

Subject: Chemistry

Course Code: SEC3, SEC2 (DSC), DSE4

| Serial no | Name of the Course                 | Course Code |
|-----------|------------------------------------|-------------|
| 1         | Pesticide Chemistry                | SEC3        |
| 2         | Green Methods in Chemistry         | SEC2(DSC)   |
| 3         | Industrial Chemicals & Environment | DSE4        |

Description: In SEC3 students learn about pesticides, their origin, preparations, diverse effects on living beings, so that they connect chemistry with environment and prospects themselves for benign alternatives .

In SEC2 they learn about the most talked about prospect of Chemistry- green Chemistry. Starting from 12 principles the syllabus covers the real world cases like carbon di oxide sequestration and many more examples .

In DSE4 they learn about environment in the larger scale which includes ecosystem, various cycles, cause , diverse effect of all types of pollutions. And role of mankind creating such pollutions and prohibiting the same. Not only these, but the syllabus also covers various sources of energy, water treatment

### Department of History

Core Course Paper 101 & 102 – These papers deals with the formation of civilisations of the world, society, politics and economy. The course explains evolution of homo-sapiens from wanderers to a settlement, language, culture, religion and so on. The development of tribes, clans, to that of kingdom and to empire formation to the rise of absolute authority and hierarchy in society are explained in these papers.

Core Course Paper 203 & 204 – These papers deals with Ancient Indian and Ancient world society and economy. The stratification of society on the basis of caste and wealth traces the roots of present day social crisis and customs in India. The slave system in ancient world depicts the absence of human values among the affluent and richer section of society. The marriage system, gender studies elaborates the existence of disparity among marginalised or weaker gender. The patriarchal and chauvinistic approach of the then society explains the existence and rights of women and other third gender in society.

The agrarian economy, trade and commerce, towns and urban development contribute to our understanding of professional ethics among various groups of people and their organisations. The relationship of cultivators with the land and their condition can attribute to the current happenings in the lives of farmers in India.

The different faiths in the world explain the necessity of association to bring about peace and harmony among subjects living in a kingdom. Most importantly loyalty towards their leaders or the kings was secured through this divine intervention.

Core Course Paper 305, 306 & 307 – These Papers deals with the Early Medieval & Medieval political, social and Economic conditions of India and beginning of Modern age in Europe. The changes in political centralisation of the kingdoms of India under the new rulers of Islamic faith affecting the socio-cultural ethnicity of the demography are discussed. It is helpful for students to understand the diversity and co-existence of masses in mutual respect and harmony during the period. At the same time conversion to new faith to avoid economic burden of taxation explains another reason of change of religion apart from Brahmanical strict caste system that pre-existed in ancient time for people to adopt new believes.

Core Course Paper 408, 409 & 410 – These papers mainly deals with political establishment of dynasty in India and economic shift from land to commerce in case of Europe. The establishment of Mughal dynasty firmly on Indian soil and the efforts to bring harmony between two religions Hinduism and Islam, introduction of new architectural monuments by the rulers helps the students to understand the synthesis of different cultural groups in Indian society living together side by side. On the other side of the continent the economic development based on industries rapidly changes the society and political condition of Europe transforming it into modern age that directly and indirectly affects the history of the world.

Core Course Paper 511 & 512 – These are of Modern period India and European History, the changes in commercial relations and policies, battles among European Companies on Indian soil to gain control of market and indirectly local politics. This makes student aware of different economic changes through commercialisation of crops, deindustrialisation of Indian handicrafts, draining of wealth from India, etc.

Core Course Paper 613 & 614 – these papers explains the onset of modernism in India by the influence of western science and education, participation of women in politics, nationalism and anti imperialism. In world history the influence of concept of liberalism, nationalism, socialism bringing the downfall of colonialism, imperialism is discussed.

SEC 401 & 302 – It introduces the various Indian Art along the line of history to the students and helps to understand the development of cultures in India.

DSE I, II, III & IV

– These papers helps the students to learn about their regional history or that of south east Asia or African history. The ethnic diversity and cultures, connection with mainstream political happenings in the country at the same time organising movements for their identities are covered in these papers.

In the curriculum of Sociology Honours and Sociology Program there are crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

### **PROFESSIONAL ETHICS**

As Sociology is the study of society, social institution and social relationship it is inherently intertwined with ethics. Though the curriculum is not directly much more related to professional ethics the basic concepts of the discipline like folkways, mores, norms, values, social control, culture, gender provide a very precious background to develop professional ethics.

Research methodology and field work are the indispensable part of the curriculum of Sociology. The theoretical and practical orientation of research make the students familiar with some standard and approved code of ethics of every profession like honesty, objectivity, integrity, confidentiality and obedience to the law. The curriculum of Sociology Honours and Program encompasses Skill Enhancement Courses namely Sociology of Media and Visual Sociology. Through these Skill Enhancement Courses students become acquainted with the art of media representation and visual representation that are directly related to the Professional ethics . List of Topics relating to professional ethics is given below.

## **SOCIOLOGY HONOURS UNDER CBCS**

| <b>Course Code</b>                        | <b>Name of Courses</b>                  |
|---|---|
| <b>CORE COURSES (C)</b>                   |   |
| <b>C-01</b>                               | <b>Introduction to Sociology-I</b>      |
| <b>C-02</b>                               | <b>Indian Society-I</b>                 |
| <b>C-03</b>                               | <b>Introduction to Sociology-II</b>     |
| <b>C-04</b>                               | <b>Indian Society-II</b>                |
| <b>C-05</b>                               | <b>Rethinking Development</b>           |
| <b>C-06</b>                               | <b>Sociology of Religion</b>            |
| <b>C-07</b>                               | <b>Sociology and Gender</b>             |
| <b>C-08</b>                               | <b>Rural Sociology</b>                  |
| <b>C-09</b>                               | <b>Sociology of Kinship</b>             |
| <b>C-10</b>                               | <b>Social Stratification</b>            |
| <b>C-11</b>                               | <b>Sociological Thinkers-I</b>          |
| <b>C-12</b>                               | <b>Sociological Research Methods-I</b>  |
| <b>C-13</b>                               | <b>Sociological Thinkers- II</b>        |
| <b>C-14</b>                               | <b>Sociological Research Methods-II</b> |
| <b>SKILL ENHANCEMENT COURSE (SEC)</b>     |   |
| <b>SEC-01</b>                             | <b>Sociology of Media</b>               |
| <b>SEC-02</b>                             | <b>Visual Sociology</b>                 |
| <b>DISCIPLINE SPECIFIC ELECTIVE (DSE)</b> |   |
| <b>DSE-01</b>                             | <b>Urban Sociology</b>                  |
| <b>DSE-02</b>                             | <b>Agrarian Sociology</b>               |
| <b>DSE-03</b>                             | <b>Sociology of Health and Medicine</b> |
| <b>DSE-04</b>                             | <b>Field work</b>                       |
| <b>DSE-05</b>                             | <b>Environmental Sociology</b>          |
| <b>DSE-06</b>                             | <b>Indian Sociological Tradition</b>    |
| <b>GENERIC ELECTIVE (GE)</b>              |   |
| <b>GE-01</b>                              | <b>a. Gender and Violence</b>           |
|   | <b>or</b>                               |
|   | <b>b. Sociology of Education</b>        |

