</u></b>  1.1. Tagore: Thoughts on Rural Reconstruction, Gandhi: Ideas on Indian Civilization and Ambedkar: Reflections on Caste in India  1.2. Indological (G. S. Ghurye) and Ethnographic Approaches (M. N Srinivas)  1.3 Benoy Kumar Sarkar: Indian way of Life  1.4 D. P. Mukherji: Tradition and Modernity</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 Assessments like MCQs; Quiz; Debate; Poster and Chart making	(33 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)  Mr Utpal Biswas (UB)
	<b>Programme Course</b>		<p>1. India as a Plural Society</p> <p><b>2. <u>Social Institutions and Practices</u></b>  2.1 Caste  2.2 Tribe</p>	Lecture method; Chalkboard Splash;	Formative Assessments like MCQs; Quiz; Debate;	(10 hrs.) (25 hrs.)	Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)

			2.3 Class 2.5 Family and Kinship	Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Poster and Chart making		Ms Sharmistha Ray (SR)
<b>May-June</b>	<b>Hons.</b>	<b>03T</b>	<b>4. Conflict Perspective</b> 4.1 Karl Marx 4.2 Ralf Dahrendorf 4.3 Lewis Coser <b>5. Feminist Perspective</b> 5.1 Liberal Feminist Thought 5.2 Radical Feminist Thought	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making  Summative Assessments: Internal	(17 hrs.) (17 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)  Mr Utpal Biswas (UB)



				SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Assessment (Short Questions of 5 Marks); End Semester CBCS Examination conducted by WBSU		
		04T	<p><b>2. <u>Resistance, Mobilization, Change</u></b> 2.1. Dalit Movements 2.3 Peasant Movements</p> <p><b>3. <u>Challenges to Civilization, State and Society</u></b> 3.1. Communalism 3.2. Secularism</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC;	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making  Summative Assessments: Internal Assessment (Short Questions of 5 Marks); End Semester	(30 hrs.) (12 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)  Mr Utpal Biswas (UB)

				Egyankosh; Using PPTs; Using GMeet and Google Classroom	CBCS Examination conducted by WBSU		
	<b>Programme Course</b>		<b>3. <u>Identities and Change</u></b> 3.2 Women's Movement <b>4. <u>Challenges to State and Society</u></b> 4.1 Communalism 4.2 Secularism	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	(20 hrs.) (20 hrs.)	Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)

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### **Recommended Text books:**

#### **03T**

1. Baert, Patrick. 1998. Social Theory in the Twentieth Century. New York. NYU Press.
2. Bottomore, Tom and Nisbet, Robert. 2004. A History of Sociological Analysis. Jaipur: Rawat
3. Bottomore, Tom. 2002. The Frankfurt School. London: Routledge
4. Collins, Randall. 1994. Four Sociological Traditions. New York. OUP
5. Ritzer, George. 1996. Modern Sociological Theory. New Delhi: McGraw Hill.
6. Seidman, Steven. 2011. Contested Knowledge: Social Theory Today. Singapore: Wiley-Blackwell
7. Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives, New York: Penguin Books Ltd
8. Turner, Jonathan. 1995. The Structure of Sociological Theory. Jaipur: Rawat
9. Wallace, A. Ruth and Wolf, Alison. 1990. Contemporary Sociological Theory. New Delhi: PHI Learning
10. Humm, Maggie. 1995. The Dictionary of Feminist Theory the University of Michigan: Ohio State University Press
11. Tong, Rosemarie. 2009. Feminist Thought: A Comprehensive Introduction Westview Press

#### **04T**

1. AmalMukhopadhyay (ed.). Bengali Intellectual Tradition
2. B. K. Nagla. 2008. Indian Sociological Thought. Jaipur: Rawat Publications.
3. Bela Dutta Gupta. 1972. Sociology in India. Calcutta: Centre for sociological Research.
4. Deshpande, S., 2003, Contemporary India: A Sociological View, New Delhi: Penguin Books
5. Dhanagare, D. N. (1993). Themes and Perspectives in Indian Sociology. Rawat Publication, Jaipur.
6. DiskhitSinha. 2010. RabindranatherPalliPunargatherPrayas. Paschimbanga Bangla Academy.
7. M.N.Srinivas 1996. Village, Caste, Gender and Method, OUP.
8. M.N.Srinivas. 1986. Caste in Modern India, Media Promoters & Pub.
9. M.N.Srinivas. 1996. Caste- Its Twentieth Century Avatar, Penguin.
10. Madan, T.N., 1997, Modern Myths, Locked Minds, Delhi: Oxford University Press

11. Menon, N., (ed.) 1999, Gender and Politics in India, Oxford University Press
12. P. Uberoi, NandiniSundar and SatishDeshpande (ed). 2007. Anthropology in the East.
13. P.K. Mishra et al (eds). 2007. M.N. Srinivas: The Man and his Works. Rawat.
14. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press.
15. Ramkrishna Mukherjee. 1979. Sociology of Indian Sociology. Bombay: Allied Publishers.
16. Ritzer, George, 1996, Modern Sociological Theory, McGraw Hill.
17. Robey, David, 1973, Structuralism: An Introduction, Oxford: Clarendon Press
18. Shah, G., 2001, Dalit Identity and Politics, New Delhi: Sage
19. Swapan Kumar Bhattacharyya. 1990. Indian Sociology – The Role of Benoy Kumar Sarkar. The University of Burdwan.
20. SwapanPramanick. 1994. Sociology of G. S. Ghurye. Jaipur: Rawat Publications.
21. Ganguly, Ramanuj. Ambedkar: EktiSamajtattikPorjalochona. New Delhi: Pearson.
22. Y. Singh. 1986. Indian Sociology, VistarPub.B. K. Nagla. 2008. Indian Sociological Thought. Jaipur: Rawat Publications.

### **Programme Course (SOCGCOR02T)**

1. Contemporary India: Economy, Society, Politics: Neera Chandhoke & Praveen Priyadarshi, Pearson Education India, 2009
2. Dalit identity and Politics. Shah, Ghanshyam. Delhi: Sage 2001
3. Development and Civil Society: Biswajit Ghosh (Ed), Rawat, 2012
4. Family and Social Change in Modern India: Giri Raj Gupta, Vikas Publishing House, 1976
5. Family, Kinship and Marriage in India: Patricia Uberoi, OUP India, 1994
6. Handbook of Indian Sociology: Veena Das, OUP India, 2006
7. Indian Society: Institutions and Change: Rajendra K Sharma, Atlantic Publishers & Dist, 2004
8. India's Agony over Religion: Gerald James Larson, Suny Press, 1995
9. On Civil Society: Issues and Perspectives: N.Jayaram, Sage, 2005
10. Religion in India: T. N. Madan, OUP India, 1992
11. Samakalin Bharatiya Samaj: Ganguly & Moinuddin, PHI Learning 2008 (in Bengali)
12. Social Background of Indian Nationalism (6Th-Edn): A. R. Desai, Popular Prakashan, 2005
13. Social Change in India: B Kuppaswamy, Vikas Publications, 1972
14. Social Stratification: Dipankar Gupta, OUP India 1991
15. Society in India: Change & Continuity: D.G Mandelbaum, University of California Press, 1970

16. The everyday state and society in modern India: C.J. Fuller and Veronique Benei (eds), C. Hurst & Co. Publishers, 2001
17. The Furies of Indian Communalism: Religion, Modernity, and Secularization: Achin Vanaik, Verso, 1997
18. Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change: M.S.A Rao, Popular Prakashan, 1972
19. Tribal India today: Nadeem Hashain, (2<sup>nd</sup>Ed.), Harnam Publications, New Delhi, 1991
20. Tribe, Caste and Religion: R. Thaper (ed.), New Delhi: Macmillan 1977
21. Understanding Contemporary India: Critical Perspectives: Achin Vanaik & Rajeev Bhargava, Orient BlackSwan, 2010
22. Bharatiya Samaj Prasangey: Aniruddha Choudhury, Chatterjee Publishers, 2016

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester IV Honors. & Programme Course**

