Administrative and Academic Audit
Department Of Education - Teaching Plans
2015 – 2016

Dr. Ranjana Banerjee

Third Year Honours
Paper V A – Psychology of Adjustment

July – October

1 Concept, Need of Adjustment
2. Adjustment and Adaptability –Homeostasis / Psychodynamic and Socio – Cultural Concept
3. Maladjustment – Concept, Meaning and Nature.
4. Causes of stress factors – developmental / life / environmental/ predisposing and precipitating
5. Traits of Maladjusted – Infancy / early and late childhood / adolescence
6. Manifestations – Anxiety / Conflicts and Frustrations / Eating, Sleeping and Cognitive disorder

November - December
7. Multiaxial Classification of Mental Disorder – Axis I and Axis 2
8. Personality Disorders – Anxiety / Paranoid / Depressive / Alcohol and Drug related

January – February
9. Coping Strategies and General Principles of Coping
10 Therapies – Behaviour / Cognitive and Humanistic

Paper VB – Educational Guidance and Counseling

July – October

1. Nature and Scope of Guidance
2. Forms of Guidance – Group and Individual

November -December
3. Basic Data for Guidance – pupil, Courses, vocation – Tools and Techniques of data collection :
Intelligence Test, Personality Test, Interest Inventory, CRC, ARC, Case Study.
4. Courses and Occupations – Dissemination of Courses and occupation

January – February
1. Counseling – Meaning, Types and Techniques.
2. Directive, Non Directive, Eclectic, Individual and Group

3. Guidance for Special Learners – gifted, slow learners, Learner with Learning Disabilities and Mentally Challenged..

Tutorials taken at pre – designed Intervals

Second Year Honours
Paper IV A - Sociological Foundations Of Education

August – October

1. Nature and Scope of Sociology
2. Influencing factors – Location, Population, Religion, Culture, Technology and Economy, class
3. Political Systems – Capitalism and Socialism
4. Social Groups – Primary, Secondary and Tertiary – Social Interactions and their Significance

November -December

5. Nature and Processes of Socialization – Role of School and family

6 Social Communications – Social Agencies and their Role.

January – March

1. Education Social issues – unemployment, Poverty, National Disintegration and Population Explosion
2. Concept ofSocial Change – meaning :Westernization, Sanskritization, Modernization and Globalization

Second Year General – Group B
Paper – 2 – Educational Psychology

August – September

1. Remembering and Forgetting

October – December

2. Attention and Interest
3. Emotions and Reactions

January – March

Personality – Concepts Grants and Theories.

Tutorials taken at pre – designed Intervals

First Year Honours
Paper 1 – Philosophical Foundations of Education

July – September

1. Concept and Aims of Modern Education
2. Discussion on Delor's Commission
3.Functions and scope of Education – Individual and Social perspectives.
4. Child Centric and Life Centric Education

October – December

1. Education for Human Resource Development
2. Education as a Propagation of Values
3. Role of Philosophy in Education

January – April

1. Schools of Philosophy and their influence on Education – Idealism, Naturalism and Pragmatism
2. Schools of Indian Philosophy and their basic features
3. Vedic Schools – Sankhya, Yoga and Nyaya
4. Non Vedic Schools – Charvak , Buddhism and Jainism

First Year General – Group B
Paper 1 – Principles of Education

July – September

1. Concept , Scope and Functions of Education, Education as a Social Process, Education and Social Changes
2. Aims of Education – Individualistic and Socialistic Aims. Education for emotional, social and cultural adjustment, education for productivity and vocation
3. Factors of Education – The child and the Teacher

October – December

1. Factors of Education – Curriculum and Co curricular activities. Educational institutions
2. Agencies of Education = home, school, state, religious organizations and Mass media

January – April

1. Child centricism and its significance in Education
2. Play and playway in Education – Kindergarten, Montessori, Basic Education and Project method

Tutorials will be taken at pre – designed Intervals

Dr. Neeta Dang

First Year: Paper 11- Psychological Foundation of Education

July to September
Group – Developmental Aspects of Psychology

Module 1 – Topic 1: Introduction to Psychology, Relation between Education and Psychology,. Different Perspectives of Psychology (Biological, Cognitive, Developmental, Associationist – A brief Overview).