|              |                                  |
|--------------|----------------------------------|
| <b>GE-02</b> | <b>a. Population and Society</b> |
|              | <b>or</b>                        |
|              | <b>b. Sociology of Work</b>      |

CORE COURSE- 01

**Introduction to Sociology-I**

Course Objective:

*The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.*

Course Content:

Unit-1: Development of Sociology as Discipline

- Emergence of Sociology
- Definition, Subject matter, Nature and Scope of Sociology.

Unit-2: Sociology and Other Social Sciences

- Sociology and Social Anthropology
- Sociology & Political Science
- Sociology & History
- Sociology and Economics
- Sociology and Psychology

Unit-3: Basic Concept: - Concept, Definitions, Characteristics, Types, Significance

- Society
- Institutions
- Community
- Associations
- Status and Role
- Social Groups

Unit-4: Culture and Society:

- Concept of Culture,
- Norms and Values
- Folkways and More
- Feature, Components of culture
- Significance of Culture in Society
- Culture and Personality

Unit-5: Social Control

- Meaning, Characteristics, Types and Agencies of Social Control.

Unit-6: Social Change and Social Mobility

- Meaning, Characteristics, Types and Agencies of Social Change

## CORE COURSE- 02

### INDIAN SOCIETY-I

#### *Course Objectives:*

*This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.*

#### Course Content:

##### UNIT-1: India: An Object of Knowledge:

- The Colonial Discourse
- The Nationalist Discourse
- The Subaltern Critique

##### UNIT-2: Social Organisation: Structure, Process and Change – Hindu and Muslim Social Organisations:

- Bases of social organization,
- Dimensions of Changes: Sanskritisation, Westernization, Modernization, and Globalization.

##### UNIT-3: Marriage and Family in India:

- Concept, definition, Forms, Rules of Marriage,
- Marriage system among Muslims
- Family- Meaning, definition, Features, Nature of Changes
- Joint Family- Features and changes

##### UNIT-4: Tribes in India:

- Concept, Features, Profile and Locations, Features of Tribal Economy
- Matrilineal Tribal groups, Primitive Tribal Group (PTG)

## CORE COURSE- 03

### INTRODUCTION TO SOCIOLOGY-II

#### *Course Objective:*

*This course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.*

#### Course Content:

##### UNIT-1: Sociological Perspective:

- Functionalism – E. Durkheim, R.K. Merton and B. Malinowski
- Conflict perspectives- Marx
- Interpretative perspective- Weber
- Feminist perspectives

UNIT-2: Social Change: Concept and Factors

- Theories of Change- Unilinear , Multilinear and Cyclical
- Marxian perspective
- Evolutionary perspectives – Herbert Spencer, Comte and L.H. Morgan

UNIT-3: Conflict Perspectives

- Karl Marx
- Louis Coser
- Ralf Dahrendorf

**CORE COURSE- 04**  
**INDIAN SOCIETY-II**

*Course Objective:*

*This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.*

Course Content:

Unit- 1: Ideas of India:

- Gandhi – Village India
- Rabindranath Tagore – Indian Nationalism, Idea of Indian Village
- Ambedkar – Critique on Caste
- G S Ghurye - Indological approach

Unit- 2: Resistance:

- Dalit Politics and Movements after Independence
- Women's Participation in Movements
- Peasant Movements – Tebhaga Movement, Naxalbari Movement

Unit -3: Mobilization and Change:

- Gorkhaland Movement, Bodoland Movement,
- Middle Class Phenomena –Rise of Middle Class in Bengal ( Renaissance)
- Mobility and Change among the Rajbansis - Kshatriyisation

Unit- 4: Challenges to Indian Society

- Communalism
- Problems of Nationalism
- Caste Atrocities against Women

**CORE COURSE- 05**  
**RETHINKING DEVELOPMENT**

*Course Objective:*

*This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.*

Course Content:

Unit-1: Unpacking Development:

- Ideas of Development; characteristics of development; Perspectives of development;
- Economic Growth vs Social Development
- Social development
- Human Development— Health, Education, Food
- Sustainable Development.

Unit-2: Theorizing Development.

- Modernization Theory
- Dependency Theory: (Samir Amin, Andre G. Frank )

Unit-3: Developmental Regimes in India

- Mixed economy
- Liberalization

Unit-4: Issues in Developmental Praxis.

- Population and development.
- Gender and Development.
- Environment and Development.

CORE COURSE- 06  
**SOCIOLOGY OF RELIGION**

*Course Objective:*

*The course lays primacy to the understanding of the importance of religion in society. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious issues through different registers mentioned in the outline.*

Course Content:

Unit-1: Thinking through Religion

- The nature and scope of Sociology of Religion
- Religious Organization: The sacred and profane, Magic, sect, cult, myth, Ritual, denomination; Church

Unit-2: Sociological Interpretations of Religion

- Durkheim
- Weber
- Karl Marx

Unit-3: Religions in India: social- historical perspective, demographic profile, Socio- Cultural impacts.

- Hinduism
- Islam
- Christianity
- Buddhism
- Sikhism

Unit-4: Some aspects of Religion in contemporary India:

- Fundamentalism
- Communalism
- Secularism
- Proselytism

#### CORE COURSE- 07 **SOCIOLOGY OF GENDER**

*Course Objectives:*

*This course introduces gender as a critical sociological lens of enquiry in relation to various social fields It also interrogates the categories of gender, sex, sexuality, gender role, inequalities, theories of feminism and initiatives taken for development.*

Course Content:

UNIT -1: Gender as Social Construct:

- Sex and Gender
- Gender Stereotyping, and Socialization
- Production: Masculinity and Femininity.

