

1.3.1 Cross cutting issues relevant to Gender, Environment and sustainability, Human values and professional ethics.

Department	Semester	Topic Name and Topic Details
POL. SCIENCE	4 TH G.E (H)	Feminism: Theory and practice
	5 th DSE (H)	Human Rights,
	4 th SEC (H)	Democratic & legal Awareness
	4 th DSC (H)	Introduction to International Relation: Contemporary issues: Environmental
SOCIOLOGY	5 TH G.E	Gender & Violence
	6 th DSE	Social stratification
	6 th DSE	Gender & Sexuality
	6 th G.E	Sociology of work Gender dimensions of Indian workers
EDUCATION (P)	5 th DSE	Meaning and nature of value value education, value education in school, strategies of value education
	5 TH G.E	Basic concept of Human Right, United nations and Human Right, Role of Advocacy groups.
Education (Hons)	1 st DSC-H	Social change and education.
	4 th DSC	(Inclusive education) Inclusive education concept and nature, competencies development for inclusive education, Inclusive education and its practices
	4 th SEC	(Community Development) Introduction to community development community group dynamics, equality diversity, community development
	6 th DSE	Guidance & Counselling: Concept of guidance, tools and techniques of guidance and counselling guidance and counselling for divers learners.
English	5 th	Women Writing
	5 th	Literacy theory and criticism Feminism Post colonialism
	5 th	British Romantic Literature
Geography	2 nd	Human Geography: I. Race, Religion II. Population Resource Relationship
	3 rd	Regional Development: I. Regional imbalance and problems of functional regions. II. Moderns of Regional planning III. Problem regional and regional planning backward regions and regional plans. Special area development plans in India.

	3 rd SEC	Rural Development: Concept, basis elements. Grandview approach to rural development, Lewis model of economic development. Major Rural development programmes in India-PMGSY, STSY, MNREGA, Jan dhan Yojana, NABARD. Rural development policies. Sustainable Development: I. Definition, components, limitations and historical background II. The millennium development goals: III. Inclusive development.
	5 th	
	6 th	Rural Development: I. Inter-Dependence of urban and Rural sectors of the Economy. II. Rural economic base: Panchayat Raj System agriculture and Allied sectors, Co-operatives, PURA. III. Area based approach to Rural developments drought Prone area programmes, PMGSY. iv.Target group approach to Rural Development SJSY, MNREGA, Jan dhan yojana and Rural connectivity.
Bengali	4 th Sem	<u>Human Values</u> -Nabanna (CC), Pallysamaj (CC), Tomake Pawar Jonno He Swadhinata (CC) <u>Environment</u> - Aryannyak (CC), <u>Gender</u> -Naristwatra poem (CC), <u>Professional Ethics</u> -Creative writing in Bengali (SEC-P)
	5 th Sem	<u>Gender</u> -Hjar Churashir Maa (CC), Devi (CC), Streerpatra (DSE-P) <u>Human Values</u> -Pamanadir Majhi (CC), Shasti (CC), Neem gach (CC), Lokshiksha (DSE), Krishna o Tahar Shiksha (DSE), Mahaesh (DSE), Shilpi (DSE),
	6 th Sem	<u>Gender</u> - Amar Jiban (DSE), Subarnalata (DSE)
PHILOSOPHY	1 st Sem	For Honours - C1-PAPER- I – INDIAN PHILOSOPHY-I
	2 nd Sem	C.3- PAPER-III- WESTERN PHILOSOPHY-I (SOCRATES, PLATO, ARISTOTTLE, DESCARTES SPINOZA, LIBNITZ) C.4- PAPER-IV- ETHICS
	3 rd Sem	C.5- PAPER – V- INDIAN PHILOSOPHY-II C.6- PAPER –VI- WESTERN PHILOSOPHY – II (LOCKE, BERKELEY, HUME, KANT)

	4 th Sem	C.9- PAPER- IX- PHILOSOPHY OF RELIGION C.10-PAPER-X- SOCIAL AND POLITICAL PHILOSOPHY
	6 th Sem	C.14- - APPLIED ETHICS DSE-I GITA DSE-III INTRODUCTION TO FEMINIST PHILOSOPHY DSE-IV CONTEMPORARY INDIAN PHILOSOPHY/AESTHETICS For GE- (Hons. and programme both) 1.GE-1 PAPER- I INDIAN PHILOSOPHY
	1 st Sem	For Programme- COURSE: -DSC 1 Paper I: FUNDAMENTALS OF INDIAN PHILOSOPHY 1.SEMESTER-IV COURSE: -DSC-1 Paper IV: WESTERN ETHICS 2.SEMESTER-V PRACTICAL ETHICS
Environmental studies	1 st Sem (Compulsory)	Unit-1 Introduction to environmental studies Unit-2 Ecosystem Unit-3 Natural resources: Renewable and Non-Renewable resources. Unit-4 Biodiversity and its Conservation Unit-5 Environmental pollution Unit-6 Environmental Policies and practices Unit-7 Human communities and the environment.

CBCS SYLLABUS
B.A HONOURS IN POLITICAL SCIENCE
SYLLABI OF B.A. HONS IN POLITICAL SCIENCE
(CBCS)
2018

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- B. Arora, ed. Transforming India: Social and Political Dynamics of Democracy
- C. Jafferul. India's Silent Revolution: The Rise of the Lower Castes in India
- A. Kuthi, ed. The Success of India's Democracy

COURSE (3NE 501B)

HUMAN RIGHTS

- ✓ Human Rights: Historical Background: A Brief History of Human Rights Theory
- ✓ 1. Difference between Civil Liberties, Democratic Rights and Human Rights --- Are Human Rights Universal? --- Are Human Rights Inalienable or Subjective? --- Ethics and Social Practice
- 2. Aspects of Human Rights: [Human Rights and Theoretical Traditions] --- Human Rights: Modernity and Democratization --- The State and Human Rights Theory --- Human Rights and World Politics
- ✓ 3. Areas and Issues in Human Rights: Nature of Human Rights Violation --- Human Rights and United Nations --- State: Protection and Regulation (With Special reference to India)
- ✓ 4. Social Aspects: Women and Human Rights --- Children and Woman Rights --- Poverty and Human Rights --- The Environment and Human Rights

Darren J. White: Human Rights: An Introduction, New Delhi: Pearson Education in South Asia, 2008.

K. G. Karshman: The Wage of Inequality, Orient Longman, 2004

C. J. Norcia, ed. Human Rights in India: Historical, Social and Political Perspectives, OIP, Delhi, 2004.

M. Cranston: "What are Human Rights?" London: The Bodley Head, 1973

J. Hoffman and P. Luchman: 2006: "Human Rights", *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDL (2006): *Introduction to Human Rights: Classification of Human Rights: An*

Overview of the First, Second, and Third Generational Rights, in *Introducing Human Rights*,

New Delhi: Oxford University Press

C.G NIRMA: HUMAN RIGHTS IN INDIA

SUHAS CHATTOPADHYAY - BIPANNA MANABADHIKARI

DSE 502A

ELECTORAL PROCESS IN INDIA AND WORKING OF PARLIAMENTARY DEMOCRACY

UNIT I: ELECTION SYSTEM IN INDIA

- ✓ (i) Features, Merits and Demerits of Election System in India

(ii) Election Commission: Composition and Functions

(iii) Electoral Process in India

- ✓ (iv) Proposals for Reforms in Indian Electoral System

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FOURTH SEMESTER

COURSE USC 408

INTRODUCTION TO INTERNATIONAL RELATIONS

- ✓ 1. Origin and growth of International Relations (IR) – meaning and scope of IR.
- ✓ 2. Basic concepts: National Power, National Interest; Balance of Power; Bipolarity and Unipolarity; Neo-colonialism.
3. Major Theories of IR: Realist Theory and its Variants; Liberal Theory and its Variants; Marxist Theory; Feminist Theory.
- ✓ 4. Diplomacy; Propaganda.
- ✓ 5. Cold War – an outline;
6. Collective Security: Meaning and Safeguards -- Pacific Settlement of International Disputes, Devices under U.N. Charter -- Disarmament and Arms Control, Obstacles to Nuclear Disarmament -- Non Proliferation Regime -- Basic ideas of NPT, CTBT, FMCT, MTCR.
- ✓ 7. Contemporary issues: Globalization, Environment; Energy; Terrorism.

Selected Readings:

- A. Hurrell and N. Woods, *Inequality, Globalization and World Politics*.
- Aneek Chatterjee, *International Relations Today: Concepts and Applications*.
- Banerjee, A. *Marxist Theory and Third World*. New Delhi: Sage, 1984.
- Beitz, C.A. *Political Theory and International Relations*. New York: Columbia University Press, 1977.
- Bull H., *The Anarchical Society: A Study of Order in International Politics*. New York: Columbia University Press, 1977.
- Burton, J.W. *International Relations: A General Theory*. Bombay: Allen and Unwin, 1971.
- C. Sylvester, *Feminist Theory and International Relations in a Postmodern Era*.
- Deutsch, K. *The Analysis of International Relations*. Eaglewood Cliffs: Prentice Hall, 1968.
- Dougherty, J.E. and Pfaltzgraff, Jr., R.L. *Contending Theories of International Relations*. New York: Philadelphia, 1971.
- Hans J. Morgenthau, *Politics among Nations: the Struggle for Power and Peace*.
- Holsti, K. *International Politics: Framework for Analysis*. Eaglewood Cliffs: Prentice Hall, 1983.
- J. Baylis, S. Smith and P. Owens, *The Globalization of World Politics: An Introduction to International Relations*.
- J. Stiglitz, *Globalization and Its Discontent*. Joseph Frankel, *International Relations in a Changing World*, London.
- Joseph Frankel, *International Relations in a Changing World*, London.
- Joshua S. Goldstein, *International Relations*. Kaplan, Morton. *System and Processes in International Politics*. New York: Wiley and Sons, 1962.
- Kanti Bajpai and Siddharth Mallavarapu, *International Relations in India; bringing Theory Back Home*.