Group – B Cognitive Approach

Module 1 Topic 3: Attention: Selective and Divided Attention. Role of Attention in the Cognitive Process. Factors of Attention

Module 11 Topic 5 : Motivation : Types and Factors

November to December

Module 11 Topic 6: Learning: Laws of Learning, Classical and Operant Conditioning.
Insight Learning, Concept Learning, Bandura's Social Learning theory. Transfer of Learning: Concept and Application.

Module 1 Topic 4: Memory: Acquisition, Storage and Retrieval of Information. Sensory Memory, Short-term Memory and Long-term Memory.

January to May

Module 11 Topic 7: Intelligence: Theories of Intelligence- Spearman, Thurstone, Guilford and Gardener.

Module 1 Topic 1: Neural basis of Cognition: Neuron – Structure and Electrical Potentials, Synaptic transmission, Structure and Functions of a Human Brain, Neuro-endocrinal System.

Module 1 Topic 2: Perception: Factors influencing Perception, Role in Cognition.

First – Year General (Group A)
Principles of Education

July to September
Topics: Module 1
Concept , Scope and Functions of Education:
Education as a Social Process, Education and Social Changes

Aims of Education : Individualistic and Socialistic Aims of Education.

Topics: Module 4

Child – centricism in education: Its significance

Topics : Module 2

Factors of Education :
The Child – innate endowment and environment (This topic was discussed and transacted by Sr. Marilla D'Souza)
The Teacher – qualities and responsibilities

November to December

Topics: Module 2

The Educational Institutions – Formal, Informal and Non-formal.Their interrelations.

Module 3

Agencies of Education- Home, School, Socio-cultural and Religious Organizations
State and Mass- Media

There will be paper presentations by students on the various mass media that educate us in many ways.

January to May

Topics: Module 4

Play and play-way in education : Kindergarten, Montessori, Basic education and Project Methods.

Topics: Module 2
The Curriculum – concept, principles of curriculum construction
Co-curricular activities – Meaning, Values and Norms.

Topics: Module 1
Freedom and Discipline : Concept and need for free discipline.
Self-discipline and student self-government.
Education for Emotional , Social and Cultural Adjustment, Education for Productivity and Vocation
Of the above, Sister Marilla D'Souza completed the following topic:

1. The Child – innate endowment and environment

Third year Education Honours
Paper 7 Group – B - Curriculum Studies

July to September
Module – 1

1.Concept of Curriculum : Explicit Curriculum, Hidden Curriculum and Nature of Curriculum.
2. Objectives of curriculum : Need to form Objectives of Curriculum , Sources of Objectives of the curriculum : Society, Discipline and Needs of Students.
3. Bloom's Taxonomy of Educational Objectives : an overview (Cognitive and Affective Domains) with examples.

November to December

Module 2

Determinants of Content Selection: Culture – based , Knowledge – based and Need-based.
Curriculum Evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative Evaluation.
Curriculum Transaction: Bruner's theory of Instruction and Learning.

Tutorials will be set up from time to time.

Third year Education Honours
Paper 8 Group – Pedagogy Practical

July to September
Determination of Memory Span
A lot of time will go in the construction of digit lists for the experiment.

November to December

Index of complete learning/ capacity of memorization
If the experiments are done within a lesser time then the practical classes will be converted into general classes.

January to February

An experiment on Recall Memory and Recognition Memory will be completed during this time period.

Second year Education Honours
Paper III Group B

July to September

Module 2

Adult Education
Distance education
Non-formal education

November to December

Women's Education
SarvaShikshaAbhiyan Report (This topic will be discussed and transacted by Sr. Marilla D'Souza).