UNIT-2: Gender Differences and Inequalities:

- Gender Stratification and Inequality
- Class, Caste, Family and Work

UNIT-3: Gender, Power and Resistance:

- Patriarchy
- Power and subordination
- Resistance and Feminist Movement

UNIT-4: Theories of Feminism:

- Origin and Growth of Feminists Theories
- Liberal, Radical, Socialists, Marxists, and Eco - Feminism

UNIT-5: Empowerment of Women:

- Perspectives and Dimensions
- World Conference of Women
- Empowerment of Women – Legislative Measures.

#### CORE COURSE- 08



## **RURAL SOCIOLOGY IN INDIA**

### *Course Objectives:*

*Rural sociology is a specialised branch of sociology. It analyses the nature and dynamics of village society and rural areas. In the context of India rural sociology occupies a unique position. This paper is designed to bring out the distinctive features, their structures, changing features, rural problems and development programmes in rural society in India.*

### Course Content:

#### UNIT -1: Rural Sociology:

- Origin, Subject matter and Scope of Rural Sociology
- Nature and Significance of Rural Sociology in India.

#### UNIT-2: Rural Social Structure:

- Village community
- Agrarian Economy
- Agrarian class
- Caste system: Features and Significance.

#### UNIT-3: Rural Social Problems:

- Poverty
- Unemployment
- Illiteracy
- Food Security
- Landlessness
- Indebtedness
- Rural Health Care and Sanitation, Rural Health Mission.

#### UNIT-4: Agrarian Reform and Change:

- Agrarian Reform Programmes and Critique: i) Land Reforms and its Impact,  
ii) Cooperative Movement

#### UNIT-5: Local Self Government:

- Panchayati Raj Institutions (PRI): Constitutional Provisions and Structures
- Panchayati Raj and Rural Development.

#### UNIT-6: Rural Development

- Perspectives, Strategies and Programmes of Rural Development
- Community Development Programmes
- Livelihood Mission
- Literacy Programmes.

## **CORE COURSE- 09 SOCIOLOGY OF KINSHIP**

### *Course Objective:*

*This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.*

Course Content:

Unit-1: Introduction

- Kinship: Meaning, Significance and Types, Degree of Kinship, Kinship Usages.
- Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity,
- Residence ( House hold dimensions of Family)
- Approaches: Descent, Alliance and Cultural

Unit-2: Kinship and Clan System

- Meaning and Types of Clan
- Clan and Lineage
- Totemism and Taboos
- Kinship Terminologies

Unit-3: Kinship Organizations in India: Regional Variation of

Kinship Organisation Unit-4: Re-casting Kinship

- Emerging Family Pattern in India: From the Perspective of Human Dimension

#### CORE COURSE- 10 **SOCIAL STRATIFICATION**

*Course objective:*

*This course introduces students to sociological study of social inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of social inequalities in articulation with each other. This course discusses major sociological approaches to the study of social stratification and inequality. It introduces the students with concepts of social stratification social inequality, with an emphasis on the major dimensions and forms of stratification in India and global society.*

Course Content:

Unit-1: Introducing Stratification

- Meaning of social stratification, Characteristics
- Social Differentiation and inequality
- Dimensions of social Stratification

Unit-2: Theories of Stratification

- Marxian Approach
- Weberian Perspective - Class and Status Group

Unit-3: Functionalist Perspectives:

- Kingsley Davis and Wilbert E Moore
- Melvin M Tumin

UNIT-4: Identities and Inequalities:

- Caste, Race, Ethnicity- Nature and dimensions of Inequality
- Feminism and Gendered Stratification

UNIT- 5: Mobility and Reproduction:  
Social , Cultural Aspects – reproduction and Mobility

Core Course- 11:  
**SOCIOLOGICAL THINKERS-I**

*Objectives: The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.*

Course Content:

UNIT-1: August Comte: Positivism

UNIT-2: Emile Durkheim

- Contribution to the Methodology of Sociology: Concept of Social Fact.
- Mechanical and Organic Solidarities.
- Theory of Suicide

UNIT-3: Karl Marx:

- Materialist Conception of History.
- Theory of Capitalist Development, Class and Class Conflict, Alienation

UNIT4: Max Weber

- Social Action and Ideal Types
- Religion and Economy: ( Protestant Ethics and Spirit of Capitalism)
- Authority and Power

Core Course- 12  
**SOCIOLOGICAL RESEARCH METHODS-I**

*Course Objective:*

*This course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.* Course Content:

UNIT- 1: The Logic of Social Research:

- Sociological Research
- Objectivity in the Social Sciences
- Theory and Research
- Reflexivity

UNIT- 2: Methodological Perspectives:

- Quantitative and Qualitative Research
- The Comparative Method
- Feminist Perspectives
- Ethnographic Perspectives

UNIT- 3: Analysis of Data:

- Types of Data
- Content Analysis and Presentation of Data

CORE COURSE- 13  
**SOCIOLOGICAL THINKERS-II**

*Objective:*

*To introduce students to post-classical sociological thinking through some original texts.*

Course Content:

UNIT-1: Talcott Parsons

- Action Systems

UNIT 2. Claude Levi-Strauss

- Structuralism

UNIT 3. G. H. Mead and Erving Goffman

- Interactional Self

UNIT 4. Peter L. Berger and Thomas Luckmann

- Social Construction of Reality

UNIT 5. C. Wright Mills

- Sociological Imagination

UNIT 5. School of Critical Theory

- Frankfurt School
- Habermas

CORE COURSE- 14:  
**SOCIOLOGICAL RESEARCH METHODS-II**

*Objective:*

*The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.*

Course Content:

UNIT-1: Social Science Research

- Concepts
- Scientific Research
- Research and Theory - Role Of Theory In Research.
- Hypothesis

- Field (Issues and Context)

UNIT-2: Types of Research:

- Basic, Applied, Action,
- Historical, Emperical
- Descriptive, Explanatory, Exploratory

UNIT-3: Quantitative Method

- Survey Methods
- Sampling
- Questionnaire,
- Significance of Quantitative Data

UNIT-4: Qualitative Method:

- Interview,
- Observation ( Participant and Non Participant
- Case Study

UNIT-5: Statistical Methods

- Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram,
- Measures of Central Tendency (Simple Arithmetic Mean, Median, and Mode).
- Measures of Dispersion (Standard Deviation, Variance, and Covariance).
- Significance of statistical Data.