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1. Approaches to understanding Patriarchy
 - (a) Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
 - (b) Understanding Patriarchy and Feminism
 - (c) Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions
2. History of Feminism
 - (a) Origins of Feminism in the West: France, Britain and United States of America
 - (b) Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
 - (c) Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India
3. The Indian Experience
 - (a) Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
 - (b) Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family. Patterns of Consumption: Intra Household Divisions, entitlements and bargaining. Property Rights
 - (c) Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work, - Methods of computing women's work, Female headed Households

Selected Readings

- Arpita Mukhipadhyay. *Feminisms*, Orient Blackswan, 2016.
- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Ray, Suranjita. *Understanding Patriarchy*. Available at: http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.
- History of Feminism
- Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
- Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.
- Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.
- Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

- Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
- Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present*. Vol. I. New York: Feminist Press.
- Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust

COURSE SEC 402

DEMOCRATIC AND LEGAL AWARENESS

- ✓ 1. Outline of the Legal system in India
 - ✓ (a) System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
 - ✓ (b) Role of the police and executive in criminal law administration
 - ✓ (c) Alternative dispute mechanisms such as Lokadalats, non-formal mechanisms.
- ✓ 2. Brief understanding of the laws applicable in India
 - ✓ (a) Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
 - ✓ (b) Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes. Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
 - (c) Personal laws in India: Pluralism and Democracy
 - (d) Laws relating to contract, property and tenancy laws
 - ✓ (e) Laws relating to dowry, sexual harassment and violence against women
 - ✓ (f) Laws relating to consumer rights
 - ✓ (g) Laws relating to cyber crimes
 - (h) Anti-terrorist laws: implications for security and human rights
- 3. Practical application: Visit to either (i) court or (ii) a legal aid centre set up by the Legal Services Authority or an NGO or (iii) a LokAdalat, and to interview a litigant or person being counselled. Preparation of a case history.
- 4. Access to courts and enforcement of rights
- (a) Critical Understanding of the Functioning of the Legal System
 - (b) Legal Services Authorities Act and right to legal aid, ADR systems

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BA PROGRAMME IN SOCIOLOGY UNDER CBCS (2018-19)
UNIVERSITY OF NORTH BENGAL

Generic Elective(GE)
GE- 01 a.
Gender and Violence

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Full Marks: 75

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course content:

- UNIT-1: Gendered Violence: Meaning and Concept
- UNIT-2: Structural and Situated Violence
- Caste, Gender and Violence
 - Domestic and Familial Violence
- UNIT-3: Situated violence
- Violence, Harassment and the Workplace
- UNIT-3: Sexual Violence
- UNIT-4: Addressing Gendered Violence:
- Politics and Public Policy

References:

1. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
2. Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18
3. Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
4. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.
5. Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
6. Agnes, Flavia, 'My Story, Our Story: Building Broken Lives' Mumbai: Majlis. 1984.
7. Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028
8. Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.
9. Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171
10. MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 - 68.

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Discipline Specific Elective

DSE-02a

Social Stratification

Full Marks: 75

[Credits: 6]

[Lecture: 75]

[Tutorial : 15]

Course Objectives

The Course introduces the students the various ideas of social inequality and their socio0logical study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

UNIT-1: Social Stratification:

- Concept, Definition , Characteristics and Approaches

UNIT-2: Forms of Social Stratification

- Race: concept nature of inequality,
- Ethnicity: Concept, Definition, characteristics, nature of inequality
- Caste: Concept, Definition, characteristics, nature of inequality

UNIT-3: Gender

- Concept – social and cultural construction, inequality, Gender and exclusion

UNIT-4: Poverty: Concept, Nature of poverty, Factors and forces of poverty in India

- Nature and cause of rural poverty in India
- Social Exclusion: Concepts and Dimensions

UNIT-5: Social mobility

- Meaning, Types Barriers of social mobility, mobility and change.

Reference:

1. Bételle, A. 1983. 'Introduction in Andre Bételle (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp.1- 27
2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.)
3. William, Julius Wilson 1978, *The Declining Significance of Race Blacks and Changing American Institution*. University of Chicago Press pp. 1 – 23 & 183-188.
4. Joe,R. Pengin 'The Continuing Significance of Race' *American Sociological Review*, 56, (Feb-91) pp 101-116.

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DSE-02b
Gender and Sexuality

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:

This course aims to introduce students to a basic understanding of gender by interrogating the categories of gender, sex and sexuality. The complexity of gender relations in contemporary societies are further explored by looking in the areas of work and family.

- Unit-1: Gendering Sociology**
UNIT-2: Gender as a Social Construct
- Gender, Sex, Sexuality
 - Production of gender and sexuality
- UNIT-3: Gender:**
- Differences and Inequalities
 - Class, Caste
 - Family, Work
- UNIT-4: Politics of Gender**
- Resistance and Movements

Reference:

1. S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge, pp. 1-26.
2. Liz Stanley. 2002. "Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge, pp. 31-41.
3. Oakley, Ann, 1972. *Sex, Gender and Society*. London: Temple Smith, pp 99-127, 158-172.
4. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press, pp. 67- 87.
5. Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in *Margaret Mead Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press, pp 229- 237.
6. Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California Press, pp 163-194.

SOCIOLOGY OF WORK

[Credits: 6]

[Lecture: 75]

[Tutorial : 15]

Full Marks: 75

Course Objective:

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. It familiarises the students with different types and problems of workers in the changing nature of work, problems of security and risks and hazards facing the workers.

Course content:

UNIT-1. Interlinking Work and Industry: Basic concepts-

- Work Behavior and Work Environment.
- Work Ethics and Work Culture
- Industry: Understanding Industry in Global scenario- Internal and External environment

UNIT- 2. Forms of Industrial Culture and Organisation

- Industrialisation and Industrialism
- Post Industrialisation and Post-industrial Society- Definition and Features
- Information Society- Definition and Features
- Industrial Restructuring: Liberalisation, Privatisation and Globalisation – Meaning and Features.
- Impact of Technology on Work- Automation and Work, Industrial Relations and Work

UNIT-3. Dimensions of Work:

- Nature of Indian work and Workers
- Gender Dimensions of Indian Workers
- Work in the Informal Sector: Unpaid and Forced Workforce in India

References

1. Bhowmik, Sharit K. (2004). *Work in globalizing economy: Reflections on outsourcing in India*. Labour, Capital and Society, 37.(1&2).
2. Bhowmik, Sharit K. (2012). *Industry, Labour and Society*. New Delhi: Orient BlackSwan.
3. Bhowmik, Sharit K. (2002). "India" in *Worlds of Work: Building an International Sociology of Work*, in Cornfield, D. and Hodson, R. (Eds). New York: Kluwer Academic/Plenum Publishers.
4. Bhowmik, Sharit K. (2009). "India: Labour Sociology Searching for Direction" in *Work and Occupations*, Volume 36, Number 2, Sage Publications.
5. Dutt and Sundaram. (2007) *Indian Economy*, New Delhi: Chand Publications.
6. Dutt, R. (Ed.). 1997. *Organising the unorganized workers*. New Delhi: Vikas Publications.
7. Edgell, S. (2006). *The Sociology of Work*. United Kingdom: Sage Publications.

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SOCIOLOGY HONOURS UNDER (CBCS)
UNIVERSITY OF NORTH BENGAL

Generic Elective
GE-01 a.
GENDER AND VIOLENCE

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course content:

- UNIT-1: Gendered Violence: Meaning and Concept
- UNIT-2: Structural and Situated Violence
- Caste, Gender and Violence
 - Domestic and Familial Violence
- UNIT-3: Situated violence
- Violence, Harassment and the Workplace
- UNIT-3: Sexual Violence
- UNIT-4: Addressing Gendered Violence:
- Politics and Public Policy

References:

1. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
2. Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18
3. Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
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8. Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.
9. Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171
10. MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press,

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SOCIOLOGY HONOURS UNDER CBCS- 2018-19
UNIVERSITY OF NORTH BENGAL

G E- 02 b.