**Name of the Department: SOCIOLOGY**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>February - April</b>	<b>Hons</b>	<b>08T</b>	<p>1. <u>Perspectives in Economic Sociology</u></p> <p>1.1 Formalism and Substantivism 1.2 New Economic Sociology</p> <p>2. Forms of Exchange 2.1 Reciprocity and Gift 2.2 Exchange and Money</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(18hrs.) (14 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>

				; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom			
		<b>09T</b>	<p>1. Introduction: 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Residence 1.2 Approaches: 1.2.1 Descent 1.2.2 Alliance</p> <p>2. Family, Household and Marriage 2.1 Changing Structure and Functions of Marriage, Family and Household 2.2 Meaning, Characteristics and household dimensions of joint family –Disintegration Debate</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making	(30 hrs.) (15 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>

				h; Using PPTs; Using GMeet and Google Classroom			
		<b>10T</b>	<p>1. Introducing Social Stratification: Forms and Consequences</p> <p>2. Theories of Stratification</p> <p>2.2. Functionalism: Talcott Parsons and Robert K. Merton</p> <p>2.5. Feminist Theory: Patriarchy</p>	<p>Lecture method; Chalkboard</p> <p>Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs;</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	<p>(5 hrs.) (30 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>



				Using GMeet and Google Classroom			
		<b>SEC</b>	<p>1. Sex, Gender and Sexuality</p> <p>1.1 Introduction to debates on the social construction of sex and gender</p> <p>1.2 Cultural construction of masculinity and femininity</p> <p>1.3 Understanding sexual preference as a right</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</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>	(20 hrs.)	<p>Mr Debadyuti Karmakar (DK)</p> <p>Ms Sharmistha Ray (SR)</p>

				and Google Classroom			
	<b>Programme Course</b>		<p><b>1. <u>The Logic of Social Research</u></b> 1.1 What is Sociological Research? 1.2 Objectivity in the Social Sciences</p> <p><b>2. <u>Methodological Perspectives</u></b> 2.1 The Comparative Method</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	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making	(25 hrs.) (25 hrs.)	Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)

				Classroom			
<b>May-June</b>	<b>Hons</b>	<b>08T</b>	3. Systems of Production, Circulation and Consumption 3.1 Hunting and Gathering 3.3 Peasant 3.4 Capitalism	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)  Ms Monolina Seth (MS)

		<b>09T</b>	3. Re-casting Kinship 3.2 Marriage Migration 3.3 New Reproductive Technologies	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	(30 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)  Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)
		<b>10T</b>	3. Identities and Inequalities	Lecture method;	Formative Assessment	(30 hrs.) (10 hrs.)	Dr Sreyasi Chatterjee

			<p>3.1. Caste</p> <p>3.3. Gendered Stratification:</p> <p>4. Political Economy of Inequality</p> <p>4.2 Globalization and the Third World</p>	<p>Chalkboard</p> <p>Splash;</p> <p>Audio Visual Aids;</p> <p>Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre);</p> <p>E-PG Pathshala ; CEC;</p> <p>Egyankosh; Using PPTs;</p> <p>Using GMeet and Google Classroom</p>	<p>ts like MCQs; Quiz; Debate; Poster and Chart making</p> <p>Summative Assessments: Internal Assessment (Short Question of 5 marks);</p> <p>End Semester CBCS Examination conducted by WBSU</p>		<p>(SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p> <p>Ms Monolina Seth (MS)</p>
		<b>SEC</b>	<p>4. Women's Rights as Human Rights : U.N. Conventions, Convention</p>	<p>Lecture method;</p> <p>Chalkboard</p>	<p>Formative Assessments like MCQs;</p>	(25 hrs.)	<p>Mr Debadyuti Karmakar (DK)</p>

			on the Elimination of all forms of Discrimination against Women (CEDAW), Millennium Development Goals (MDGs)	rd Splash; Audio Visual Aids; Usings MOOCs and e-resourc es available on SWAYA M (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankos h; Using PPTs; Using GMeet and Google Classroo m	Quiz; Debate; Poster and Chart making  Summative Assessmen ts: Internal Assessmen t (Short Questions of 5 marks)		Ms Sharmistha Ray (SR)
	<b>Programme Course</b>		<b>3. <u>Modes of Enquiry</u></b>  3.1 Theory and Research 3.2 Analysing Data:	Lecture method; Chalkboa rd Splash;	Formative Assessmen ts like MCQs; Quiz;	(25 hrs.)	Mr Utpal Biswas (UB)

			Quantitative and Qualitative	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	Debate; Poster and Chart making  Summative Assessments: Internal Assessment (MCQs of 1 Mark); End Semester CBCS Examination conducted by WBSU		Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)
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**Recommended Text books:**

**08T**

1. Appadurai, Arjun. 1986. The Social Life of Things: Commodities in Cultural Perspective. Cambridge: Cambridge University Press.
2. Carrier, James G. 1995. Gifts and Commodities: Exchange and Western Capitalism since 1700. London: Routledge.
3. Bourdieu, Pierre. The social structures of the economy. Polity, 2005.

4. Dodd, Nigel. 1994 *The sociology of money: economics, reason & contemporary society*. Continuum Intl Pub Group.
5. Giddens, Anthony. 2009. *Sociology*. Cambridge: Polity (Or Updated Edition)/ New Delhi: Wiley India Pvt. Ltd. 2009 Edition
6. Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge, UK: PolityPress.
7. Howes, D. (ed). 1996. *Cross-Cultural Consumption: Global Markets and Local Realities*. London: Routledge.
8. Mair, Lucy. 1972. *An Introduction to Social Anthropology*. New Delhi: Oxford University Press.
9. Mauss, Marcel. 1990. *The Gift: Forms and Functions of Exchange in Archaic Societies*. London: Routledge.
10. Pramanick & Ganguly (Ed), 2010, *Globalization in India*, New Delhi: PHI Learning
11. Sahlins, Marshall David. 1974. *Stone Age Economics*. London: Tavistock.
12. Sassen, Saskia. 2007. *A Sociology of Globalization*. New York: W.W. Norton & Co.
13. Simmel, Georg. (David Frisby-Editor, T.B. Bottomore-Translator) *The Philosophy of Money*, 2004. Routledge (first published 1900)
14. Smelser, Neil J. 1976. *The Sociology of Economic Life*. New Delhi: Prentice-Hall of India.
15. Smelser, Neil. J. and Richard Swedberg (eds). 1994. *The Handbook of Economic Sociology*. Princeton: Princeton University Press.
16. Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.
17. Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* Princeton, N. J.: Princeton University Press.
18. Wallerstein, Immanuel Maurice. 1983. *Historical Capitalism*. London: Verso.
19. Wolf, Eric R. 1966. *Peasants*. New Jersey: Prentice-Hall.
20. Zelizer, Viviana A. 1989. *‘The Social Meaning of Money: —Special Monies’*, *The American Journal of Sociology*, Vol. 95, No.2.

## 09T

1. Allan, Graham. *A sociology of friendship and kinship*. G. Allen & Unwin, 1979.
2. Barnard, Alan and Jonathan Spencer (eds.). 2002. *Encyclopedia of Social and Cultural Anthropology*. London: Routledge.
3. Beattie, John. 1964. *Other Cultures*. London: Routledge & Kegan Paul.
4. Dube, Leela. "Sociology of kinship." *A Survey of Research in Sociology and Social Anthropology* 2 (1974): 233.
5. Dumont, Louis. 1968. *‘Marriage Alliance’*, in D. Shills (ed.), *International Encyclopaedia of the Social Sciences*, Vol.10. New York: Macmillan and Free Press.
6. Fortes, Meyer. 1970. *Time and Social Structure and Other Essays*. London: The Athlone Press.
7. Goody, Jack (ed.). 1958. *The Developmental Cycle in Domestic Groups*. Cambridge: Cambridge University Press.
8. Graburn, Nelson HH. *Readings in kinship and social structure*. Harper & Row, 1971.
9. Leach, E. R. 1961. *Rethinking Anthropology*. London: The Athlone Press. (Particularly the Essay, *‘Polyandry, Inheritance*



and the Definition of Marriage with Particular Reference to Sinhalese Customary Law').