**SKILL ENHANCEMENT COURSE- SEC**  
**SEC-01**  
**SOCIOLOGY OF MEDIA**

Course Objective:

The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production*, *control* and *reception* of media and its *representations*.

Course Content:

1. Introduction
2. Theoretical Approaches
  - Neo-Marxist
  - Feminist
  - Semiotic
  - Interactionist
3. Old and New Media

- Production, Control, challenges by New Media
- Media Representation
- Audience Reception

**SEC-02:  
VISUAL SOCIOLOGY**

*Course Objectives:*

*This course focuses on doing sociology through forms other than the written in particular Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on social traumas and to study signs and representations. Students utilize digital cameras and other recording technology to collect data.*

**Group A**

- 1. Visual Sociology as Method of Sociological Enquiry**
  - An Introductory Survey of Visual and Visual Sociology
  - Vision, Visuality, Scopic regime, Simulacrum, visual cultures.
- 2. Ways of seeing : John Berger*
- 3. Methodological tools for Visual Sociology.**
  - Site, Production, Image, Photography , Audience, Modalities
- 4. Discourse and visual culture.*
  - Inter textuality
  - Discursive formation
  - Power/knowledge
  - Regime of truth

**Group B**

- 5. Project work:**
  - Documentary Photography
  - Photo journalism
  - Poster design
  - Film Review
  - Group Discussion

**Discipline Specific Electives (DSE)**

**DSE-01:  
URBAN SOCIOLOGY**

*Course Objective:*

*This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.*

Course Content:

UNIT-1: Introducing Urban Sociology:

- Nature and Scope
- Urbanism and the City
- Urban Community

UNIT-2: Perspectives in Urban Sociology

- Ecological
- Network
- City as Culture- Features, Metropolitan, High Tech city.
- Migration- Concept, Types, Factors,

UNIT-3: Politics of Urban Space

- Culture and Leisure
- Caste, Class and Gender

UNIT-4: Urban Policies and Development

- Urban Development During Colonial period
- Urban policies – Post Independence Era and Critique
- Urban Development during post Independence Era

UNIT-5: Urban Problems:

- Growth of Slums, Slum Improvement Programmes, Urban Renewal Programmes
- Housing problems
- Urban Poverty, Urban poverty alleviation Programmes

## **DSE-02 : AGRARIAN SOCIOLOGY**

*Course Objective:*

*This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature but pays attention to Indian themes. It also introduces emerging global agrarian concerns*

Course Content:

UNIT-1: Agrarian Sociology:

- Definition, Subject Matter and Scope

UNIT-2: KEY ISSUES IN AGRARIAN SOCIOLOGY

- The Agrarian Question-

- Moral Economy: Jajmani system – Features, interrelationship, Changing Trend
- Agrarian Commodity system-

UNIT-3: THEMES IN AGRARIAN SOCIOLOGY IN INDIA

- Labour , Agrarian class Structure
- Land Reforms- objectives and Programmes
- Caste and Agrarian Structure
- Gender and agrarian Realities.

UNIT-4: AGRARIAN FUTURE:

- Agrarian Crisis, Agrarian movements  
The Global Agrarian order

DSE-04:  
**FIELD WORK**

Course Objectives:

*This paper aims to equip students with empirical field data collection, analysis and writing analytical and standard dissertation or research report writing in sociology. For the purpose of data collection students require to undertake a field visit of neighbouring /area/ village/ town individually or in a group for 10 days. Students must conduct survey of at least 30 households (for individual independent research) and adequate sample of households in case of survey in a group (Household Census to be provided by the provided by the Department). The interview schedule (Interview Schedule to be attached in the appendix) be prepared under the supervision of departmental faculty. The dissertation would be approximately 30 pages. The same pattern of dissertation be followed in every college.*

Evaluation of Dissertation:

*Dissertation required to be evaluated by one internal and one external teacher appointed by the UG Board of Studies in sociology. For uniform evaluation of dissertation the following guidelines / structure have been prescribed:*

Structure of Evaluation of Dissertation:

| Structure of Evaluation of Dissertation:                           | Marks Allotted |
|--|----------------|
| 1. Introductory chapter, objectives, Methodology Literature Review | 15             |



|   |    |
|---|----|
| 3. Citation   | 6  |
| 4. Analysis of Household Data                         | 6  |
| 4. Analysis of research topic & Findings/ Observation | 15 |
| 5. Formulation of Interview Schedule                  | 4  |
| 6. Bibliography/ References                           | 4  |
| TOTAL   | 50 |
| Viva-Voce   | 25 |
| Grand Total<br>(Marks)                                | 75 |

## DSE-06 : INDIAN SOCIOLOGICAL TRADITIONS

### *Course Objective:*

*Traditions in Indian Sociology can be traced with the formal teaching of sociology as a subject in Bombay University way back in 1914 while the existence of sociology in India and "Sociology of India "have been largely debated in terms of whether it has been influenced by western philosophy, is there a need for indigenization etc. sociologists in India primarily been engaged with issue of tradition and modernity, caste, tribe, and gender. This paper primarily provides perspectives of key Indian Sociologists on some of these issues.*

### Course Content:

#### Unit-1: D P Mukerji

- Tradition and Modernity
- Middle Class

#### Unit-2: Radhakamal Mukerjee

- Personality, Society, Values
- Social Ecology

#### UNIT-3: G S Ghurye

- Caste and Race
- City and Civilization

#### Unit-4: Irawati Karve

- Gender and Kinship

#### Unit-5: A R Desai:

- Ideas of Nationalism

#### Unit-6: M.N. Srinivas

- Social Change

#### Unit-7: Irawati Karve

- Gender and Kinship

Unit -8: Binay Kumar Sarkar

- Contribution to Indian Sociology

Unit-9: S. C. Dube  
Sociology of Development

**Generic Elective**  
**GE- 01 a.**  
**GENDER AND VIOLENCE**

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

G E -02 a.  
POPULATION AND SOCIETY

Course Objective:

*This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and*

*structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.*

Course content:

Unit-1. Introducing Population Studies:

- Sociology and Demography
- Concepts and Approaches
- Scope and subject matter of demography

Unit-2: The Theories of population

- Pre- Malthusian
- Malthusian Theory & critique
- Post-Malthusian
- Marxist-theories

Unit-3: Population, Social Structure and Processes:

- Age and Sex Structure, Population Size and Growth
- Fertility-Factors of high growth, Reproduction and Mortality and its Causes of High mortality, Recent Trend of Declining Mortality.