SOCIOLOGY OF WORK

Full Marks: 75

[Credits: 6]
[Lecture: 75]
[Tutorial : 15]

Course Objective:

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Course content:

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UNIT- 2. Forms of Industrial Culture and Organisation

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- Post Industrialisation and Post-industrial Society- Definition and Features
- Information Society- Definition and Features
- Industrial Restructuring: Liberalisation, Privatisation and Globalisation – Meaning and Features.
- Impact of Technology on Work- Automation and Work, Industrial Relations and Work

UNIT-3. Dimensions of Work:

- Nature of Indian work and Workers
- Gender Dimensions of Indian Workers
- Work in the Informal Sector: Unpaid and Forced Workforce in India

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1. Bhowmik, Sharit K. (2004). *Work in globalizing economy: Reflections on outsourcing in India*. Labour, Capital and Society, 37 (1&2).
2. Bhowmik, Sharit K. (2012). *Industry, Labour and Society*. New Delhi: Orient BlackSwan.
3. Bhowmik, Sharit K. (2002). "India" in *Worlds of Work: Building an International Sociology of Work*, in Cornfield, D. and Hodson, R. (Eds). New York: Kluwer Academic/Plenum Publishers.
4. Bhowmik, Sharit K. (2009). "India: Labour Sociology Searching for Direction" in *Work and Occupations*, Volume 36, Number 2, Sage Publications.
5. Dutt and Sundaram. (2007) *Indian Economy*. New Delhi: Chand Publications.
6. Dutt, R. (Ed.). 1997, *Organising the unorganized workers*. New Delhi: Vikas Publications.
7. Edgell S. (2006). *The Sociology of Work*. United Kingdom: Sage Publications.
8. Korzysynski, Lynne. MacDonald, C. (2009). *The Globalisation of Nothing and the Outsourcing of Service Work*.

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1. Cross cutting issues relevant to Gender, Environment and sustainability, Human values and professional Ethics.

Department	Topic Name and Topic Details
Education - B.A. Programme Semester - 4th	<p><u>Education - (P) - DSC - 1</u></p> <p>Topic - (Historical Foundation of Education) Education in 19th Century in India, Education in 20th Century in India (1901-1946) Education in Post Independence India, Education National Policy on Education</p> <p><u>Education - (P) - SEC - 6</u></p> <p>Topic - Lesson Plan - Concept of lesson plan, Different aspects of lesson plan, Practical.</p>
Education - B.A. Programme Semester - 5th	<p><u>Education - G - DSE - T - 1 - Value Education</u></p> <p>Topic - <u>Meaning and nature of value value Education, value Education in School, Strategies of value education.</u></p>
Education - B.A. Programme Semester - 6th	<p><u>Education - P - DSE - 12 (c) - Great Education</u></p> <p>Topic - <u>concept of Guidance, concept of Indian Educationists, Western Educationists, Modern Thinkers on Education in India.</u></p>

- Xerox copy of notice regarding field project
- Xerox copy of project report
- Photographs

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Department	Topic Name and Topic Details
Education - Cr.E - Semester- 3rd -	<u>Education - (E) Life long learning</u> Topic - Concept of life long learning, Approaches of life long learning, Historical Background of life long learning.
Education - Cr.E - Semester 5th	<u>Education - EDU-P-Cr.E</u> <u>T-2 (15)</u> Topic - Basic concept of Human Right, United Nations and Human Right, Role of Advocacy Groups.

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Department	Topic Name and Topic Details
Education - B.A. Honours Semester - 1st	Education:- (H) <u>DSC-T-1</u> <u>Topic</u> - Philosophical Foundation of Education (concept, scope, aim, factors of Education) Schools of Philosophy & National values.
Education - B.A. Honours Semester - 1st	<u>DSC-T-2</u> <u>Topic</u> - (Sociological Foundation of Education) - Educational sociology. Social factors, social change and Education.
Education - B.A. Honours Semester - 2nd	<u>DSC-T-3</u> <u>Topic</u> - (Psychological Foundation of Education). Educational Psychology and Development, Learning, Intelligence & Creativity.
Education - B.A. Honours Semester - 2nd	<u>DSC-T-4</u> <u>Topic</u> :- (History of Education in Ancient and Medieval India). Basic Brahmanic System of Education, Brahmanic Buddhist System of Education. Medieval System of Education.

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Department	Topic Name and Topic Details
Education B.A. Honours. Semester - 4th	<p>Topic - <u>DSE-T-8</u> (Inclusive Education) - Inclusive Education Concept and Nature, Competencies development for Inclusive Education, Inclusive Education and its Practices.</p>
"	<p><u>DSE-T-9</u> Topic - (Education Management and Administration) Concept of Educational Management, Educational Administration and Supervision, Educational Planning. Functions of various Administrative Bodies.</p>
	<p><u>DSE-T-10</u> Topic - (History of Education in Post-Independence India.) Education and Constitution, Education Commission in Post Independent India, Some Educational Bodies, National Policies on Education.</p>

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Department	Topic Name and Topic Details
Education - B.A - Honours Semester - 4th	Education - (H) SEC-T-1(B) Topic - (Community Development) Introduction to Community Development Community Group Dynamics, Equality Diversity - Community Development. Topic - SEC-T-2(B) Lesson Plan :- Concept of Lesson Planning, Different aspect of Lesson, Practical.
Education - B.A - Honours Semester - 5th "	Topic - DSC-T-12 Educational Technology - Educational Technology, Classroom. communication and media, Instru- tional Technology. Topic - DSE-T-1/2 (A) Value Education meaning and Nature of Value Value education, Value education in School.

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Department	Topic Name and Topic Details
Education - B.A. Honours. Semester - 6th	<p>Education - (H) DSE-T-3 & 4 (C) -</p> <p>Topic - <u>Guidance & Counselling</u> :- Concept of Guidance, Tools and Techniques of Guidance and Counselling <u>Guidance and Counselling</u> for Diverse Learners.</p> <p>DSE-T-3/4 (D) Topic - <u>Education - Tour</u> - Selection of Place, Educational Importance of the Place, Planning for visit, Documenting and noting down the visit with important features, Concluding.</p>

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SCHEME FOR CBCS ENGLISH CORE PROGRAM

YEAR	SEMESTER	COURSES OFFERED	NAME OF THE COURSE/PAPER	CREDIT	FULL MARKS	
1	Semester-I	CC Paper-I	English Language: Overview & Usage; Literary Types	6	(60+15)=75	
		CC Paper-II	European Classical Literature	6	(60+15)=75	
		Generic Elective (GE): Students of English Honours are to take 2 papers of Generic Elective from other disciplines. Honours students belonging to other disciplines may take the following GE paper:				
		GE Paper-I	Selections from Indian Literature	6	(60+15)=75	
		AECC Paper-I	Environmental Science	2	(80+20)=100	
	Total	4		20	325	
	SEMESTER	COURSES OFFERED	NAME OF THE COURSE/PAPER	CREDIT	FULL MARKS	
	Semester-II	CC Paper-III	Indian Classical Literature & Indian Writing in English	6	(60+15)=75	
		CC Paper-IV	British Literature: Old English Period to 14th Century	6	(60+15)=75	
		Generic Elective (GE): Students of English Honours are to take 2 papers of Generic Elective from other disciplines. Honours students belonging to other disciplines may take the following GE paper:				
		GE Paper-II	Selections from European Literature	6	(60+15)=75	
		AECC Paper-II	English/ MIL	2	(35+15)=50	
	Total	4		20	275	

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YEAR	SEMESTER	COURSES OFFERED	NAME OF THE COURSE/PAPER	CREDIT	FULL MARKS	
2	Semester-III	CC Paper-V	American Literature	6	(60+15)=75	
		CC Paper-VI	British Poetry & Drama: 14th to 17th Centuries	6	(60+15)=75	
		CC Paper-VII	British Poetry & Drama: 17th and 18th Centuries	6	(60+15)=75	
		Generic Elective (GE):				
		GE Paper-III	To be opted from other subjects	6	(60+15)=75	
		SEC Paper-I	[Any 1 out of the 4] 1. Text Comprehension & Editing 2. Creative Writing 3. Business Communication 4. Technical Writing	2	(60+15)=75	
	Total	5		26	375	
		SEMESTER	COURSES OFFERED	NAME OF THE COURSE/PAPER	CREDIT	FULL MARKS
	Semester-IV	CC Paper-VIII	British Literature: 18th Century	6	(60+15)=75	
		CC Paper IX	British Romantic Literature	6	(60+15)=75	
CC Paper-X		British Literature: 19th Century	6	(60+15)=75		
Generic Elective (GE):						
GE Paper - IV		to be opted from other subjects	6	(60+15)=75		
SEC Paper-II		[Any 1 out of the 4 provided] 1. Text Comprehension & Editing 2. Creative Writing 3. Business Communication 4. Technical Writing	2	(60+15)=75		

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SEMESTER : 5

Core Course 11 Women's Writing

- One question to be answered from three questions set with alternatives from the three poets in unit 1. [10x1=10]
- One question to be answered from two questions asked serially from unit 2. [10x1=10]
- Four short questions to be answered from ten questions asked serially covering all the texts from Units 1 and 2 combined. [5x4=20]

Unit I:

1. Emily Dickinson: "I Cannot Live with You", "I'm Wife"; "I've finished that"
2. Sylvia Plath: "Daddy", "Lady Lazarus"
3. Eunice De Souza: "Advice to Women"; "Bequest"

Unit II:

Alice Walker: *The Colour Purple*

Unit III:

- One question to be answered from three questions set with alternatives from the three texts. [10x1=10]
 1. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
 2. Katherine Mansfield: 'Bliss'
 3. Mahasweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Unit IV:

- One question to be answered from three questions set with alternatives from the three texts. [10x1=10]
 1. Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) Chap. 1, pp. 11-19; Chap. 2, pp. 19-38
 2. Ramabai Ranade: 'A Testimony of our Inexhaustible Treasures' in *Pandita Ramabai Through her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295-324
 3. Rasasundari Debi: Excerpts from *Amar Jibon* in Susie Tharu and K. Lalita, eds. *Women's Writing in India*, Vol: 1 (New Delhi: OUP, 1989) pp: 192-202

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Suggested Topics and Background Prose Readings for Class Presentation

- The confessional mode in women's writing
- Sexual Politics
- Age, Caste and Gender
- Social Reform and Women's Rights


Reading:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp.3-18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1-25.
4. *Representing Self, Critiquing Society*. Selected Lifewritings by Women. Edited by Meenakshi Malhotra. (Delhi: Worldview, 2016).
5. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp.172-97.