10. Leach, E. R. 1962. 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62.
11. Lévi-Strauss, Claude. 1969, *The Elementary Structures of Kinship*. London: Tavistock.
12. Mair, Lucy. 1972. *An Introduction to Social Anthropology*. New Delhi: Oxford University Press.
13. Parkin, Robert and Linda Stone. (eds.). 2004. *Kinship and Family: An Anthropological Reader*. Malden, U.S.A.: Blackwell
14. Radcliffe-Brown, A. R. and Daryll Forde (eds.). 1950. *African Systems of Kinship and Marriage*. London: Oxford University Press.
15. Raheja, Gloria Goodwin and Ann Grodzins Gold. 1994. *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India*. Berkeley: University of California Press.
16. Sahlins, Marshall. "What kinship is (part one)." *Journal of the Royal Anthropological Institute* 17.1 (2011): 2-19.
17. Shah, A. M. 1998. *The Family in India: Critical Essays*. New Delhi: Orient Longman.
18. Uberoi, Patricia (ed.). 1994. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
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## 10T

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4. Bailey, F. G. 1963. 'Closed Social Stratification in India', in *European Journal of Sociology*, Vol. 4, No. 1.
5. Barber, Bernard. *Social stratification: A comparative analysis of structure and process*. Harcourt, Brace, 1957.
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10. Bourdieu, Pierre, and Loïc JD Wacquant. *An invitation to reflexive sociology*. University of Chicago press, 1992.

11. Bourdieu, Pierre. "Social space and symbolic power." *Sociological theory* 7.1 (1989): 14-25.
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28. Parsons, Talcott. "A revised analytical approach to the theory of social stratification." New York (1953).
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30. Parsons, Talcott. "Equality and inequality in modern society, or social stratification revisited." *Sociological Inquiry* 40.2 (1970): 13-72.
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33. Sharma, Kanhaiyalal. *Social stratification in India: issues and themes*. Sage Publications, 1997.
34. Sharma, Kanhaiya Lal, and Yogendra Singh. *Social inequality in India: Profiles of caste, class, power, and social mobility*. South Asia Books, 1995.
35. Sharma, Kanhaiyalal. *Essays on Social Stratification*. Jaipur: Rawat, 1980.

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38. ‘The Continuing Debate on Equality’ that contains the papers: by Kingsley Davis and Wilbert E. Moore, ‘Some Principles of Stratification’ (earlier published in *American Sociological Review*, Vol. 10, No. 2 (1945)); by Melvin M. Tumin, ‘Some Principles of Stratification: A Critical Analysis’ (earlier published in *American Sociological Review*, Vol. 18 (August, 1953)); and by Kingsley Davis and then by Wilbert E. Moore, ‘Reply to Tumin’ and ‘Comment’, respectively (earlier published in *American Sociological Review*, Vol. 18 (August 1953))
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## SEC

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2. Bhasin, Kamala. 1993. *What is Patriarchy?* New Delhi: Kali for Women.
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7. Chanana, Karuna, 1988, *Socialization, Women and Education, Explorations in Gender Identity*, New Delhi
8. Chappell, Duncan, and Vittorio Di Martino. *Violence at work*. ILO, 2006.
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10. Fernandes, Leela. (ed). 2014. *Routledge Handbook of Gender in South Asia*. London: Routledge
11. Forbes, G. 1998, *Women in Modern India*, New Delhi, Cambridge University press
12. Furr, L, Allen. 2018. *Women, Violence and Social Stigma*. Jaipur: Rawat Publications.
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16. Ghadially, Rehana, ed. *Urban women in contemporary India: a reader*. Sage, 2007.
17. Hatty, Suzanne E. *Masculinities, violence and culture*. Sage Publications, 2000.
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. Kalia, H.L. 2005. Work and the Family. Jaipur: Rawat Publications.
22. Kimmel, Michael S. The Gendered Society. New York: Oxford University Press, 2011.
23. Kolaskar, A and Dash, Motilal (ed) .2012. Women and Society: The Road to Change. New Delhi: OUP
24. Lorber, Judith and Susan A. Farrell (eds.). 1991. The Social Construction of Gender. Newbury Park, Calif: Sage Publications.
25. MacKinnon, Catharine A. Only Words. Cambridge, Mass.: Harvard University Press, 1993
26. Mangubhai, Jayshree P., and Joel G. Lee. Dalit women speak out: Caste, class and gender violence in India. Zubaan, 2012.
27. Menon, Nivedita (ed.).1999. Gender and Politics in India. New Delhi: Oxford University Press.

### **Programme Course (SOCGCOR04T)**

1. Doing Social Research: T L Baker, 3<sup>rd</sup> Edition, Mcgraw-hill Book Company, 1999
2. Fundamentals of Social Statistics: Kirk W. Elifson, Richard P. Runyon, & Audrey Haber, McGraw-Hill Higher Education, 1998
3. Methods in Social Research: William Josiah Goode & Paul K. Hatt, McGraw-Hill, 1952
4. Methods of Social Research: K D Bailey, 4<sup>th</sup> Edition, Simon and Schuster, 1994
5. Scientific Social Surveys and Research: P.V. Young, PHI-Learning, New Delhi
6. The Practice of Social Research: Earl Babbie, 12th Edition, Wadsworth Publishing Company/ Cengage Learning, 2010
7. The Practice of Social Research: Guided Activities: Earl R. Babbie & Theodore C. Wagenaar, Cengage Learning, 2006

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester VI Honors. & Programme Course**

**Name of the Department: SOCIOLOGY**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>February - April</b>	<b>Hons</b>	<b>13T</b>	1. Talcott Parsons 1.1. Action Systems  3. G. H. Mead and Erving Goffman 3.1. Interactional Self	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	(11 hrs.) (15 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)  Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)  Ms Sharmisth

							a Ray (SR)
		<b>14T</b>	1. Sampling : 1.1 Probability and Non-probability	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	(12 hrs.)	Mr Debadyuti Karmakar (DK)
		<b>DSE (04T)</b>	1. Interlinking Work and Industry  2. Forms of Industrial Culture and Organisation 2.1 Industrialism 2.2 Post-industrial Society	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG	Formative Assessment s like MCQs; Quiz; Debate; Poster and Chart making	(10 hrs.) (20 hrs.) (20 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)

			2.3 Information Society 3. Dimensions of Work 3.3 Unpaid Work and Forced Labour	Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom			Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)
		<b>DSE (06T)</b>	1. G S Ghurye 1.1 Caste and Race  2. Radhakamal Mukerjee 2.1 Personality, Society, Values  3. D. P. Mukerji 3.1 Tradition and Modernity 3.2 Middle Class	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	(15 hrs.) (15 hrs.) (15 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Debadyuti Karmakar (DK)  Mr Utpal Biswas (UB)
	<b>Programme Course (DSC)</b>		1. Social Stratification: Concepts and Approaches 2. Forms of Social Stratification	Lecture method; Chalkboard Splash; Audio Visual Aids;	Formative Assessment s like MCQs; Quiz; Debate;	(15 hrs.) (35 hrs.)	Mr Debadyuti Karmakar (DK)

			2.2 Caste and Class 2.3 Gendering Inequality	Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Poster and Chart making		Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)
	<b>Programme Course (GE)</b>		1. Sociological Aspects of Economic Phenomenon 1.1 Approaches: Formalism and Substantivism  2. Modes of Production 2.1 Domestic Mode of Production 2.3 Capitalism 2.4 Socialism	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	(25 hrs.) (25 hrs.)	Mr Utpal Biswas (UB)  Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)



		<b>SEC</b>	<p>1. Sex, Gender and Sexuality</p> <p>1.1 Introduction to debates on the social construction of sex and gender</p> <p>1.2 Cultural construction of masculinity and femininity</p> <p>1.3 Understanding sexual preference as a right</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>	(20 hrs.)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Utpal Biswas (UB)</p>
<b>May-June</b>	<b>Hons</b>	<b>13T</b>	<p>4. Peter L. Berger and Thomas Luckmann</p> <p>4.1. Social Construction of Reality</p> <p>5. Max Horkheimer, T.W. Adorno and Herbert Marcuse</p> <p>5.1. Critical Social Theory</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>Summative Assessments: Internal Assessment</p>	(8 hrs.) (25 hrs.)	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p> <p>Mr Utpal Biswas (UB)</p>