Unit-4: Population Dynamics and Development

- Population as Constraints and Resources for Development  
Population Programmes and Policies

## BA PROGRAMME IN SOCIOLOGY UNDER CBCS

| Course Code                        | Name of Courses                 |
|------------------------------------|---------------------------------|
| DISCIPLINE SPECIFIC CORE(DSC)      |                                 |
| DSC-1                              | Introduction to Sociology       |
| DSC-2                              | Sociology of India              |
| DSC-3                              | Sociological Theories           |
| DSC-4                              | Technique of Social Research    |
| SKILL ENHANCEMENT COURSE(SEC)      |                                 |
| SEC-01                             | Sociology of Media              |
| SEC-02                             | Visual Sociology                |
| DISCIPLINE SPECIFIC ELECTIVES(DSE) |                                 |
|                                    | a. Religion and Society         |
| DSE-01                             | or                              |
|                                    | b. Marriage, Family and Kinship |
|                                    | a. Social Stratification        |
| DSE-02                             | or                              |
|                                    | b. Gender and Sexuality         |
| GENERIC ELECTIVES(GE)              |                                 |
|                                    | a. Gender and Violence          |
| GE-01                              | or                              |
|                                    | b. Sociology of Education       |
|                                    | a. Population and Society       |
| GE-02                              | or                              |
|                                    | b. Sociology of Work            |

### CORE-01

## Introduction to Sociology

**Course Objectives:**

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the origin and history, fundamental concepts and concerns of the disciplines.

**UNIT-1: Sociology as Discipline**

- Emergence of sociology,
- Definition and subject matter,
- Nature and Scope.

**UNIT-2: Relationship of Sociology with other Social Sciences:**

- Anthropology
- Political Science
- History
- Economics

**UNIT-3: Sociological Concepts**

- Status and Role, Norms and values
- Social Groups: Concepts, Definition, Types.
- Culture: Meaning , definition, elements, Types
- Community and Association: Concepts , definition, Features, Differences
- Socialization: Concepts, definition, Process, Agencies, Significance
- Social control and Social Change: Sociological significance, definition,
- Agencies of Social control,
- Factors of Social change.

**CORE-02:**

**Sociology of India**

**Course Objectives:**

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

**Unit-01: India - A plural Society**

- Features of Pluralism, Unity in Diversity

**UNIT-2: Social Institutions and Practices**

- Caste – concept, definition, Characteristics, Jajmani system Nature of change.
  - Tribe - Notion, definition, Characteristics, Location, Tribal economy.
  - Class – Agrarian class, peasant
  - Village – Structure, economy, Nature of change
- UNIT-3:

**Institution of Family and Kinship**

- Family - Definition, Forms, Structural and Functional Change
- Kinship - Usages, Significance in Society
- Marriage - Definition, Forms, Structural and Functional Change

**UNIT-4: Identities and Change**

- Dalits' Movement –
- Women's Movement

**UNIT**

- 5:

**State and Society**

**y:**

- Civil society – Meaning , Feature , Role in contemporary Society
- Communalism – Causes of growth, Impact on contemporary Indian Society
- Secularism - Meaning, concept, Challenges of Secularism in India

**CORE-03:**

**Sociological Theories**

**Course Objectives**

This course introduces the students to the classical sociological thinkers whose theories, thought, work has shaped the discipline of sociology.

**UNIT-1: August Comte:**

- A Short Introduction to Life and work
- Evolutionary Scheme

**UNIT-2: Karl Marx**

- A Short Introduction to Life and work
- Materialistic conception of History
- Class and class Struggle
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- A Short Introduction to Life and work
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- A Short Introduction to Life and work
- Ideal Types
- Social Action
- Types of Authority
- Protestant Ethics and Spirit of Capitalism

#### UNIT- 5: Herbert Spencer

A Short Introduction to Life and work

- Organic Analogy
- Social Evolution

#### **CORE - 04:**

### **Techniques of Social Research**

#### **Course Objective:**

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

#### **UNIT-1. Research Design**

- Concepts & Hypotheses
- Measurement, Reliability & Validity
- Quantitative & Qualitative: Surveys & Ethnographies
- Sampling Frameworks

#### **UNIT-2. Data Collection**

- Primary Sources
- Secondary Sources
- Interview
- Observation
- Questionnaire

#### **UNIY-3. Data Analysis**

- Content Analysis
- Narrative Analysis
- Statistical Analysis: frequency distribution, cross tabulation,
- measures of central tendency, measures of dispersion, correlation

#### **Skill Enhancement Course: (SEC)**

#### **SEC-01**

#### **Sociology of Media**

#### **Course Objective:**

The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production*, *control* and *reception* of media and its *representations*.



Course Content:

1. Introduction
2. Theoretical Approaches
  - Neo-Marxist
  - Feminist
  - Semiotic
  - Interactionist
  
3. Old and New Media
  - Production, Control, challenges by New Media
  - Media Representation
  - Audience Reception

## SEC-02 VISUAL SOCIOLOGY

*Course Objectives:*

*This course focuses on doing sociology through forms other than the written in particular Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on social traumas and to study signs and representations. Students utilize digital cameras and other recording technology to collect data.*

### **Group A**

- 1. Visual Sociology as Method of Sociological Enquiry**
  - An Introductory Survey of Visual and Visual Sociology
  - Vision, Visuality, Scopic regime, Simulacrum, visual cultures.
- 2. *Ways of seeing : John Berger***
- 3. Methodological tools for Visual Sociology.**
  - Site, Production, Image, Photography , Audience, Modalities
- 4. *Discourse and visual culture.***
  - Inter textuality
  - Discursive formation
  - Power/knowledge
  - Regime of truth

### **Group B**

- 5. Project work:**
  - Documentary Photography
  - Photo journalism

- Poster design
- Film Review
- Group Discussion

**Discipline Specific Elective:(DSE)**

**DSE – 01a**

**Religion and Society**

**Course Objective**

This course acquaints the student with a sociological understanding of religion. It examines some forms of religions in India and its role in modern society.