Core Course 12: British Literature: The Early 20th Century

Unit I:

- Two questions to be answered from three questions set with alternatives from the three texts. [10x2=20]
 1. Joseph Conrad: *Heart of Darkness*
 2. D.H. Lawrence: *Sons and Lovers*
 3. Virginia Woolf: *Mrs Dalloway*
- One question to be answered from two questions asked serially from unit 2. [10x1=10]
- Two questions to be answered from four questions asked serially covering both the poets equally from unit 3. [10x2=20]


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Suggested Topics and Background Prose Readings for Class Presentation:

- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Reading:

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Jonathan Swift. *Gulliver's Travels*. Edited by Louis A. Landa (Delhi: Book Land, 2001).
4. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194-7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn. (New York: Norton, 2006) pp. 2693-4, 2774-7.

Core Course 9: British Romantic Literature

- Four questions to be answered from ten questions asked serially and covering all the poets from Units 1, 2 and 3 combined. [10x4=40]
- Two short questions to be answered from six questions asked serially covering all the poets from Units 1, 2 and 3 combined. [5x2=10]


Unit I:

1. William Blake - *Introduction to the Songs of Innocence*: "The Lamb," "The Chimney Sweeper"

Songs of Experience: "Tyger," "The Chimney Sweeper"

Unit II:

1. William Wordsworth - "Tintern Abbey," "Ode on the Intimations of Immortality"


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2. Samuel Taylor Coleridge –“Kubla Khan ,”“Dejection: An Ode”

Unit III:

1. Lord George Gordon Noel Byron - *Childe Harold*- Canto III, verses 36-45 (Lines: 316 to 405); “On the Castle of Chillon”
2. Percy Bysshe Shelley –“Ode to the West Wind”;“Ozymandias”; “Hymn to Intellectual Beauty”
3. John Keats –“Ode to a Nightingale”;“Ode to Autumn”;“On First Looking into Chapman’s Homer”

Unit IV:

- One question to be answered from two questions asked serially. [10x1=10]
Mary Shelley: *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentation

- Literature and French Revolution
- Conception of Nature
- Reason and Romantic Imagination
- The Gothic

Reading:

1. William Wordsworth, ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp.594–611.
2. John Keats, ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68,777–8.
3. Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

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1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp.8–27.
2. NgũgĩwaThiong'o, 'The Language of African Literature', in *Decolonising the Mind*(London: James Curry, 1986) chap. 1, sections 4–6.
3. *A Warble to Postcolonial Voices Vol I. Short Stories*. BessieHead, Ama Ata Aidoo, Grace Ogot.Edited by Someshwar Sati (Delhi: Worldview Critical Edition, 2016).
4. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez:NewReadings*,ed.BernardMcGuirkandRichardCardwell(Cambridge: Cambridge University Press,1987).

CBCS B.A. PROGRAMME & ELECTIVE COURSES IN ENGLISH

Detailed Syllabus

DSE [Discipline Specific Elective Courses]

TOPIC A: Literary Theory & Criticism

- Four questions to be answered from six questions asked serially from the four topics as elucidated in the corresponding essays [10x4=40]
- Four short questions to be answered from eight questions asked serially from the four topics as elucidated in the corresponding essays covering them equally [5x4=20]

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1. Modernism

- a) Walter Benjamin: *The Work of Art In The Age of Mechanical Reproduction* (London: Penguin,2008)
- b) Stephen Spender, 'Moderns and Contemporaries' in *The Struggle of the Modern* by Stephen Spender (Berkeley: University of California Press, 1965)pp.71-78

2. Postmodernism

- c) Jean-Francois Lyotard, 'Answering the Question: 'What is Postmodernism?''In *Modernism /Postmodernism*, ed. Peter Brooker (London:Longman,19) pp.139-150
- d) Fredric Jameson, 'Postmodernism and Consumer Society' In *Modernism/ Postmodernism*, ed. Peter Brooker (London:Longman,1992)pp.163-179

3. Feminism

- e) Elaine Showalter, 'Twenty Years on: *A Literature of Their Own Revisited*', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi-xxxiii.
- f) Susan Heckman: 'Feminism' in *Routledge Companion to Critical Theory*, ed. Simon Malpas and Paul Wake (London,2006)pp.91-101

4. Postcolonialism


- g) Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp.29-110.
- h) Aijaz Ahmad, " 'Indian Literature': Notes towards the Definition of a Category", in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243-285.

Reading:

1. Raman Selden, Peter Widdowson and Peter Brooker, *A Reader's Guide to Contemporary Literary Theory*: (London:Longman; 5 edition 2005)
2. Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*:4thEdn. (New Delhi: Viva Books Private Limited ,2018)

TOPIC B: Popular Literature

- Four questions to be answered from six questions asked serially from the four texts. [10x4=40]


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SECOND SEMESTER
GEOGRAPHY
PROGRAMME COURSE
CORE COURSE – CC

COURSE CODE: GEO-P-CC-2-02-TH

Credits: 04

HUMAN GEOGRAPHY

1. Introduction: Definition, scope and content of Human Geography;
2. Cultural Regions; Race, religion and language with reference to India;
3. Population growth and distribution with special reference to India;
4. Population-Resource Relationship.

COURSE CODE: GEO-P-CC-2-02-PR

Credits: 02

PRACTICAL

1. Diagrammatic Data Presentation: Line, Bar and Circle;
2. Thematic Mapping Techniques: Choropleth, Proportional Circles and Proportional Divided Circles

Practical Record: A project file covering all practical topics must be prepared.

References:

1. Aiyama, Y., Murphy, J.T., Hanson, S. 2010. *Key Concepts in Economic Geography*, Sage
2. Chandra, R.C. 2016. *Geography of Population: Concepts, Determinants and Patterns*, Kalyani Publishers.
3. Coe N. M., Kelly P. F. and Young H. W. 2007. *Economic Geography: A Contemporary Introduction*, Wiley-Blackwell
4. Fouberg, E.H., Murphy, A.B., de Blij H.J. 2015. *Human Geography: People, Place, and Culture*, 11th ed, Wiley.
5. Ghosh, S. 1998. *Introduction to Settlement Geography*, Sangam Books Ltd.
6. Gregory, D., Johnston, R., Prist, G., Watts, Whatmore, S. (Eds) 2009. *The Dictionary of Human Geography*, 5th ed, Wiley.
7. Knox, P.L., Marston, S.A. 2014. *Human Geography: Places and Regions in Global Context*, 6th ed, Pearson Education Limited.
8. Knox, P.L., McCarthy, L.M. 2011. *Urbanization: An Introduction to Urban Geography*, 3rd ed, Pearson Education Ltd.
9. Moseley, W.G., Perramond, E., Hapke, H.M., Laris, P. 2013. *An Introduction to Human Environment Geography: Local Dynamics and Global Processes*, Wiley-Blackwell.
10. Norton, W. 2014. *Human Geography*, 8th ed, Oxford University Press.

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-P-CC-2-02-CE: Class test

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**THIRD SEMESTER
GEOGRAPHY
PROGRAMME COURSE
CORE COURSE – CC**

**COURSECODE: GEO-P-CC-3-03-TH
REGIONAL DEVELOPMENT (THEORY)**

Credits: 04

1. Definition, types of Regional planning: Formal, Functional, and Planning regions;
2. Regional Imbalances and problems of functional regions;
3. Strategies; Models for Regional Planning: Growth Pole Model of Perroux;
4. Problem Regions and Regional Planning: Backward Regions and Regional Plans: Special Area Development Plans in India.

**COURSECODE: GEO-P-CC-3-03-PR
PRACTICAL**

Credits: 02

1. Interpretation of Indian Topographical maps: plains/plateaus; scale 1:50000 (Broad physiographic divisions, drainage, natural vegetation, settlement, transport and communication, simple profiles and transect chart);
2. Geological maps: Uniclinal and folded structures with given dips.

Practical Record: A project file covering all practical topics must be prepared.