January to April

Equalization of Educational Opportunities
Education For All

Module 1

University Education Commission Report (1948-1949)
(Aims of Higher Education and Rural University)

Teaching Plan
B.Ed.
Course Details: Semester 1
Course 1 (1.1.1) Child and Growing Up
1st Half: Development and its Characteristics

July- October

Unit 1: Growth and Development Pattern of Learners
Concept of Growth and Development
General Characteristics of Growth and Development
Stages and sequence of Growth and Development
Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit 11: Stages of development
Different stages of development-infancy, childhood.

Unit 111: Different types of development

Cognitive development-Piaget's theory and its educational implications
Psycho-sexual development-Freud's theory
Moral and pro-social development-Kohlberg's theory

November- December
Unit 1V : Individual differences
Role of heredity, environment including physical and socio-cultural factors
Nutrition
Child rearing practices and family

2nd Half: Aspects of Development
July- October

Unit 1: Various aspects related to development
Emotional Intelligence
Unit 11: Motivation
Extrinsic and Intrinsic Motivation
Theories of Motivation-Maslow, Weiner and McClelland
Factors affecting Motivation-Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom applications.
Unit 111: Attention and Interest
Concept of attention, determinants of attention and their classroom application
Attention span and its fluctuation, distraction, Interest and its relation with attention
Unit 1V: Intelligence
Concept and nature, its distribution across population
Factor theories of intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligences)
Measurement of Intelligence (Verbal and non-verbal tests of intelligence)
Intelligence quotient and education
Unit V: Creativity
Concept of creativity
The components of creativity
Its identification and nurturance.

November- December
Instincts and Emotions
Attitude and Attachment

Course-11 (1.1.2) Contemporary India and Education
2ndHalf : Policy Framework for Education in India

November- December
Unit 1V : Community participation and development
Women's Education

Course Details: Semester II

Course 111 (1.2.3) Learning and Teaching
1st Half: Learning

January- March

Unit 1: Understanding Learning:
Nature of Learning: Learning as a process and learning as an outcome
Types of Learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval.Information-Processing Approach; Causes of forgetting; strategies for effective memorization.

Unit 11: Factors influencing learning:
Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
Role of teacher in addressing various factors influencing learning – a few strategies- co-operative learning, peer tutoring, collaborative learning.
Unit 111: Learning Paradigms:
Behaviouristic Learning – Concept of Connectionism (Thorndike) and Conditioning(Pavlov & Skinner) and their educational implications.
Cognitive Learning – Concept of Gestalt and its educational implications; Discovery Learning (Bruner), Cognitive Constructivist Learning (Piaget).
Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
Social Constructivist Learning – Concept of Vygotsky, nature and implications.
Humanistic viewpoint of Learning – Carl Rogers (Self Concept Theory)
Unit 1V: Transfer of learning
Concept, Importance, Nature and Types of Transfer of Learning
Theories of Transfer of Learning
Methods of enhancing Transfer of Learning

April- May

Unit V : Organization of Learning Experiences: Issues and Concerns:
Role of School – Co-curricular activities.
Strategies for organising learning for diverse learners – Brainstormimg, Within class grouping, Enrichment programme.

Dr. Debika Guha

Second Year Education Honours
Paper III (A): Ancient. Medieval and British Education In India

1. Basic Education (1937)
2. Sargent Plan (1944)

Third Year Education Honours
Paper: VI (B): Statistics in Education

July- October
1. Meaning and Use of Statistics
2. Tabulation of Data
3. Measures of Central Tendency
4. Measures of Variability
5. Skewness and Kurtosis
6. Percentiles

November-December
1. Correlation
2. NPC
3. Z Scores

January
1. Revision

10yrs of Calcutta University Examination Question papers will be solved.
8 Assignments will need to be done

Teaching Plan B.Ed

Semester I
Course: I (I.I.I) Childhood and Growing Up (1ST Half)

July- October
UNIT II: Stage of Development
1. Adolescence- Physical Development, Emotional Development and Cognitive Development and their Educational Implications
2. Needs and Problems of adolescents- their guidance and counselling