**Course Programme**

**1. Understanding Religion**

- Sociology of Religion: Meaning and Scope
- ` Sacred and Profane
- Religion and Rationalization
- Rite De passage

**2. Religion in India: Fundamental Doctrine, Features and Influence**

- Hinduism
- Islam
- Christianity
- Sikhism
- Buddhism

**3. Secularism & Communalism in India**

- Nature of Secularism
- Growth of Communalism,

**DSE 01b**

**Marriage, Family and Kinship**

**Course Objective:**

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

**Course Programme**

**UNIT: 1. Introduction: Kinship, Critique and the Reformulation**

- Biological and Social Kinship
- Cultural Kinship

**UNIT:2. Descent, Alliance**

- Descent, Filiation, Complementary Filiation
- Marriage, Alliance, Prestations

**UNIT: 3. Family and Household**

- Structure and Change
- Reimagining Families

**UNIT:4. Contemporary Issues in Marriage, Family and Kinship**

- Choice and Regulation in Marriage
- Power and Discrimination in the Family
- New Reproductive Technologies
- Marriage Migration

**DSE-02a**

**Social Stratification**

**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.

**Generic Elective(GE)**

**GE- 01 a.**

## **Gender and Violence**

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

### **Generic Elective(GE)**

**G E -02 a.**

### **POPULATION AND SOCIETY**

Course Objective:

*This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.*

Course content:

Unit-1. Introducing Population Studies:

- Sociology and Demography
- Concepts and Approaches
- Scope and subject matter of demography

Unit-2: The Theories of population

- Pre- Malthusian

- Malthusian Theory & critique
- Post-Malthusian
- Marxist-theories

Unit-3: Population, Social Structure and Processes:

- Age and Sex Structure, Population Size and Growth
- Fertility-Factors of high growth, Reproduction and Mortality and its Causes of High mortality, Recent Trend of Declining Mortality.

Unit-4: Population Dynamics and Development

- Population as Constraints and Resources for Development
- Population Programmes and Policies

## Department of English

### ISSUE:

#### Professional

#### Ethics Course:

CC2 [European Classical Literature]: Key texts: Oedipus the King.

Pot of Gold CC3 [Indian Classical Litr.] Key Texts: Abhijnana

Shakuntalam, Mrcchakatika CC4 [British litr. Old Eng. Period] Key texts: Beowulf

CC5 [American Literature] Key Texts: A farewell to Arms, Stopping by Woods on a Snowy Evening CC 11 [Women's writing] Key Texts: I Can't Live without You,

CC 12 [British Literature: The early 20<sup>th</sup> C]: Key Texts: Arms and the Man

### Description:

All these texts focus on codes, conduct and rational decision making in different cases. The commitment and the character of the literary figures in various situations of life can be projected as instances of imbrication of an ethical value with professional approach.

### ISSUE: Gender Course:

CC2 [European Classical Literature]: Key texts: Agamemnon

CC3 [Indian Classical Litr.] Key Texts: Abhijnana Shakuntalam, Mrcchakatika,

In Custody CC7 [British Poetry & Drama] Key Text: Duchess of Malfi

CC 11 [Women's writing] Key Texts: I Can't Live without You, Daddy, Advice to Women, Draupa di, A Vindication of the Rights of Women, Amar Jibon

CC 13: [Modern European Drama]: Ghosts, Miss Julie

DSE Topic D [Indian Literature in English Translation]

Mother of 1084 GE: Nagamandala

LCC1 [Literary Perceptions] Tara

### Description:

All these texts powerfully demonstrate the relevance of gender issues to the study of literature. Some of the key themes that all these texts cover are: the construction of female character, the gendering of

language, the interaction of race and gender etc. Various texts of the syllabus also underpin the theoretical aspects of the relation of gender and literature.

**ISSUE: Human Values Course:**

CC2 [**European Classical Literature**]: Key texts: Oedipus the King, Pot of Gold

CC3 [**Indian Classical Litr.**] Key Tets: Abhijnana Shakuntalam, Mrcchakatika, Swami and Friends, In Custody, The Night of the Scorpion, Hunger

CC4 [**British litr. Old Eng. Period**] Key texts: Beowulf, Prologue to the Canterbury Tales CC5 [**American Literature**] Key Texts: A Farewell to Arms, O Captain, My captain

CC 6 [**British Poetry & Drama: 14<sup>th</sup> to 17<sup>th</sup> C.**] Macbeth, Edward II CC 7: [**British Poetry & Drama: 17<sup>th</sup> to 18<sup>th</sup> C.**] Paradise Lost

CC 9 [**British Romantic Literature**] All texts

CC 11 [**Women's writing**] Key Texts: I Can't Live without You, The Colour Purple, Bliss

CC 12 [**British Literature: The early 20<sup>th</sup> C**]: Key Texts: Arms and the Man, The Hollow Man, CC 13 : [**Modern European Literature**] Ghosts, Rhinoceros

CC 14: [**Postcolonial literature**] The way Spain was

GE: [**Selection from Indian Literature**] Silence! The Court is in Session LCC1: [**Literary Perceptions**]: Riders to the Sea

**Description:**

Literature facilitates inculcating human values in life. When in every spheres of life decimation of human values are evident, literary texts, and their various ways of reading, can play a key role in developing distinctive value system. Most of the texts of the English UG syllabus promote human values. Truth, love, respect, forgiveness, dignity are some of the values that are recognizable in texts across the syllabus.