				Egyankosh; Using PPTs; Using GMeet and Google Classroom	(Short Question of 5 marks); End Semester CBCS Examination conducted by WBSU		Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)
		<b>14T</b>	4. Statistical Methods : 4.1 Graphical and Diagrammatic Representation – Bar Diagrams, Pie Chart, Histogram, Frequency Polygon, Smoothed Frequency Curve and Ogive 4.2 Measures of Central Tendency: Mean, Median, Mode 4.3 Measures of Dispersion: Range, Variance, Standard Deviation	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	(36 hrs.)	Mr Debadyuti Karmakar (DK)

		<b>DSE (04T)</b>	<p>4 Work in the Informal Sector</p> <p>4.1 Nature and Types</p> <p>4.2 Social, Political and Economic Consequences</p> <p>5 Risk, Hazard and Disaster</p> <p>5.3 Industrial Disaster – The case of Bhopal Gas Tragedy</p>	<p>Lecture method;</p> <p>Chalkboard Splash;</p> <p>Audio Visual Aids;</p> <p>Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala;</p> <p>CEC;</p> <p>Egyankosh;</p> <p>Using PPTs;</p> <p>Using GMeet and Google Classroom</p>	<p>Formative Assessment s like MCQs;</p> <p>Quiz;</p> <p>Debate;</p> <p>Poster and Chart making</p> <p>Summative Assessment s: Internal Assessment (Short Question of 5 marks);</p> <p>End Semester CBCS Examination conducted by WBSU</p>	<p>(10 hrs.)</p> <p>(15 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>
		<b>DSE (06T)</b>	<p>5. M.N. Srinivas</p> <p>5.1. Social Change</p> <p>6. Irawati Karve</p> <p>6.1 Kinship</p>	<p>Lecture method;</p> <p>Chalkboard Splash;</p> <p>Audio Visual Aids;</p> <p>Usings MOOCs and e-resources available on SWAYAM</p>	<p>Formative Assessment s like MCQs;</p> <p>Quiz;</p> <p>Debate;</p> <p>Poster and Chart making</p>	<p>(10 hrs.)</p> <p>(10 hrs.)</p>	<p>Dr Sreyasi Chatterjee (SC)</p> <p>Mr Debadyuti Karmakar (DK)</p>

				(Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Summative Assessments: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examination conducted by WBSU		Mr Utpal Biswas (UB)
	<b>Programme Course (DSC)</b>		3. Social Mobility: meaning, types and factors responsible	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	(25 hrs.)	Mr Debadyuti Karmakar (DK)  Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)

					n conducted by WBSU		
	<b>Programme Course (GE)</b>		3. Contemporary Issues 3.1 Globalization 3.2 Development	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 Utpal Biswas (UB)  Ms Monolina Seth (MS)  Ms Sharmistha Ray (SR)
		<b>SEC</b>	4. Women's Rights as Human Rights : U.N. Conventions, Convention on the Elimination of all forms of Discrimination	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making	(25 hrs.)	Dr Sreyasi Chatterjee (SC)  Mr Utpal Biswas (UB)

			against Women (CEDAW), Millennium Development Goals (MDGs)	(Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs; Using GMeet and Google Classroom	Summative Assessment: Internal Assessment (Short Questions of 5 marks)		
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### Recommended Text books:

#### 13T

1. Berger, Peter. "Luckmann. T. (1966). The social construction of reality: A treatise in the sociology of knowledge." New York: Double and Company (1967).
2. Berger, Peter. "Thomas Luckmann 1966 The Social Construction of Reality." Garden City: Doubleday (1977).
3. Bourdieu, Pierre, and Loïc JD Wacquant. An invitation to reflexive sociology. University of Chicago press, 1992.
4. Bourdieu, Pierre, Craig Calhoun, Edward LiPuma, and Moishe Postone, eds. Bourdieu: critical perspectives. University of Chicago Press, 1993.
5. Bourdieu, Pierre. Outline of a Theory of Practice. Vol. 16. Cambridge university press, 1977.
6. Burns, Tom. Erving Goffman. Routledge, 2002.
7. Cahill, Spencer. "Erving Goffman." Symbolic Interactionism: An introduction, An interpretation, An intergration New Jersey, Nancy Roberts, Pearson Education Inc. Pearson Prentice Hall (2004).
8. Calhoun, Craig. Critical social theory: Culture, history, and the challenge of difference.
9. Collins, Randall. Four sociological traditions. Oxford University Press, USA, 1994.
10. Culler, Jonathan. On deconstruction: Theory and criticism after structuralism. Cornell University Press, 2007.
11. Glaser, Barney G., and Anselm L. Strauss. "Awareness contexts and social interaction." American sociological review (1964): 669-679.
12. Goffman, E. 1956. The Presentation of Self in Everyday life. Edinburgh: University of Edinburgh
13. Horkheimer, M and Adorno. T.W. The Dialectic of Enlightenment. 2002. Stanford University Press. Stanford: California.
14. Lechte, John, ed. Fifty key contemporary thinkers: From structuralism to postmodernity. Routledge, 2006.
15. Levi Strauss, C. 1993. —Structure and Dialectics, in Structural Anthropology Volume I. Harmondsworth: Penguin.

16. Manis, Jerome G., Bernard N. Meltzer, and Jerome G. Manis. *Symbolic interaction: A reader in social psychology*. Boston: Allyn and Bacon, 1972.
17. Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press
18. Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers.
19. Potter, Jonathan. *Representing reality: Discourse, rhetoric and social construction*. Sage, 1996.
20. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies
21. Sarup, Madan. *An introductory guide to post-structuralism and postmodernism*. Pearson Education, 1993.
22. Sturrock, John. *Structuralism and since: from Lévi-Strauss to Derrida.*, OUP, 1979
23. Thompson, John B. *Ideology and modern culture: Critical social theory in the era of mass communication*. John Wiley & Sons, 2013.
24. Willcocks, Leslie P., and John Mingers. *Social theory and philosophy for information systems*. John Wiley & Sons Ltd, 2004.
25. Zeitlin, Irving M. *Rethinking sociology: A critique of contemporary theory*. Appleton Century-Crofts, 1973.

#### **14T**

1. Bailey, K. (1994). *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
2. Elifson, K.W., Audrey Haber, & Richard Runyon (1982) *Fundamentals of Social Statistics*, Addison Wesley
3. Frankfort-Nachmias, Chava, and Anna Leon-Guerrero. *Social statistics for a diverse society*. Sage Publications, 2017.
4. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill.
5. Goon, A.M., M.K. Gupta and B. Dasgupta- (1978) *Basic Statistics*, Kolkata World Press Pvt. Ltd
6. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.
7. Irvine, John, Ian Miles, and Jeff Evans, (Eds). *Demystifying social statistics*. London: Pluto Press, 1979.
8. Kothari, C R, 2004, *Research Methodology*, New Delhi: New Age International
9. Morgan, Gareth, Ed. *Beyond Method: Strategies for social research*. Sage, 1983

#### **DSE (04T)**

1. Bhowmik, Sharit. 2012. *Industry, Labour and Society*, Orient Blackswan
2. Edgell, Stephen. *The sociology of work: Continuity and change in paid and unpaid work*. Sage, 2011.
3. Erikson, Kai, and Steven Peter Vallas, eds. *The nature of work: Sociological perspectives*. Yale University Press, 1990.
4. Gilbert, S.J.-(1985) *Fundamentals of Industrial Sociology*, Tata Mac Graw Hill Publishing Co. Ltd., New Delhi
5. Grint, Keith. *The sociology of work: introduction*. Polity, 2005.

6. Kumar, Krishan. From post-industrial to post-modern society: New theories of the contemporary world. John Wiley & Sons, 2009.
7. Miller and Form-(1964) Industrial Sociology, Harper and Row, New York
8. Miller, D.C. & Form, W.H. (1980) Industrial Sociology, Harper and Row
9. Nandkarni Laxmi (1998) Sociology of Industrial Workers, Jaipur, Rawat
10. Parker, Stanley Robert. The sociology of industry. Vol. 1. Allen & Unwin Australia, 1977.
11. Ramaswamy, E.A.,-(1978) Industrial Revolution in India, New Delhi
12. Ramaswamy, E.A.,-(1988) Industry and Labour, New Delhi, OUP
13. Schneider Eugene-(1979) Industrial Sociology, New Delhi, Tata Mac Graw Hills
14. Seth, N.R.(ed)-(1982) Industrial Sociology in India, Kolkata, Allied Publishers
15. Volti, Rudi. An introduction to the sociology of work and occupations. Sage Publications, 2011. 16. Watson, Tony. Sociology, Work and Organisation. Taylor & Francis, 2017.