Reading List

1. Adell, Germán (1999) *Literature Review: Theories and Models Of The Peri-Urban Interface: A Changing Conceptual Landscape*, Peri-urban Research Project Team, Development Planning Unit, University College London
2. Bhatt, L. S. (1976) *Micro Level Planning in India*. KB Publication, Delhi
3. Deshpande C. D. 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
4. Dreyer J. and A. Sen. *Indian Development: Select Regional Perspectives* (Oxford: Oxford University Press, 1996)
5. Sen, Amartya (2000) *Development as Freedom*. Random House, Toronto
6. Raza, M., Ed (1988). *Regional Development. Contributions to Indian Geography*. New Delhi, Heritage Publishers.
7. Rapley, John (2007) *Understanding Development: Theory and Practice in the 3rd World*. Lynne Rienner, London.
8. Schmidt-Kallert, Einhard (2005) *A Short Introduction to Micro-Regional Planning*. Food and Agriculture Organization of the United Nations (FAO)
9. Sahasrab Galina and P Sengupta (1967): *Economic Regionalization of India, Census of India*

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-P-CC-3-03-CE: Project report on any rural issue

Project Report:

1. Each student will prepare an individual report based on primary and secondary data.

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2. The word count of the report should be about 4000 to 6000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A4 size paper should be submitted in soft binding.

SKILL ENHANCEMENT COURSE - SEC (ANY ONE)

Students will have to choose any one from the given course

COURSE CODE: GEO-SEC-A-3-01-TH

Credit: 02

REMOTE SENSING

1. Remote Sensing: Definition and development; platforms and types; photogrammetry;
2. Satellite Remote Sensing: Principles, EMR Interaction with atmosphere and earth surface; satellites (Landsat and IRS); sensors;
3. Visual Satellite Image Interpretation;
4. Application of Remote Sensing in Land use/Land cover mapping.

Reading List

1. Bhatta, B. (2008) *Remote Sensing and GIS*. Oxford University Press, New Delhi.
2. Campbell J. B., 2007: *Introduction to Remote Sensing*. Guildford Press
3. Jensen, J. R. (2005) *Introductory Digital Image Processing: A Remote Sensing Perspective*. Pearson Prentice-Hall.
4. Joseph, G. 2005. *Fundamentals of Remote Sensing*. United Press India.
5. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*. Wiley. (Wiley Student Edition).
6. Li, Z., Chen, J. and Batschelet, E. (2008) *Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences* CRC Press, Taylor and Francis, London
7. Mukherjee, S. (2004) *Textbook of Environmental Remote Sensing*, Macmillan, Delhi.
8. Nag P. and Kudra, M., 1998: *Digital Remote Sensing, Concept*, New Delhi.
9. Singh A. B. and Murai S., 1998: *Spacio-informatics for Sustainable Development*, Oxford and IBHPub.

COURSE CODE: GEO-SEC-A-3-01-TH

Credit: 02

RURAL DEVELOPMENT

1. Rural Development: Concept, basic elements, measures of level of rural development;
2. Paradigms of rural development: Gandhian approach to rural development; Lewis model of economic development;
3. Major Rural Development Programmes in India: PMGSY, SJSY, MNREGA, Jan Dhan Yojana and NABARD;
4. Rural Governance: Panchayati Raj System and rural development policies.

Reading list:

1. Gilg, A.W. 1983. *An Introduction to Rural Geography*, Edwin Arnold.
2. Krishnamurthy, J. 2000. *Rural Development: Problems and Prospects*, Rawat Publications.
3. Lee, D.A., Chandhuri, D.P. (Eds) 1983. *Rural Development and State*, Methuen Publishing.
4. Misra, R.P., Sindaram, K.V. (Eds) 1979. *Rural Area Development: Perspectives and Approaches*, Sterling Publishers.

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FIFTH SEMESTER

GEOGRAPHY

DISCIPLINE SPECIFIC ELECTIVE - DSE

(Students will choose either Disaster Management or Sustainable Management)

**COURSECODE: GEO-P-DSE-5-01-TH
DISASTER MANAGEMENT**

Credits: 04

1. Disasters: definition and concepts: hazards, disasters; risk and vulnerability; classification;
2. Disasters in India: (a) flood: causes, impact, distribution and mapping, landslide: causes, impact, distribution and mapping; drought: causes, impact, distribution and mapping.
3. Disasters in India: (b) earthquake and tsunami: causes, impact, distribution and mapping; cyclone: causes, impact, distribution and mapping;
4. Response and mitigation to disasters: mitigation and preparedness, NDMA and NIDM, Indigenous Knowledge and Community-Based Disaster Management.

**COURSECODE: GEO-P-DSE-5-01-PR
PRACTICAL**

Credits: 02

1. Project report based on any one field based case study among the following disasters:
 - a) Flood
 - b) Landslide
 - c) Human induced disaster: fire, chemical and industrial accidents

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during fieldwork.
2. The word count of the report should be about 4000 to 5000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A4 size paper should be submitted in soft binding.

Reading List

1. Government of India. (1997) *Vulnerability Atlas of India*. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) *Vulnerable India: A Geographical Study of Disasters*. Sage Publication, New Delhi.
3. Modh, S. (2010) *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Macmillan, Delhi.
4. Singh, R.B. (2005) *Risk Assessment and Vulnerability Analysis*, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) *Natural Hazards and Disaster Management: Vulnerability and Mitigation*, Rowat Publications, New Delhi.
6. Saha, A. (2001). *Disaster Management: Lessons Drawn and Strategies for Future*, New United Press, New Delhi.

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7. *Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications.*
8. *Singh Jagbir (2007) —Disaster Management Future Challenges and Opportunities, 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphar Cinema Market, New Delhi, India (www.lkbooks.com).*

COURSE CODE: GEO-P-DSE-5-01-TH

Credits: 04

SUSTAINABLE DEVELOPMENT

1. Sustainable Development: definition, components, limitations and historical background;
2. The Millennium Development Goals: national strategies and international experiences;
3. Inclusive Development: education, health; climate change: the role of higher education in sustainable development; the human right to health; poverty and disease; the challenges of universal health coverage; policies and global cooperation for climate change;
4. Sustainable Development policies and programmes: The proposal for SDGs at Rio'20; Illustrative SDGs; goal-based development; financing for sustainable development; principles of good governance; National Environmental Policy, CDM.

COURSECODE: GEO-P-DSE-5-01-PR

Credits: 02

PRACTICAL


1. Project report based on any one field based case study among the following:
 - a) Health issues in any local village
 - b) Education status in any local village

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during fieldwork.
2. The word count of the report should be about 4000 to 5000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A 4 size paper should be submitted in soft binding.

Reading List

1. *Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainability Development in an Unequal World, London: Earth scan. (Introduction and conclusion).*
2. *Ayers, Jessica and David Dodman (2010) —Climate change adaptation and development 1: the state of the debate. Progress in Development Studies 10 (2): 161-168.*
3. *Baker, Susan (2006) Sustainable Development, Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2. —The concept of sustainable development)*
4. *Brosius, Peter (1997) —Endangered forest, endangered people: Environmentalist representations of indigenous knowledge, Human Ecology 25:47-69.*
5. *Lohman, Larry (2003) —Re-imagining the population debate. Corner House Briefing28.*


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5. OECD (2008) *Climate Change Mitigation: What Do We Do? Organization and Economic Cooperation and Development.*
6. UNEP (2007) *Global Environment Outlook GEO4; Environment for Development, United Nations Environment Programme.*
7. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer*
8. Sen Roy, S. and Singh, R.B. (2002) *Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions, Oxford& IBH Pub., New Delhi.*

COURSE CODE: GEO-P-DSE-6-02-TH

Credits: 04

RURAL DEVELOPMENT

1. Defining Development: Inter-Dependence of Urban and Rural Sectors of the Economy; Need for Rural Development, Gandhian Approach of Rural Development;
2. Rural Economic Base: Panchayat Raj System, Agriculture and Allied Sectors, Seasonality and Need for Expanding Non-Farm Activities, Co-operatives, PURA;
3. Area Based Approach to Rural Development: Drought Prone Area Programmes, PMGSY;
4. Target Group Approach to Rural Development: SJSY, MNREGA, Jan Dhan Yojana and Rural Connectivity

COURSE CODE: GEO-P-DSE-6-02-PR

Credits: 02

PRACTICAL


1. A case study on socio economic status of the people at any one of the following level:
 - a) Mouza level
 - b) Village level

Practical Record


1. Each student will prepare an individual report based on primary and secondary data collected during fieldwork.
2. The word count of the report should be about 4000 to 5000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A 4 size paper should be submitted in soft binding

Reading List

1. Gilg A. W. 1985. *An Introduction to Rural Geography*, Edwin Arnold, London.
2. Krishnamurthy, J. 2000. *Rural Development - Problems and Prospects*, RawatPubls., Jaipur
3. Lee D. A. and Chaudhri D. P. (eds.), 1983. *Rural Development and State*, Methuen, London
4. Misra R. P. and Sundaram, K. V. (eds.), 1979. *Rural Area Development: Perspectives and Approaches*, Sterling, New Delhi.
5. Misra, R. P. (ed.), 1985. *Rural Development: Capitalist and Socialist Paths, Vol. 1, Concepts*, New Delhi.
6. Patone M., 1984. *Rural Geography*, Harper and Row, London.