**ISSUE: Environment and Sustainability Course:**

CC3 [**Indian Classical Litr.**] Key Tets: Abhijnana Shakuntalam, Dawn at Puri CC4 [**British litr. Old Eng. Period**] Key texts: Prologue to the Canterbury Tales CC5 [**American Literature**] Key Texts: Stopping by Woods on a Snowy Evening CC 6 [**British Poetry & Drama: 14<sup>th</sup> to 17<sup>th</sup> C.**] Twelfth Night

CC 8 [**British Literature 18<sup>th</sup> c.**] Guilliver's Travels, Robinson Crusoe, Elegy Written in a country Churchyard

CC 9 [**British Romantic Literature**] All texts

CC 12 [**British Literature: The early 20<sup>th</sup> C**]: Key Text: Marina

CC 14 **[Postcolonial Literature]**: Key Texts: The Green Leaves, Tonight  
 I Can Write DSE: **[Indian Literature in Translation]**: The Golden Boat  
 LCC1: **[Literary Perceptions]**: Key texts: Riders to the Sea, The Man Eater of Malgudi

DSC: [Individual & Society/Literary Crosscurrents]: Key Texts: Shakespeare's Sister, Frost at Midnight, To Autumn

**Description:**

Literature in relation to environment is now a days at the cutting edge of academic research. Study of literature with a focus on environmental sustainability is the demand of the time as our lives are increasingly being threatened by human violence against environment. The environmental sustainability issue in literature of the undergraduate course of the affiliating university addresses the problem in two ways: first, texts which directly refer to the concern and second, use of interpretative tools to find ways of using these texts to spread the message of the role of humanity in creating a sustainable environment.

**Department of Geography**

| <b>Subject- Geography</b> |                 |   |   |  |
|---------------------------|-----------------|---|---|--|
| <b>Social Issues</b>      | <b>Semester</b> | <b>Hons/Programme course/Generic elective</b> | <b>Course code</b>                                    | <b>Course content</b>  |
| Ethics                    | IV              | Honours                                       | GEO-H-DSC-4-10-TH (Field work & Research methodology) | Field work in geographical studies: Role, value, data and ethics of field-work             |
| Gender                    | II              | Honours                                       | GEO-H-DSC-2-03-TH (Human Geography)                   | Space and society: cultural regions; race, religion and language                           |
|                           |                 |   |   | Population growth and distribution with special reference to India; population composition |
|                           |                 | Programme course                              | GEO-P-CC-2-02-TH (Human Geography)                    | Population-Resource relationship   |
|                           |                 |   |   | Cultural regions; race, religion and language with special reference to India              |

|              |                  |                                      |  |   |
|--------------|------------------|--------------------------------------|--|---|
|              | V                | Honours                              | GEO-H-DSC-5-01-TH<br>(Population Geography)                                      | Population dynamics: Fertility, mortality and migration ;measures, determinants and implications  |
|              | VI               | Honours                              | GEO-H-DSC-6-04-TH<br>(Social Geography)  | Population composition and characteristics: age-sex composition; rural and urban composition ; literacy; contemporary issues: ageing of population; declining sex ration , HIV/AIDS |
|              |                  |                                      |  | Peopling process of India: technology and occupational change; migration.<br>Social categories: caste, class religion, race and gender and their spatial distribution               |
| II/IV        | Generic elective | GEO-GE-02-TH<br>(Geography of India) | Growth and distribution of population ;demographic characteristics of population |   |
| Human values | II               | Honours                              | GEO-H-DSC-2-03-H<br>(Human Geography)  | cultural regions; race, religion and language, Population growth and distribution; population composition, Population – Resource relationship                                       |
|              |                  | Programme course                     | GEO-P-CC-2-02-TH<br>(Human Geography)  | Cultural regions; race, religion and language with special reference to India   |
|              | III              | Honours                              | GEO-H-DSC-3-07-TH<br>(Geography of India)  | Social: Distribution of population by race, caste, religion, language, tribes and their correlates  |
|              |                  |                                      | GEO-SEC-A-3-01-TH<br>(Rural Development)   | Rural Governance: rural development policies and programmes in India  |
|              |                  | Programme                            | GEO-SEC-A-3-01-TH<br>(Rural Development)   | Rural Governance: rural development policies and programmes in India  |



|  |                              |  |  |   |  |
|--|------------------------------|--|--|---|--|
|  | IV                           | Honours                                  | GEO-H-DSC-4-09-TH<br>(Regional planning and development) | Measuring development: indicators (economic , social and environmental); Human development  |  |
|  |                              |  | GEO-SEC-A-4-02-TH<br>(Tourism Management)                | Ecotourism, Tourism in India, National tourism policy   |  |
|  |                              | Programme                                | GEO-SEC-A-4-02-TH<br>(Tourism Management)                | Ecotourism, Tourism in India, National tourism policy   |  |
|  | V                            | Honours                                  | GEO-H-DSC-5-01-TH<br>(Resource Geography)                | Resource distribution, utilization, problems management and conservation.   |  |
|  |                              |  | Programme  | GEO-P-DSC-5-01-TH<br>(Sustainable Development)  | Sustainable Development, the millennium development goals, sustainable development policies and programmes.  |
|  | VI                           | Honours                                  | GEO-H-DSC-6-04-TH<br>( Social Geography)                 | Geographies of welfare and wellbeing: concept and components- healthcare, housing and education, social geographies of inclusion and exclusion ,slums |  |
|  |                              |  | Programme  | GEO-P-DSC-6-02-TH<br>(Climate change: vulnerability and adaptation)   | Climate change and vulnerability, impact of climate change, adaptation and mitigation  |
|  |                              | GEO-P-DSC-6-02-TH<br>(Rural Development) |  | Rural economic base, Area based approach to rural development, target group approach to rural development   |  |
|  | Environment & sustainability | III                                      | Honours  | GEO-H-DSC-3-07-TH<br>(Geography of India)   | Mineral and power resources distribution and utilization of iron ore,coal,petroleum,gas;agricultural production and distribution of rice and wheat;industrial development:automobile and |

|    |           |  |  |                        |
|----|-----------|--|--|------------------------|
|    |           |  |  | information technology |
| IV | Honours   | GEO-SEC-A-4-02-TH<br>(Tourism Management)      | Ecotourism, recent trends of tourism, tourism in India   |                        |
|    | Programme | GEO-SEC-A-4-02-TH<br>(Tourism Management)      | Ecotourism, recent trends of tourism, tourism in India   |                        |
| V  | Honours   | GEO-H-DSC-5-11-TH<br>(Environmental Geography) | Concept, scope, components of environmental geography, human-environment relationships, ecosystems, environmental programmes and policies.   |                        |
|    |           | GEO-H-DSC-5-01-TH<br>(Resource Geography)      | Resource distribution, utilization, problems management and conservation, sustainable resource development   |                        |
|    | Programme | GEO-P-DSC-5-01-TH<br>(Disaster Management)     | Disasters and hazards concept, risk and vulnerability, disasters in India, response and mitigation to disasters  |                        |
|    |           | GEO-P-DSC-5-01-TH<br>(Sustainable Development) | Sustainable development concepts, the millennium development goals, inclusive development, sustainable development policies and programmes.  |                        |
| VI | Honours   | GEO-H-DSC-6-14-TH<br>(Disaster Management)     | Approaches to hazard study: risk perception and vulnerability assessment, factors, consequences and management of earthquake, landslides, flood and riverbank erosion, human induced disaster. |                        |