#### **DSE (06T)**

1. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255
2. Dhanagare, D.N (1999), Themes and Perspectives in Indian Sociology, Delhi: Rawat Publications Chp 7
3. Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114- 140, 404-460 (82 pages)
4. Ghurye, G.S. 1962, Cities and Civilization, Delhi: Popular Prakashan
5. Karve, Irawati 1961, Hindu Society — an interpretation, Pune: Deshmukh Prakashan
6. Karve, Irawati 1965, Kinship Organization in India, Bombay and New York: Asia Publishing House
7. Madan T N 2011, Sociological Traditions: Methods and Perspectives in the Sociology of India, New Delhi: Sage
8. Madan, T.N. 2010, „Search for Synthesis: The Sociology of D.P Mukerji“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black
9. Mukerjee, Radhakamal 1932, (reproduced in 1994) „An Ecological Approach to Sociology“ in Ramchandra Guha (ed) Social Ecology Delhi: OUP



10. Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology Sociology and Social Research 16 (July-August 1932) 503-516
11. Mukerjee, Radhakamal 1950, The Social Structure of Values, London: George Allen and Unwin Chp 2,3, 5, 6 & 9
12. Mukerjee, Radhakamal 1951, The Dynamics of Morals, London: Macmillan & Co
13. Mukerji D.P. (1958 second edition 2002), Diversities: Essays in Economics, Sociology and Other Social Problems, Delhi: Manak Publications Pg 177-225, 261-276
14. Srinivas, M. N.1992, On Living in a Revolution and Other Essays, Delhi: OUP Chp1,2,3,5&7
15. Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley Chp 4-5
16. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW31(11) 656-657

### **Programme Course (DSC) (SOCGDSE03T)**

1. Ahmad, Imtiaz, ed. Caste and social stratification among Muslims in India. South Asia Books, 1978.
2. Arum, Richard, Irene R. Beattie and Karly Ford (eds.). 2011. The Structure of Schooling: Readings in the Sociology of Education. London: Sage.
3. Barber, Bernard. Social stratification: A comparative analysis of structure and process. Harcourt, Brace, 1957.
4. Bendix, Reinhard and Seymour Martin Lipset (eds.). 1967. Class, Status and Power. London: Routledge & Kegan Paul. 5. Beteille, Andre. 1977. Inequality among Men. London: Blackwell.
6. Bottero, Wendy. 2005. Stratification. London: Routledge.
7. Bottomore, T. B. 1971. Sociology: A Guide to Problems and Literature. London: George Allen & Unwin
8. Bourdieu, Pierre, and Jean-Claude Passeron. Reproduction in education, society and culture. Vol. 4. Sage, 1990.

9. Bourdieu, Pierre, and Loïc JD Wacquant. An invitation to reflexive sociology. University of Chicago press, 1992.
10. Bourdieu, Pierre. "Social space and symbolic power." Sociological theory 7.1 (1989): 14-25.
11. Bourdieu, Pierre. The social structures of the economy. Polity, 2005.
12. De Vos, George A. Ethnic pluralism: Conflict and accommodation: The role of ethnicity in social history. Alta Mira Press, 1995.
13. Eriksen, Thomas Hylland. Ethnicity and nationalism: Anthropological perspectives. Pluto Press, 2002.
14. Gupta, Dipankar (ed.). 1992. Social Stratification. New Delhi: Oxford University Press.
15. H. H. and C. Wright Mills. 1946. From Max Weber. New York: Oxford University Press
16. Haralambos, Michael and Martin Holborn. 2008. Sociology: Themes & Perspectives. London: HarperCollins Publishers Ltd.
17. Juliet. 1971. Woman's Estate. Harmondsworth: Penguin
18. Kerbo, Harold R. Social stratification and inequality: Class conflict in historical and comparative perspective. McGraw-Hill College, 1996.
19. Lenski, Gerhard E. Power and privilege: A theory of social stratification. UNC Press Books, 2013.

20. Lin, Nan. Social capital: A theory of social structure and action. Vol.19. Cambridge university press, 2002.
21. McLellan, David. 1980. The Thought of Karl Marx. London: Papermac, MacMillan.
22. Moore, Wilbert Ellis. Social change. Prentice Hall, 1974.
23. Omi, Michael, and Howard Winant. 2015. Racial Formation in the United States. New York: Routledge
24. Parsons, Talcott. "A revised analytical approach to the theory of social stratification." New York (1953).
25. Sharma, Kanhaiya Lal. Social Stratification and Mobility. Rawat Publications, 1994.
26. Sharma, Kanhaiyalal. Social stratification in India: issues and themes. Sage Pubns, 1997.
27. Sharma, Kanhaiya Lal, and Yogendra Singh. Social inequality in India: Profiles of caste, class, power, and social mobility. South Asia Books, 1995.
28. Sharma, Kanhaiyalal. Essays on Social Stratification. Jaipur: Rawat, 1980. 29. T. Bottomore. 1966. Classes in Modern Society. New York: Pantheon Books.
30. Tawney, R. H. 1964. Equality. London: George Allen & Unwin Inc
31. Tumin, Melvin M. 1994. Social Stratification: The Forms and Functions of Inequality. New Delhi: Prentice-Hall of India.

### **Programme Course (GE)**

1. Appadurai, Arjun. 1986. The Social Life of Things: Commodities in Cultural Perspective. Cambridge: Cambridge University Press.
2. Dodd, Nigel. 1994 The sociology of money: economics, reason & contemporary society. Continuum Intl Pub Group.

3. Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge, UK: Polity Press.
4. Howes, D. (ed). 1996. *Cross-Cultural Consumption: Global Markets and Local Realities*. London: Routledge.
5. Pramanick & Ganguly (Ed), 2010, *Globalization in India*, New Delhi: PHI Learning
6. Sassen, Saskia. 2007. *A Sociology of Globalization*. New York: W.W. Norton & Co.
7. Simmel, Georg. (David Frisby-Editor, T.B. Bottomore-Translator) *The Philosophy of Money*, 2004. Routledge (first published 1900)
8. Smelser, Neil J. 1976. *The Sociology of Economic Life*. New Delhi: Prentice-Hall of India.
9. Smelser, Neil. J. and Richard Swedberg (eds). 1994. 1994. *The Handbook of Economic Sociology*. Princeton: Princeton University Press.
10. Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.
11. Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* Princeton, N. J.: Princeton University Press.
12. Wallerstein, Immanuel Maurice. 1983. *Historical Capitalism*. London: Verso.
13. Wolf, Eric R. 1966. *Peasants*. New Jersey: Prentice-Hall.

## **SEC**

1. Altekar, A.S. 1983, *The Position of Women in Hindu Civilization*. Delhi, Motilal Banarasi Dass, Second Edition: P Fifth Reprint.
2. Bhasin, Kamala. 1993. *What is Patriarchy?* New Delhi: Kali for Women.
3. Bilton, Tony et al. 1996. *Introductory Sociology*. New York: Palgrave.