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UNIVERSITY OF NORTH BENGAL



U.G SYLLABUS UNDER C.B.C.S (HONOURS & PROGRAMME COURSE)

(Revised)

(From 2020 Academic year)

SUB : BENGALI

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Core Course 7

BNG-H-CC-3-7

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : উনিশ শতকের কবি ও কাব্য

১। বীরঙ্গনা - মধুসূদন দত্ত

নির্বাচিত পত্র : দুমন্তের প্রতি শকুন্তলা, সোমের প্রতি তারা, স্বরকানাথের প্রতি কুম্বিনী,
দশরথের প্রতি কেকয়ী, শান্তনুর প্রতি জাহ্নবী, নীলধ্বজের প্রতি জনা।

২। এষা - অক্ষয়কুমার বড়াল

নির্বাচিত কবিতা সংখ্যা : মৃত্যু : ৩ ও ৬ সংখ্যক কবিতা।
অশৌচ : ৮ ও ১২ সংখ্যক কবিতা।
শোক : ৪ ও ১৪ সংখ্যক কবিতা।
সাহসনা : ৩ ও ৮ সংখ্যক কবিতা।

৩। সোনারতরী - রবীন্দ্রনাথ ঠাকুর

নির্বাচিত কবিতা : সোনারতরী, আকাশের চাঁদ, পরশপাথর, ফুলন, যেতে নাহি
দিব, বসুন্ধরা, মানসসুন্দরী, সমুদ্রের প্রতি, বৈষ্ণব কবিতা, ফুলন, নিরুদ্দেশ যাত্রা।

GE B1, Credit 6

Choose from the pool of Generic Elective.

SEC 1

BNG-H-SEC-3-1

Credit 2 Total Class : 30 (TH 28, IA 2)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)


শিরোনাম : বাংলা ব্যাকরণের মূলসূত্র

১। বাংলা ব্যাকরণ চর্চার ইতিহাস : মনোএল দ্য আসসুম্পসাঁও, হ্যালহেড, উইলিয়াম কেরি, রামমোহন রায়,
ঈশ্বরচন্দ্র বিদ্যাসাগর, রবীন্দ্রনাথ ঠাকুর, সুনীতিকুমার চট্টোপাধ্যায়।

২। বাংলা ব্যাকরণের নানা দিক: উপসর্গ, অনুসর্গ, লিঙ্গ, বচন, পুরুষ, বিশেষ্য, বিশেষণ, ধাতুরূপ, পদ
পরিচয়, সর্বনাম, জিহ্বা, বাংলা ব্যাকরণের পরিচয়।

৩। শব্দের ব্যুৎপত্তি নির্ণয়।

৪। গদ্যের রূপান্তর (সাধু থেকে চলিত এবং চলিত থেকে সাধু)।


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SEMESTER 3

Total Credit 20

Total Marks = 275 (DSC A3 = 75, DSC B3= 75, LCC 2= 75, SEC 1 = 75)

DSC (A or B) 3

BNG-P-DSC-A/B-3-3

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)

শিরোনাম : মধ্যযুগের পদাবলি ও বাংলা লোকসাহিত্য চর্চা

১। বৈষ্ণব পদাবলি : নির্বাচিত পদগুলি পঠিতব্য (ক. বি. প্রকাশিত)

- ক) নীরদ নয়নে নীর ঘন সিঞ্চনে
- খ) রাধার কি হৈল অন্তরে বেথা
- গ) রূপ লাগি আঁধি তুরে শুণে মন ভোর
- ঘ) মন্দির বাহির কঠিন কবাট
- ঙ) কন্টক গাড়ী কমলসোম পদতল
- চ) কি মোহিনী জান বঁধু কি মোহিনী জান
- ছ) অব মথুরাপুর মাধব গেল
- জ) বঁধু কি আর বলিব আমি
- ঞ) কি কহব রে সখী আনন্দ ভর
- ট) তাতল সৈকত বারিবিন্দু সম

২। লোকসাহিত্য - রবীন্দ্রনাথ ঠাকুর।

LCC 1, Credit 6

MIL (Bengali, Hindi, Urdu, Nepali, Modern Tibetan), Paper II

SEC A1 (যারা বাংলা বিষয়টি DSC A হিসেবে নিয়েছে, তাদের জন্য)।

BNG-P-SEC-A-3-1

Credit 2, Total Class : 30 (TH 28, IA 2)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)

শিরোনাম : ব্যবহারিক বাংলাচর্চা : বিজ্ঞাপনের ভাষা

- ১। সাধু ও চলিত গদ্যের গঠন, পরিচয় ও রূপান্তর।
- ২। বাংলা পদ পরিচয়, বাক্য পরিচয়।
- ৩। বিজ্ঞাপন, সংবাদ পরিবেশন।
- ৪। পরিভাষা।
- ৫। বিভিন্ন গণমাধ্যম ও সমাজ।


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SEMESTER 4

Total Credit 26

Total Marks = 375 (CC 8 = 75, CC 9 = 75, CC 10 = 75 GE B2= 75, SEC 2 = 75)

Core Course 8

BNG-H-CC-4-8

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : উনিশ ও বিশ শতকের নাটক

১। বাংলা রঙ্গমঞ্চের ইতিহাস :

লেবেডফ, কলকাতায় বিদেশী রঙ্গালয়, শৌখিন থিয়েটার, ন্যাশনাল থিয়েটার, বেঙ্গল থিয়েটার, নাট্যনিয়ন্ত্রণ আইন, স্টার থিয়েটার, ড্রামটিক থিয়েটার, নাট্যমন্দির, গণনাট্য ও নবনাট্য।

২। নীলদর্পণ - দীনবন্ধু মিত্র

৩। রথের রশি - রবীন্দ্রনাথ ঠাকুর

৪। নবায় - বিজ্ঞান ভট্টাচার্য।

Core Course 9

BNG-H-CC-4-9

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

বিষয় : উনিশ ও বিশ শতকের উপন্যাস

ক। কপালকুব্জা - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

খ। পল্লীসমাজ - শরৎচন্দ্র চট্টোপাধ্যায়

গ। কবি - তারাশঙ্কর বন্দ্যোপাধ্যায়

ঘ। আরণ্যক - বিভূতিভূষণ বন্দ্যোপাধ্যায়।

Core Course 10

BNG-H-CC-4-10

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)


Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : উনিশ ও বিশ শতকের কবিতা

১। মধুসূদন দত্ত - কপোতাক্ষ নদ, বঙ্গভাষা।

২। গিরীন্দ্রমোহিনী দাসী - চোর, পূর্ব-ছায়া।

৩। মানকুমারী বসু - নিদাঘে, বর্ষারানী।


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- ৪। জীবনানন্দ দাশ - বাঙলার মুখ আমি দেখিয়াছি, সুচেতনা।
- ৫। নজরুল ইসলাম - বিদ্রোহী, আমার কৈফিয়ৎ।
- ৬। মোহিতলাল মজুমদার - বুদ্ধ, নারীজোত্র।
- ৭। বুদ্ধদেব বসু - পাণ্ডুলিপি, বন্দীর বন্দনা।
- ৮। সুভাষ মুখোপাধ্যায় - যত দূরেই যাই, ঘোষণা।
- ৯। শামসুর রহমান - আমার দুখিনী বর্ণমালা, তোমাকে পাওয়ার জন্য হে স্বাধীনতা।

GE B2, Credit 6

Choose from the pool of Generic Elective.

SEC 2

BNG-H-SEC-4-2

Credit 2 Total Class : 30 (TH 28, IA 2)

Full Marks : 75 (Exam 60, Internal 10 & Attendance 5)

শিরোনাম : ব্যবহারিক বাংলা চর্চা

- ক। সাহিত্য-সংস্কৃতি ও সমাজ বিষয়ক প্রবন্ধ রচনা।
- খ। কাল্পনিক সংলাপ রচনা।
- গ। প্রতিবেদন রচনা ও পত্র রচনা।
- ঘ। প্রুফ সংশোধন ও বিজ্ঞাপন রচনা।
- ঙ। অনুবাদ (ইংরেজি থেকে বাংলায় অনুবাদ)।
- চ। ভাবসম্প্রসারণ।
- ছ। কাব্য সৌন্দর্য বিচার।
- জ। সারসংক্ষেপ/ভাবার্থ।

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SEMESTER 4

Total Credit 20

Total Marks = 300 (DSC A4 = 75, DSC B4= 75, ENGLISH 2= 75, SEC A2 = 75)

DSC (A or B) 4

BNG-P-DSC-A/B-4-4

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)

শিরোনাম : রবীন্দ্রনাথের কবিতা ও আধুনিক কবিতা

১। উনিশ শতকের বাংলা কবিতা : আধুনিকতার সূচনা ও বিবর্তন।

২। রবীন্দ্র কবিতা (পাঠ্য) : সঙ্কল্পিত (নির্বাচিত ১০ টি কবিতা)

সিদ্ধুতরঙ্গ, সুরদাসের প্রার্থনা, যেতে নাহি দিব, নিরুদ্দেশ যাত্রা, উর্বশী, জীবনদেবতা, সবুজের অভিযান, দীলাসপিনী, সাধারণ মেয়ে, ওরা কাজ করে।

৩। আধুনিক কবিতা :