|  |           |   |  |
|--|-----------|---|--|
|  |           | GEO-H-DSC-6-04-TH<br>(Hydrology and Oceanography)                   | Hydrological cycle, river basin and problems of regional hydrology, ocean floor topography and oceanic movements, coral reefs and marine deposits and ocean resources. |
|  | Programme | GEO-P-DSC-6-02-TH<br>(Climate change: vulnerability and adaptation) | Science of climate change, climate change and vulnerability, impact of climate change, adaptation and mitigation.  |
| Geographical field studies have been thrown lights on several ethical issues, various dimensions of gender issues, human value systems and also environment & sustainability . |           |   |  |

## Physics

**Course title: Renewable energy & Energy harvesting**

**Course Code: PHYSSEC2**

The aim of this course is not just to impart theoretical knowledge to the students but to provide them with practical exposure on the need for renewable energy, the harmful impact of fossil fuel usage on the environment over decades, the enormous amount of carbon footprints till date, global warming and its effects, feasibility of renewable energy as a sustainable source of energy, sustainable development of technologies and world economies without hampering the environment and various kinds of renewable and sustainable energies.

**Department of Bengali**

### Professional Ethics

6<sup>th</sup> Semester

Paper BNG-H-DSE-A-6-3

Letters and Autobiographies

1. Vivekananda Nirbachita Patrabali
2. Apan Kathay – Abanindranath Tagore
3. Amar Jeevan –Rasasundari

### Gender

3<sup>rd</sup> Semester  
 Paper BNG-H-CC-3-7  
 Mangal Kabya and Charit Sahitya  
 1. Birangana – Madhusudan Dutta

**Human Values**

4<sup>th</sup> Semester  
 Paper BNG-H-CC-4-9  
 Novels of Nineteenth and twentieth century  
 1. Pallisamaj – Sarat Chandra Chattopadyay

**Environment and Sustainability**

4<sup>th</sup> Semester  
 Paper BNG-H-CC-4-9  
 Novels of Nineteenth and twentieth century  
 1. Arannyak – Bibhutibhushan Bandyopadhyaya

**Description**

| Issues              | Semester                 | Course Code     | Heading & Description  |
|---------------------|--------------------------|-----------------|--|
| Professional Ethics | 5 <sup>th</sup>          | BNG-H-DSE-A-6-3 | <p><u>Letters and Autobiographies</u></p> <p>1. Swami Vivekananda has shown the way to build a moral and ideal life through his letters. There are some hints of what kind of pursuit and mental movement.</p> <p>2. In his essay 'Apan Kotha', Abanindranath Tagore has spoken about becoming a real person by telling various stories from childhood.</p> <p>3. There are two parts of 'Amar Jeevan' - the first part describes the life story, the second part describes the worship of God. In the first part of that book there are 16 essays and in the second part there are fifteen essays and mind education.</p> |
| Gender              | 3 <sup>rd</sup> Semester | BNG-H-CC-3-7    | <p><u>Mangal Kabya and Charit Sahitya</u></p> <p>In Birangana Kavya, Michael Madhusudan Dutt has unveiled the ideals of renaissance, a sense of beauty in women, respect for women, respect for femininity.</p>  |
| Human Values        | 4 <sup>th</sup> Semester | BNG-H-CC-4-9    | <p>Pallisamaj – Sarat Chandra Chattopad</p> <p><u>Pallisamaj – Sarat Chandra Chattopadyay</u></p> <p>In the novel 'Pallisamaj', the lack of ideals</p>   |

|                                |                          |              |   |
|--------------------------------|--------------------------|--------------|---|
|                                |                          |              | of the rural people is revealed. But the character of Ramesh, the protagonist of the novel, has got a sense of human ideology.  |
| Environment and Sustainability | 4 <sup>th</sup> Semester | BNG-H-CC-4-9 | <u>Aranyak – Bibhutibhushan Bandyopadhyaya</u><br>The life of Aranyak is a huge deep forest. Never before has such a great novel been written about nature with its predominance of primitive forests. Mountain forest, forest nurtured solitude, plants, fear, fairy, god, moneylender like Rasbihari Singh, Kabiraj like Raju Pand, nature lover like Yugalprasad - this arrangement is not seen in Bengali literature. |

## Department of Economics

1.3.1. Institution integration crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability into the Curriculum.

| Issues                     | Semester | Course Code | Heading  |
|----------------------------|----------|-------------|--|
| <b>Professional Ethics</b> | Sem-IV   | SEC-403     | <b>Insurance Market and its Products</b><br>I : Introduction<br>II : Basic Principles of Insurance<br>III : Classification and Importance<br>IV : Claim Management in Insurance  |
| <b>Gender</b>              | Sem- V   | DSE-701     | <b>Economics of Health and Education:</b><br>I : Role of Health and Education in Human Development<br>II : Education Sector in India- An Overview<br>III : Inequality in Education<br>IV : Health Sector in India-An Overview<br>V : Inequality in Health and Health Care<br>VI : Gender Issues of Human Development |
| Gender                     | Sem- V   | DSE-703     | <b>Indian Political Economy:</b><br>I; Gender in work, accumulation and globalization, issues in environment and sustainability, alternatives ahead.   |

|   |         |         |  |
|---|---------|---------|--|
| Human Values                            | Sem-III | DSC-511 | <b>Development Economics:</b><br>I : Economic Growth and Economic Development<br>II : Development Planning and its Necessity<br>III : Population<br>IV : Capital Formation<br>V : Role of IMF and World Bank   |
|   |         | SEC-302 | <b>Business Project Formulation &amp; Entrepreneurship Development:</b><br>I : Business Project Formulation<br>II : Entrepreneurship<br>III : Small Scale Industries<br>IV : Entrepreneurial Environment<br>V : Entrepreneurial Development<br>VI : Project Work |
| <b>Environment &amp; Sustainability</b> | Sem-III | DSC-511 | Development Economics  |