4. Box, Steven. Power, Crime, and Mystification. London: Routledge, 1989
5. Butalia, Urvashi. The Other Side of Silence. Durham, NC: Duke University Press, 2000
6. Buzawa, Eva Schlesinger, and Carl G. Buzawa. Domestic violence: The criminal justice response. Sage, 2003.
7. Chanana, Karuna, 1988, Socialization, Women and Education, Explorations in Gender Identity, New Delhi
8. Chappell, Duncan, and Vittorio Di Martino. Violence at work. ILO, 2006.
9. Desai, Neera and M. Krishnaraj, 1987, Women and Society in India, Delhi, Ajanta
10. Fernandes, Leela. (ed). 2014. Routledge Handbook of Gender in South Asia. London: Routledge
11. Forbes, G. 1998, Women in Modern India, New Delhi, Cambridge University press
12. Furr, L. Allen. 2018. Women, Violence and Social Stigma. Jaipur: Rawat Publications.
13. 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.
14. Gangoli, Geetanjali. Indian feminisms: Law, patriarchy and violence in India. Routledge, 2016.
15. Ghadially, Rehana (ed), 1988, Women in India Society, New Delhi, Sage
16. Ghadially, Rehana, ed. Urban women in contemporary India: a reader. Sage, 2007.
17. Hatty, Suzanne E. Masculinities, violence and culture. Sage Publications, 2000.
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. Kalia, H.L. 2005. Work and the Family. Jaipur: Rawat Publications.
22. Kimmel, Michael S. The Gendered Society. New York: Oxford University Press, 2011.
23. Kolaskar, A and Dash, Motilal (ed) .2012. Women and Society: The Road to Change. New Delhi: OUP
24. Lorber, Judith and Susan A. Farrell (eds.). 1991. The Social Construction of Gender. Newbury Park, Calif: Sage Publications.
25. MacKinnon, Catharine A. Only Words. Cambridge, Mass.: Harvard University Press, 1993
26. Mangubhai, Jayshree P., and Joel G. Lee. Dalit women speak out: Caste, class and gender violence in India. Zubaan, 2012.
27. Menon, Nivedita (ed.). 1999. Gender and Politics in India. New Delhi: Oxford University Press.

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester II Honors. & Programme Course**

Name of the Department: Human development

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>March- April</b>	<b>Hons.</b>	<b>03T</b>	<p><b>Middle childhood-</b> Characteristics, Developmental tasks</p> <p><b>Adolescence-</b> Characteristics, Developmental tasks</p> <p><b>Adulthood-</b> Characteristics, Developmental tasks and problems</p>	Lecture method, chalkboard, video clips, ppts, referred books, journal articles.	Formative Assessment Project work, Verbal Question- answer method.	40 hrs.	NB  AP  GB
		<b>04T</b>	<p><b>Childcare in infancy and preschool-</b> feeding, weaning, supplementary feeding and toilet training</p> <p><b>Child rearing practices-</b> definition, classification and implications.</p> <p><b>Approaches to Early Childhood Education(ECE)</b> - Montessori, Kindergarten.</p>	Lecture method, chalkboard, video clips, ppts, referred books, journal articles.	Formative Assessment Project work, Verbal Question- answer method.	40 hrs.	NB  GB  AP

	<b>Programme Course</b>		<p><b>Marriage-</b> definition, classification, functions.</p> <p><b>Family –</b> definition, composition, functions types of family, changing trends of family in India and it's influencing factors.</p> <p><b>Interpersonal relationships within the family –</b> Importance and types of family interaction.</p>	Lecture method, chalkboard, video clips, ppts, referred books, journal articles.	Formative Assessment Project work – Seminar presentation, Verbal Question-answer method.	32 hrs.	NB  GB  AP
<b>May-June</b>	<b>Hons.</b>	<b>03T</b>	<p><b>Middle childhood-</b> Behaviour problems</p> <p><b>Adolescence-</b> Socio-emotional problems</p> <p><b>Old Age-</b> Physical changes, developmental tasks, emotional problems.</p>	Lecture method, chalkboard, video clips, ppts, referred books, journal articles.	Formative Assessment Project work, Verbal Question-answer method.	40 hrs.	NB  AP  GB
		<b>04T</b>	<p><b>Objectives of ECCE- Recent developments –</b> National policy on Education, YashPal committee Report, Role of Indian association for</p>	Lecture method, chalkboard, video clips, ppts, referred books, journal articles.	Formative Assessment Project work, Verbal Question-answer method.	40 hrs.	NB

			pre schooleducation  <b>Types of ECCE programmes –</b> Balwadi, Anganwadi, ICDS, Creche and nursery school  <b>Approaches of ECE-</b> Playway method				GB   AP
	<b>Programme Course</b>		<b>Marriage-</b> marital adjustment and it's influencing factors  <b>Family with</b> problems.  <b>Communication</b> <b>within family.</b>	Lecture method, chalkboard, video clips, ppts, referred books, journal articles.	Formative Assessment Project work – Seminar presentation, Verbal Question- answer method.	32 hrs.	NB   GB  AP

### **Recommended Text books:**

#### **03T-**

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.

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. Shikshamanavidya.

#### **04T**

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

Gill, S. (1993). Child care programs in India : Changing trends. In  
Saraswathi, S.S. and Kaur, B. , New Delhi : Sage. Unit II.



Kaul, V. (1991). Early childhood education programme. New Delhi : NCERT. Units I and III.

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

Nag, R. Ma o shishu.

Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers.

Yashpal Committee Report (1994). Learning without burden.

**Programme Course : HMDGCOR02T**

Ahuja, R.: a) Society in India. b) Social System. c) Social Problems in India.

Chowdhury, A. BharaterSamajPrasange.

Dube, S. C. (Translated by Rajat Roy). BharaterSamaj. National Book Trust.

Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.

Maciver and Page. Society – An Introductory Analysis.

VidyaBhusan and Sachdev. Sociology.

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester IV 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
February- April	Hons	08T	-	-	-	-	-
		09T	-	-	-	-	-
		10T	-	-	-	-	-
		SEC	-	-	-	-	-
	Programme Course		Disability – definition, characteristics of of disabled children, major types of	Lecture method, chalk	Formative assessment – question	40 hrs.	GB

			<p>disabilities, causes, diagnosis and remedies</p> <p><b>Behaviour problems-</b> Definition, causes and remedies thumb sucking, bed wetting, fear anxiety.</p> <p><b>Child Welfare</b> – Definition, objectives, philosophies, national policies and legislations related to children.</p>	board, literature and books, ppts.	answer, project work on disabled children.		<p>NB</p> <p>AP</p>
May-June	Hons	08T	-	-	-	-	-
		09T	-	-	-	-	-
		10T	-	-	-	-	-
		SEC	-	-	-	-	-
	<b>Programme Course</b>		<p><b>Disability</b> – Adjustment at home and school, guidance and counseling of disabled children and children with behaviors problems through different stages of development</p> <p><b>Behaviour problem-</b> definition, causes, remedies of anxiety, shyness, temper tantrums, stealing, lying and truancy</p> <p><b>Child welfare agencies and services:</b> governmental and non-governmental</p>	Lecture method, chalk board, literature and books, ppts	Formative assessment – question answer, project work.	35 hrs.	<p>GB</p> <p>NB</p> <p>AP</p>

**Recommended Text books:**



			<b>The child with learning disability- definition and classification</b>				AP
		<b>14T</b>	<p><b>Need and aspects for parent education,</b> role of parents as participator, planners, advisors, volunteers and resource person</p> <p>Organizing parent and the community – parent bodies- involvement in school and neighbourhood</p> <p>Need for community education, fundamental principles of community</p>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Formative evaluation, question-answer, project work, making literature or visual aids	48 hrs.	GB  NB  AP
		<b>DSE (04T)</b>	<p><b>Understanding gender-</b> basic concept, sex and gender</p> <p><b>Gender and society-</b> Patriarchy and social institutions, being male and female in Indian society.</p> <p><b>Socialization for gender,</b> social roles, stereotypes and identity</p>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Formative evaluation, question-answer, project work	60hrs.	GB  SR  MS

			<p><b>Girl child and women in India-</b> demographic profile, health, nutrition, education, sexuality and reproductive health, female feticide, infanticide and violence against women.</p>				NB
		<b>DSE (06T)</b>	<p><b>Home science and extension</b> education-different methods of extension teaching</p> <p><b>Principles of learning and teaching process-</b> effective teaching through individual, group and mass media</p> <p><b>Development communication,</b> genesis, characteristics</p>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Formative evaluation, question-answer, project work	40hrs.	GB  AP  NB
	<b>Programme Course</b>	<b>HMDG DSE 03T</b>	<p><b>Understanding Human Development</b></p> <ul style="list-style-type: none"> <li>· Definitions, scope and multidisciplinary nature of Human Development</li> <li>· Contexts, stages and domains of development</li> </ul>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Formative evaluation, question-answer, project work	40 hrs.	NB  GB