আবার আসিব ফিরে - জীবনানন্দ দাশ

ফান - গ্রেমেন্ড মিত্র

কঙ্কাবতী - বুদ্ধদেব বসু

শাস্ত্রী - সুধীন্দ্রনাথ দত্ত

যত দূরে যাই - সুভাষ মুখোপাধ্যায়

তোমাকে পাওয়ার জন্য হে স্বাধীনতা - শামসুর রহমান।

LCC 2, Credit 6

English (Paper II)

SEC A2 (যারা বাংলা বিষয়টি DSC A হিসেবে নিয়েছে, তাদের জন্য)।

BNG-P-SEC-A-4-2

Credit 2, Total Class : 30 (TH 28, IA 2)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)


শিরোনাম : সৃজনমূলক লিখন চর্চা

১। ছোটগল্প রচনা।

২। তাৎক্ষণিক বক্তব্য রচনা

৩। তাৎক্ষণিক সংলাপ রচনা

৪। কবিতার কাব্যসৌন্দর্য বিচার।


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SEMESTER 5

Total Credit 24

Total Marks = 300 (CC 11 = 75, CC 12 = 75, DSE 1 = 75 DSE 2 = 75)

Core Course 11

BNG-H-CC-5-11

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : বিশ শতকের দুই অর্ধের উপন্যাস

- ১। চার অধ্যায় – রবীন্দ্রনাথ ঠাকুর।
- ২। পদ্মানদীর মাঝি – মানিক বন্দ্যোপাধ্যায়।
- ৩। শম্ভু – কালকূট (সমরেশ বসু)।
- ৪। হাজার চুরাশির মা – মহাপ্ৰেতা দেবী।

Core Course 12

BNG-H-CC-5-12

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : বাংলা ছোটগল্প

- ১। রবীন্দ্রনাথ ঠাকুর – শান্তি, বোষ্টমী।
- ২। প্রভাতকুমার মুখোপাধ্যায় – দেবী, রসময়ীর রসিকতা।
- ৩। প্রমোদ মিত্র – সাগর সংগমে, স্টোভ।
- ৪। বিভূতিভূষণ বন্দ্যোপাধ্যায় – পুইমাচা, মৌরিফুল।
- ৫। কলাইচাঁদ মুখোপাধ্যায় – নিমগ্নাছ, ছোটলোক।
- ৬। নরেন্দ্রনাথ মিত্র – রস, এক পো দুধ।
- ৭। আশাপূর্ণা দেবী – ছিন্নমস্তা, ইচ্ছাত।
- ৮। সমরেশ বসু – আদাব, পাড়ি।
- ৯। সুবোধ ঘোষ – চতুর্থ পাপিপথের ফুল, বারবধু।
- ১০। দেবেশ রায় – আহ্নিকগতি ও মাঝখানের দরজা, কলকাতা ও গোপাল।

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DSE 1

BNG-H-DSE-A-5-1

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

বিষয় : উনিশ ও বিশ শতকের নির্বাচিত প্রবন্ধ

- ১। বঙ্কিমচন্দ্র চট্টোপাধ্যায় – বিদ্যাপতি ও জয়দেব, লোকশিক্ষা, বাহুবল বড় না বাক্যবল বড়।
- ২। রবীন্দ্রনাথ ঠাকুর – শিক্ষার মিলন, মেঘদূত, রাজসিংহ।
- ৩। স্বামী বিবেকানন্দ – বাঙ্গালা ভাষা, কৃষ্ণ ও তাঁহার শিক্ষা।
- ৪। প্রমথ চৌধুরী – রায়তের কথা, বর্তমান বাংলা সাহিত্য।
- ৫। সুনীতিকুমার চট্টোপাধ্যায় : জাতি সংস্কৃতি ও সাহিত্য।
- ৬। জগদীশ চন্দ্র বসু – বিজ্ঞানে সাহিত্য।
- ৭। বুদ্ধদেব বসু – রবীন্দ্রনাথ ও উত্তরসাধক, রামায়ণ।
- ৮। গোপাল হালদার – পল্লী শিল্পের ধ্বংস, বাঙ্গালী সংস্কৃতির রূপ।
- ৯। অন্নদাশঙ্কর রায় – কবি গুরু গোটে, শিক্ষার সংকেট, অন্তঃসৌন্দর্য।
- ১০। বিনয় ঘোষ – সংস্কৃতির সামাজিক দুরত্ব।
- ১১। যামিনী রায় – পটুয়া শিল্প।

অথবা

BNG-H-DSE-B-5-1

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

বিষয় : বাংলা উপন্যাস : উদ্ভব ও ক্রমবিকাশ

- ১। উনিশ ও বিশ শতকের আর্থ-সামাজিক, সাংস্কৃতিক, রাজনৈতিক প্রেক্ষাপট ও বিভিন্ন আন্দোলন।
- ২। উপন্যাস পাঠ :

- ক) কৃষ্ণকান্তের উইল – বঙ্কিমচন্দ্র চট্টোপাধ্যায়।
- খ) সেনা পাণ্ডা – শরৎচন্দ্র চট্টোপাধ্যায়।
- গ) কাহাকে – স্বর্ণকুমারী দেবী।
- ঘ) লঘুগুরু – জগদীশ গুপ্ত।

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DSE 2

BNG-H-DSE-A-5-2

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : বাংলা ছোটগল্প উদ্ভব ও ক্রমবিকাশ

১। উনিশ ও বিশ শতকের আর্থ-সামাজিক, সাংস্কৃতিক, রাজনৈতিক প্রেক্ষাপট ও বিভিন্ন আন্দোলন।

২। গল্পপাঠ :

- ক) পয়লা নদর, দুরাশা, নিশিথে - রবীন্দ্রনাথ ঠাকুর
- খ) মহেশ, মামলার ফল, স্বামী - শরৎচন্দ্র চট্টোপাধ্যায়
- গ) দেবতার ব্যাধি, বেদেনি, রায়বাড়ি - তারাশঙ্কর বন্দ্যোপাধ্যায়
- ঘ) টিকটিকি, সাড়ে সাত সের চাল, টিচার - মানিক বন্দ্যোপাধ্যায়
- ঙ) তৃতীয় দ্যুতসভা, ভারতের কুমকুমি, লক্ষকর্ণ - পরশুরাম।

অথবা

BNG-H-DSE-B-5-2

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : বাংলা ছোটগল্প (তারাশঙ্কর ও মানিক বন্দ্যোপাধ্যায়)

১। তারাশঙ্কর বন্দ্যোপাধ্যায় : কালাপাহাড়, ডাইনি, না, রায়বাড়ি, রাইকমল, ভাসের ঘর, তারিণী মাঝি, অগ্রদানি।

২। মানিক বন্দ্যোপাধ্যায় : অতসী মামী, ছোট বকুলপুরের যাত্রী, টিচার, কংক্রীট, মাকে ঘুষ দিতে হয়, টিকটিকি, সাড়ে সাত সের চাল, শিল্পী।

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SEMESTER 5

Total Credit 20

Total Marks = 300 (DSE A1 = 75, DSE B1= 75, GE 1= 75, SEC B1 = 75)

DSE (A or B) 1

BNG-P-DSE-A/B-A-5-1

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)

শিরোনাম : বাংলা উপন্যাস : উদ্ভব ও ক্রমবিকাশ (১৯৫০ পর্যন্ত)

১। উনিশ ও বিশ শতকের আর্থ-সামাজিক, সাংস্কৃতিক, রাজনৈতিক প্রেক্ষাপট ও বিভিন্ন আন্দোলন।

২। উপন্যাস পাঠ :

ক) কৃষ্ণকান্তের উইল - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

খ) দেনা পাওনা - শরৎচন্দ্র চট্টোপাধ্যায়।

অথবা

BNG-P-DSE-A/B-B-5-1

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam 60, IA 10 & Attd. 5)

শিরোনাম : বাংলা ছোটগল্প উদ্ভব ও ক্রমবিকাশ

১। উনিশ ও বিশ শতকের আর্থ-সামাজিক, সাংস্কৃতিক, রাজনৈতিক প্রেক্ষাপট ও বিভিন্ন আন্দোলন।

২। গল্পপাঠ :

ক) স্বীর্ণপত্র - রবীন্দ্রনাথ ঠাকুর

খ) মহেশ - শরৎচন্দ্র চট্টোপাধ্যায়

গ) জলসাগর - অরশঙ্কর বন্দ্যোপাধ্যায়

ঘ) দুশোভাসনীয় - মানিক বন্দ্যোপাধ্যায়

ঙ) তৃতীয় দ্যুতসভা - পরশুরাম।

GE 1 Credit 6

Choose from the pool of Generic Elective

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DSE 3

BNG-H-DSE-A-6-3

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : পত্রসাহিত্য ও আত্মজীবনী

১। রবীন্দ্রনাথের ছিন্নপত্রাবলী : নির্বাচিত পত্র

পত্র সংখ্যা - ৪ (১৫.৮.১২৯৬), পত্র সংখ্যা - ৬ (১৬.১০.১২৯৬), পত্র সংখ্যা - ১১ (১১.১০.১২৯৭), পত্র সংখ্যা - ১৩ (১২.১০.১২৯৮), পত্র সংখ্যা - ১৬ (২৭.১০.১২৯৭), পত্র সংখ্যা - ২৩ (১০.০৩.১২৯৮), পত্র সংখ্যা - ৪১ (২৬.১২.১২৯৮), পত্র সংখ্যা - ৫৫ (১৫.০৬.১২৯৯), পত্র সংখ্যা - ৬২ (২৬.০৩.১২৯৯), পত্র সংখ্যা - ৭৪ (২৫.০৮.১২৯৯), পত্র সংখ্যা - ১০৭ (৩০.০৩.১৩০০) পত্র সংখ্যা - ১২৩ (১৪.০৩.১৩০১)