			<p><b>Early Childhood Years</b></p> <ul style="list-style-type: none"> <li>· Capacities of neonate</li> <li>· Development in Infancy and Preschool</li> <li>- Physical-motor development</li> </ul> <p><b>Middle Childhood Years</b></p> <ul style="list-style-type: none"> <li>· Physical-motor development</li> <li>· Cognitive and language development</li> </ul>				AP
		<b>HMDG GEC 02T</b>	<p><b>Family</b> – definition, composition, functions types of family</p> <p><b>Marriage</b> – definition, functions, and changing trends</p>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Formative evaluation, question-answer, project work, seminar presentation	30hrs.	NB
		<b>HMDS SEC 02TM</b>	<p><b>Families with problems-</b> families with marital disharmony and disruption, causes and intervention</p> <p><b>Understand childhood nutrition and health</b></p>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Project work		AP
							AP

May-June	Hons	13T	<p><b>The child with intellectual challenge.</b></p> <p><b>The child with autism</b></p> <p><b>The child with learning disability</b> – causes and solutions</p>	Lecture method, chalk –board, Materials from books and journal acticles, ppts.	Formative evaluation, question-answer, project work, case study.	48 hrs.	<p>GB</p> <p>NB</p> <p>AP</p>
		14T	<p><b>Definition and importance of communication,</b> factors for selecting metod and techniques of communication, different approaches of communication.</p> <p><b>Community centres, recreation</b> centres, youth clubs, mahilamandals</p> <p><b>Health, education, nutrition ofchildren,</b> human development index and it’s implications for India.</p>	Lecture method, chalk –board, Materials from books and journal acticles, ppts.	Formative evaluation, question-answer, project work, case study.	48 hrs.	<p>GB</p> <p>NB</p> <p>AP</p>
		DSE (04T)	<b>Masculinity and femininity,</b> biological and cultural determinants	Lecture method, chalk –board, Materials from books and	Formative evaluation, question-answer,	60hrs.	GB

			<p><b>Women's movement in India</b>, perspectives of feminism</p> <p><b>Social traditions</b>- history, mythology and literature, contemporary influences- work, media, popular culture, caste, class and religious influences on gender roles</p> <p><b>Gender justice- laws, policies and programmes for women</b>, women's empowerment and politics.</p>	journal articles, ppts.	project work.		SR
							MS
							NB
		<b>DSE (06T)</b>	<p><b>Audio-visual aid in extension work</b>- motion pictures, radio, slides, flannel graph, flash cards, charts.</p> <p><b>Meaning of communication</b>, its needs, types and problems.</p> <p><b>Differences between communication and development</b> communication, behavior change communication</p>	Lecture method, chalk –board, Materials from books and journal articles, ppts.	Formative evaluation, question-answer, project work	40hrs.	GB
							AP
							NB





							AP
		<b>HMDS SEC 02TM</b>	<b>Families with distress- causes and intervention</b>  <b>Teaching concepts in childhood</b>	Lecture method, chalk –board, Materials from books and journal articles, ppts	Project work		AP

### Recommended Text books:

#### 13T

Debnath, D. and Debnath, A. K. Byatikramdharmishishu o tar shiksha.Kolkata : Rita Book Agency.  
Kirk, S.A. (1970).Educating exceptional children.Indian Edition. New Delhi : Oxford and IBH.  
Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7th Ed., New York: McGraw – Hill.  
Skinner, C. Educational psychology.

#### 14T

Dahama, O.P. and Bhatnagar . Education and Communication for Development.NewDelhi : Oxford and IBH.  
Ray, G.L. (1991).Extension Communication and Management.Calcutta :NayaProkash. Supe, S.V. An Introduction to Extension Education. New Delhi : Oxford and IBH.

#### DSE(04T)

Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.  
Mohanty, M. (2008).Class, Caste and Gender. New Delhi: Sage.  
Menon N. (2008). Sexualities: Issues in Contemporary Indian feminism. New Delhi: Macmillan

#### DSE(06T)

Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication.  
Rozer, E. &Storey D. (1987) Communication Campaign in C.Burger and S. Sheffe (Eds), Handbook of Communication Sciences (817-846) Newbury Park, C A: Sage  
Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication

Paulo Mefalopulos. Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank, 2008

**Programme course(HMDGDSE03T)**

Berk, L. E. (2007).Development through the lifespan. Delhi: Pearson Education.

Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice a. Hall.

Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata a. McGraw- Hill.

Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient Black Swan.

**HMDGGEC02T**

Ahuja, R.: a) Society in India. b) Social System. c) Social Problems in India.

Chowdhury, A. BharaterSamajPrasange.

Dube, S. C. (Translated by Rajat Roy).BharaterSamaj.National Book Trust.

Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.

Maciver and Page.Society – An Introductory Analysis.

VidyaBhusan and Sachdev.Sociology.

**HMDSSEC02TM**

Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep And DeepPublication, New Delhi.

Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia

Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education.*

M. S. Swaminathan Research Foundation.,Swaminathan, M. (1998). *The First five Years.* Sage Publications.

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester II Honors. & Programme Course**

**Name of the Department: PHILOSOPHY**

<b>Period</b>	<b>Hons/ Progra mme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>March- April</b>	<b>Hons.2</b>	<b>03T( Outline of Indian Philosophy -1).</b>	<ol style="list-style-type: none"> <li>1. Basic concepts in Indian Philisophy: Rta, rna,Jajna,panc a- kosa,Atman,B rahman,Jiva,se rya,preya,mok sha.</li> <li>2. Nastika Schools:- Carvaka Epistemology, Metaphysics.</li> </ol>	Study materials given.	Class assignment and class test.		1.Sarmistha Mitra. 2. Sarmistha Mitra.
			<ol style="list-style-type: none"> <li>3. Introduction, Pratyakṣa pramāṇa: lakṣaṇa, classification into nirvikalpaka and savikalpaka (including pratyabhijñā) and laukika and alaukika.</li> </ol>	Discussion method. Analytic method Refer to the text given by UG-BOS	Questionnaire method CLASS TEST		MIJANUR RAHAMAN
		<b>04T(Western Logic-II)</b>	<ol style="list-style-type: none"> <li>1. Induction: Mill's Method and Copi's Criticism.</li> </ol>	Study materials given.	Class assignment and class test.		1.Sarmistha Mitra. 2. Sarmistha Mitra.

			2. Induction per simple enumeration, Analogical Inference.				
			3. Quantification : Need for Quantification Theory, Singular Propositions, Quantifiers, Translating Traditional Subject— Predicate Proposition into Logical Notation of Propositional Function and Quantifier, Predicate and Predicate functions, Individual Constant and Individual Variable.	BOARD WORK Refer to the text given by UG-BOS	Practice and class test		MIJANUR RAHAMAN
	<b>Program me Course</b>	PHIHGEC02T+P HIGCOR02T- [Western Epistemology and Metaphysics ]	1.Causality : Entailment Theory, Regularity Theory.	Study materials& class note given.	Class assignment and class test.		1. Sarmistha Mitra .
			the origin of knowledge: Rationalism, Empiricism and Kant's Critical Theory	Discussion method. Refer to the text given by UG-BOS	class test		MIJANUR RAHAMAN
<b>May-June</b>	<b>Hons.2</b>	<b>03T( Outline of Indian Philosophy -1)</b>	1. Bauddha – Four noble truths, Prativityasamut pada,	Study materials and class note given.	Class assignment and class test.		1.Sarmistha Mitra. 2. Sarmistha Mitra.

			<p>Nairatmyavada, Basic tenets of four Bauddha schools.</p> <p>2. Jaina school-main concepts.</p>				
			<p>3. Anumāna pramaṇa: Lakṣaṇa, pakṣa, sādhyā, hetu, vyāpti, vyāptigrahopāya, svārtha and parārthānumāna.</p>	<p>Discussion method. Analytic method</p>	<p>Questionnaire method Class test</p>		<p>MIJANUR RAHAMAN</p>
		<p><b>04T( Western Logic- II)</b></p>	<p>1. Criteria of Scientific Hypothesis. 2. Probability : Alternative Conception of Probability and other.</p>				<p>1.Sarmistha Mitra. 2. Sarmistha Mitra.</p>
			<p>3. Quantification Rules and Proving Validity, Proving Invalidity for Arguments Involving Quantifiers.</p>	<p>BOARD WORK Refer to the text given by UG-BOS and epg pathshala</p>	<p>Practice and class test</p>		<p>MIJANUR RAHAMAN</p>
	<p><b>Program me Course</b></p>	<p>PHIHGEC02T+P HIGCOR02T- [ Western Epistemology and Metaphysics]</p>	<p>1. Substance : Empiricist and Rationalist view of substance. 2.</p>	<p>Study materials &amp; class note given.</p>	<p>Class assignment and class test.</p>		<p>1.Sarmistha Mitra.</p>
			<p>3. General Introduction 2 ii. Realism: Naive Realism, Locke's Representationalism</p>	<p>Discussion method. Analytic method Refer to the text given by UG-BOS</p>	<p>class test</p>		<p>MIJANUR RAHAMAN</p>

**Recommended Text books: Suggested by the WBSU BOS**

**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester IV Honors. & Programme Course**

**Name of the Department: PHILOSOPHY**

<b>Period</b>	<b>Hons/ Program me Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluatio n</b>	<b>Numbe r of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>Februar y- April</b>	<b>Hons 4</b>	<b>08 (Social and Political Philosophy – Western)</b>	1. Concept of Social Philosophy and Political Philosophy Relation and different: Social & Political Philosophy on the one hand & Sociology and Political Science on the other. 2. Social Change : The Marxist view and the Gandhian view.	Study materials and class note given.	Assignmen ts and class test.		Sarmistha Mitra
			Basic concepts: Society, Community, Association, Institution, Caste and Class, Social groups.	Discussion method. Analytic method Refer to the text given by UG- BOS	Class test		MIJANUR RAHAMAN
		<b>09( Psychology and Philosophy of Mind)</b>	1. Methods of Psychology : Introspection, Extrospection and Experimental.	Study materials given.	Class assignment s and class test.		Sarmistha Mitra

			Relation between Philosophy of Mind, Psychology and Philosophy of Psychology. 5 B. Psychology as science.	Discussion method. Refer to the text given by UG-BOS	Class test , questionnai re		MIJANUR RAHAMAN
		<b>10T(Classical Indian Text : Tarkasamgraha with Dipika)</b>	1 Prataksha : Two types of Prataksha. Difgerent types of Laukika & Alaukika Prataksha. Different types of Sannikarsha.	Study materials and class note given.			Sarmistha Mitra
			Jnana, different types of jnana or prama , memory, different types of aprama	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnai re		MIJANUR RAHAMAN
		<b>SEC</b>	Ethics and ethical concepts	Discussion method.	Class test		MIJANUR RAHAMAN
	<b>Program me Course</b>	PHIHGEC04T+PHI GCOR04T:-Ethics- Indian and Western.	1.Indian Ethics- Difference between Indian & Western Ethics.Purusarthas.Kar ma.Carvaka Ethics.	Study materials and class note given.	Class assignment and class test.		Sarmistha Mitra
			Moral and Non-moral actions: Concept and object of Moral Judgment.	Discussion method.	Class test		MIJANUR RAHAMAN
<b>May- June</b>	<b>Hons4</b>	<b>08T( Social and Police Philosophy – Western)</b>	1 Family : The Marxist interpretation of Family.Sex gender divide, Patriarchal& Feminist interpretation of Family. The Marxist – Feminist debate.	Study materials and class note given.			Sarmistha Mitra
			Political Ideals: Government: Democracy and its different forms, Separation of Power: Three wings of the Government--- Legislature, Executive and Judiciary	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test		MIJANUR RAHAMAN



		<b>09T(Psychology and Philosophy of Mind)</b>	1 Freud's Theory: Consciousness & Unconscious, Id,Ego & Super Ego.	Study materials given.			Sarmistha Mitra
			.Associationism: Perception and Learning, Gestalt theory of Perception and Learning	Discussion method. Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>10T( Classical Indian Text): Tarkasamgraha with Dipika.</b>	1.Upamana as one of the Pramanas in Tarkasamgraha.	Study materials given.			Sarmistha Mitra
			Anumana, poramorsha, vyapti,linga,different types of anumana	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>SEC</b>	What is Business Ethics; Environmental Ethics related to business, Advertising Ethics related to business	Discussion method.	Class test		MIJANUR RAHAMAN
	<b>Program me Course</b>	PHIHGEC04T+ PHIGCOR04T:- Ethics – Indian and Western	1.Indian Ethics- Buddhist Ethics, Jaina Ethics.	Study materials & class note given			Sarmistha Mitra
			Standards of Morality, Theories of Punishment	Discussion method.	Class test		MIJANUR RAHAMAN

**Recommended Text books: Suggested by the WBSU BOS**

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**Prasanta Chandra Mahalanobis Mahavidyalaya**

**Lesson Plan- 2021-22**

**Semester VI Honors. & Programme Course**

**Name of the Department: PHILOSOPHY**

<b>Period</b>	<b>Hons/ Programme Course</b>	<b>Paper Name and Paper Code</b>	<b>Topics</b>	<b>Methods and materials</b>	<b>Methods of Evaluation</b>	<b>Number of classes allotted in hours</b>	<b>Name of the Teacher assigned</b>
<b>February- April</b>	<b>Hons6</b>	<b>13T( Western Epistemology &amp; Metaphysic)</b>	1.Theories of Truth – Correspondence theory, Coherentism, Pragmatism. 2.Realism Idealism, Phenomenalism.	Study materials and class note.	Class assignments and class test.		Sarmistha Mitra
			Knowledge---Definition, components, types of Knowledge: Knowing that, Knowing how, Knowledge by Acquaintance, Knowledge by description.	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>14T( Some Modern Indian Thinkers)</b>	1Vivekananda – Practical Vedanta, Karma – Yoga, Unification of Religions.		Class test		Sarmistha Mitra
			C. Aurobindo--- Evolution and Involution.	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>DSE05T</b>	Knowledge by acquaintance and knowledge by description	Discussion method. Analytic method	Class test , questionnaire		MIJANUR RAHAMAN

				Refer to the text given by UG-BOS			
		<b>DSE06T( Hume: An Enquiry Concerning Human Understanding)</b>	Metaphysice : True & False Metaphysics.Impression & Idea. Of the Association of Ideas. Sceptical doubt concerning the operations of the Understanding. Sceptical Solution of these doubttes. Custom or Habit, Imagination& Belief.		Class test		Sarmistha Mitra
	<b>Programme Course</b>	PHIGDSE03T( Social & Political Philosophy)	Nature & Scope, Primary concepts- Society, Community, Association, Institutions, Social Group and its different forms.Relugion and moral code.		Class test		Sarmistha Mitra
			Political Ideals: i. Democracy: Different forms-Direct, Representative, Merits and demerits of Democracy	Discussion method. Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>SEC</b>	Introduction of Business Ethics				Sarmistha Mitra
<b>May-June</b>	<b>Hons6</b>	<b>13T( Western Epistemology &amp; Metaphysics)</b>	1The Causal Principle, the Entailment Theory of Causation, the Regularity Theory of Causation.				Sarmistha Mitra
			The problem of Induction.	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN

		<b>14T(Some Modern Indian Thinkers)</b>	1 Gandhi – Sarvodaya, Non- Violence and Trusteeship,Caste.				Sarmistha Mitra
			D. Ambedkar---Caste: Equality and Fraternity.	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>DSE 5</b>	The Value of Philosophy	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>DSE06T ( Hume, An Enquiry Concerning Human Understanding)</b>	Of Probability, Of the idea of Necessary Connection, Definition of Cause,Of Liberty and Necessity, Hume's Scepticism.				Sarmistha Mitra
	<b>Programme Course</b>	PHIGDSE03T( Social & Political Philosophy)	Custom & Law, Culture & Civilization, Class & Caste.				Sarmistha Mitra
			Socialism: Various forms-Utopian, Democratic and Scientific	Discussion method. Refer to the text given by UG-BOS	Class test , questionnaire		MIJANUR RAHAMAN
		<b>SEC</b>	Environmental Ethics related to business, Advertising Ethics related to business.				Sarmistha Mitra