২। বিবেকানন্দের পত্রাবলী নির্বাচিত পত্র

পত্র সংখ্যা - ১৩ (১৭.০৮.১৮৮৯), পত্র সংখ্যা - ২৫ (৩০.০১.১৮৯০), পত্র সংখ্যা - ৪৯ (০৬.০৭.১৮৯৩), পত্র সংখ্যা - ৬৭ (১০.০৭.১৮৯৩), পত্র সংখ্যা - ৭১ (০২.১০.১৮৯৩), পত্র সংখ্যা - ৭৯ (০৩.০৩.১৮৯৪), পত্র সংখ্যা - ৩০৪ (১৭.০৯.১৮৯৬), পত্র সংখ্যা - ৫০৬ (২৮.০৮.১৯০০)।

৩। আপন কথা - অবনীন্দ্রনাথ ঠাকুর।

৪। আমার জীবন - বাসুসুন্দরী দেবী।

অথবা

BNG-H-DSE-B-6-3

Credit 5+1 (TH + TU), Total Class : 90 (TH 70, TU 14 & IA 6)

Full Marks : 75 (Exam. 60, IA 10 & Attd. 5)

শিরোনাম : বাংলা কাব্য, নাটক, উপন্যাস ও ছোটগল্প

১। কাব্য :

মরীচিকা - যতীন্দ্রনাথ সেনগুপ্ত

২। নাটক :

সওদাগরের নৌকা - অজিতেশ বন্দ্যোপাধ্যায়।

৩। উপন্যাস :

সুবর্ণলতা - আশাপূর্ণা দেবী

৪। ছোটগল্প :

সতীনাথ ভাদুড়ী:

গণনাথক, বৈয়াকরণ, চকাচকী, চরণদাস এম.এল.এ, পত্রলেখার বাবা, বন্যা।

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B.A. (HONS.) PHILOSOPHY

LIST OF COURSES AND PAPERS

A. CORE COURSE (14 PAPERS)

SEMESTER – I

C1-PAPER- I – INDIAN PHILOSOPHY-I

C.2-PAPER –II- LOGIC (WESTERN)-I

SEMESTER – II

C.3- PAPER-III- WESTERN PHILOSOPHY-I (SOCRATES, PLATO, ARISTOTLE, DESCARTES SPINOZA, LIBNITZ)

C.4-PAPER-IV- ETHICS

SEMESTER – III

C.5- PAPER – V- INDIAN PHILOSOPHY-II

C.6- PAPER –VI- WESTERN PHILOSOPHY –II (LOCKE, BERKELEY, HUME, KANT)

C.7-PAPER- VII- LOGIC (WESTERN)-II

SEMESTER – IV

C.8- PAPER-VIII-PSYCHOLOGY

C.9- PAPER- IX- PHILOSOPHY OF RELIGION

C.10-PAPER-X- SOCIAL AND POLITICAL PHILOSOPHY

SEMESTER – V

C.11- PAPER- XI- TARKASAMGRAHA

C.12-PAPER XII- ANALYTIC PHILOSOPHY-I

SEMESTER – VI

C.13- - ANALYTIC PHILOSOPHY-II

C.14- - APPLIED ETHICS

B : DISCIPLINE SPECIFIC ELECTIVE-4 (DSE) SUBJECT CENTRIC(ANY FOUR)

DSE-I Enquiry Concerning Human Understanding/ Gita

DSE-II Philosophy of Mind/ Problems of Philosophy

DSE-III Introduction to Feminist Philosophy/ Phenomenology & Existentialism

DSE-IV Contemporary Indian Philosophy / Aesthetics

C: GENERIC ELECTIVE (GE)– 4 (INTER DISCIPLINARY)

GE-1 Paper I

Indian Philosophy

GE-1 Paper II

Logic

D. Ability Enhancement Compulsory

Course (AECC) Semester I: AECC-I: EVS

Semester II: AECC-II: COMMUNICATIVE ENGLISH

E. Skill Enhancement Course (SEC)

Semester III: SEC-I: Basics of Counselling

Semester IV: SEC-II: Critical Thinking

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Structure of the Syllabus in Philosophy Honours under CBCS:

Semester	Core Course	Ability Enhancement Compulsory Course AECC	Skill Enhancement Course SEC	Elective: Discipline Specific Course DSE	Elective: Generic Course GE- (For other students and our students will choose from other subjects)	Total Credit Point
I	C-1 Indian Philosophy -I	AECC-1 (ENVS)			GE-1, Paper I: Fundamentals of Indian Philosophy	20
	C-2 Logic-I					
II	C-3 Western Philosophy-I	AECC-2 Communicative English			GE-1, Paper II: Logic	20
	C-4 Ethics					
III	C-5 Indian Philosophy -II		SEC-I Basics of Counselling		GE-2, Paper I: Fundamentals of Indian Philosophy	26
	C-6 Western Philosophy-II					
	C-7 Logic -II					
IV	C-8 Psychology		SEC-II Critical Thinking		GE-2, Paper II: Logic	26
	C-9 Philosophy of Religion					
	C-10 Social and Political Philosophy					
V	C-11 Tarka Sangraha			DSE-I Enquiry Concerning Human Understanding or Gita		24
	C-12 Analytic Philosophy -I			DSE-II Philosophy of Mind or Problems of Philosophy		
VI	C-13 Analytic Philosophy-II			DSE-III Introduction to Feminist Philosophy or Phenomenology & Existentialism		24
	C-14 Applied Ethics			DSE-IV Contemporary Indian Philosophy or Aesthetics		

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CBCS SYLLABUS
for
B.A. (PROGRAMME) IN
PHILOSOPHY

Proposed to be introduced from the session 2018 and onward



UNIVERSITY OF NORTH BENGAL
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Scheme for CBCS for B.A. Program in Philosophy

Year	Semester	Discipline specific Core Course (DSC)	Language Core Course (LCC 1)	Language Core Course (LCC 2)	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective Course (DSE)	Generic Elective Course (GE)
1	1	Discipline Specific Core 1 (Paper-1) Fundamentals of Indian Philosophy	Bengali / Sanskrit/ Nepali/Hindi (Paper-1)		AECC-1 ENVS			
		Discipline Specific Core 2 (Paper-1) From other discipline						
	2	Discipline Specific Core 1 (Paper-2) Logic (Western)	English (Paper-1)		AECC-2 Communicative English			
		Discipline Specific Core 2 (Paper-2) From other Discipline						
2	3	Discipline Specific Core 1 (Paper-3) Western Epistemology and Metaphysics	Bengali / Sanskrit/ Nepali/Hindi (Paper-2)			SEC 1 Paper-1 Basics of Counselling		
		Discipline Specific Core 2 (Paper-3) From other Discipline						
	4	Discipline Specific Core 1 (Paper-4) Western Ethics	English (Paper-2)			SEC 1 Paper-2 Critical Thinking		
		Discipline Specific Core 2 (Paper-4) From other Discipline						
3	5					SEC 2 Paper-1 From Other discipline	DSE 1 Paper 1 Psychology OR Philosophy of Religion DSE 2 Paper 1 (other Discipline)	GE-1 (Paper-1) Fundamentals of Indian Philosophy
	6					SEC 2 Paper-2 From other Discipline	DSE 1 Paper 2 Socio-Political Philosophy or Practical Ethics DSE 2 Paper 2	GE-1 (Paper-2) Logic (Western)

Syllabus for Environmental Studies (AECC-1) under CBCS

B.Sc, BA, B.Com., BBA/BCA Honours Program and Program

ENVS (AECC-1) Course- 1 (Credit – 2)

Theory (credit – 1.6)

Full Marks: 80

2018

Unit 1: Introduction to environmental studies

- Multidisciplinary nature of environmental studies
- Scope and importance; Concept of sustainability and sustainable development.

1 lecture

Unit 2: Ecosystems

- What is an ecosystem?
Structure and function of ecosystem;
Energy flow in an ecosystem: food chains, food webs and ecological succession.
Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

4 lectures

Unit 3: Natural Resources: Renewable and Non – renewable Resources

- Land resources and land-use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over – exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state), Dams – benefits and problems.
- Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity.
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies

4 lectures

Unit 4: Biodiversity and Conservation

- Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hotspots.
- India as a mega-biodiversity nation; Endangered and endemic species of India, threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.
- Conservation of biodiversity: In – situ and Ex – situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

1 of 3

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4 lectures

Unit 5: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies

4 lectures

Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

3 lectures

Unit 7: Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Water conservation, rain water harvesting, watershed management.
- Wasteland reclamation.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

4 lectures

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