November-December
UNIT III: Different Types of Development
1. Psycho Sexual Development- Freud's Theory
2. Moral and Pro social Development- Kohlberg's theory

Course II (I.I.2) Contemporary India and Education

July- October

UNIT III: Equalization and Universalization of Elementary Education

1. Concept, Problems and Probable Solutions

November-December

UNIT V: National Values

1. Views of Swami Vivekananda in case of the followings:

a) Mass Education

b) Women Education

c) Technical and Vocational Education

d) Culture and Education

Semester II

Course IX (I.2.9) Assessment for Learning (1ST HALF)

January- February

UNIT I : Concept of Evaluation and Assessment

1. Meaning of Test. Measurement, Assessment and Evaluation
2. Distinguish among Measurement. Assessment and Evaluation
3. Nature and Purpose of Evaluation

UNIT II: Approaches and Techniques of Evaluation and Criteria of Assessment Procedure

1. Approaches- Formative and Summative: NRT and CRT
2. Validity- Meaning, Types and Measurement
3. Reliability- Meaning, Types and Measurement
4. Norm and Usability

March- May

UNIT IV: Evaluation:

1. Types of Tests: Written Test, Oral Test, NRT,CRT, Summative Test, Formative Test
2. Scoring and Grading- Tabulation of data, Central Tendency(Mean, Median and Mode), Standard Deviation

Dr. Ranjita Dawn

First Year Education Honours
Paper I Group B: Contributions of Great Educators

July to October:

Module I

Rousseau, Vivekananda and Rabindranath Tagore

November to December:

Module I and Module II

Froebel and Montessori

January to May:

Module II

Bertrand Russell and Dewey

Delors Commission in Paper I Group A

First Year General – Group B

Paper II: Educational Psychology

July to October

Module I

- Relation between Psychology and Education, Nature and scope of Educational Psychology
- Development of the child: Infancy, Childhood, Adolescence: Physical, Social, Emotional and Cognitive development

November to December:

Module II and Module III

- Habit-Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit
- Intelligence

January to May:

- Learning: Its nature, relation to motivation and maturation. Theories of Learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory

First Year General – Group B
Paper 3: Development of Education in Modern India

July to October

Module I

- A synoptic view of Ancient and Medieval history of education in India,
- Advent of missionaries: Serampore missionaries activities in education
- Official introduction of English education by Lord Bentinck,
- Adam's Report on indigenous system of education,

November to December:

Module I and Module II

- The Despatch of 1854
- Contributions of Raja Rammohan and Vidyasagar in social and educational reforms

January to May:

Module II

- The First Education Commission (Hunter Commission) of 1882
- Growth of national consciousness: Conflict with Lord Curzon
- National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo

Second Year Education Honours

Paper 3Group A: Education in Ancient, Medieval and British India

August to October:

Module I

- Synoptic Study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to:
    a. Aims and Objectives
    b. Subject of study
    c. Methods of teaching including teacher-pupil relationship
    d. Evaluation
    e. Centre of Learning
    f. Education of Woman
- Brief Outline of events relating education from 1757 to 1947
- Missionaries activities (Serampore Trio)
- Charter Act of 1813
- Bengal Renaissance-Contribution of Rammohan Roy, H.L.V. Derozio and Vidyasagar
- Adams Report
- Anglicist-Orientalist Controversy- Macualay's Minute and Bentinck's Resolution
- Wood's Despatch (Recommendations Only)

November to December:

Module II

- Brief Outline of
    Hunter Commission 1882-83 (Primary and Secondary)

January to April:

- Curzon policy (Quantitative development of primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education)
- National Education Movement (cause and effect)
- CalcuttaUniversity Commission (1917-1919)

Second Year Education (Group A)
Paper 3: Development of Education in Modern India

August to October:

Module II

- National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo
- A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme
- The Sargent Plan 1944
- The Radhakrishnan Commission 1948-1949

November to December:

Module II and Module III

- A synoptic study of changes in school system, primary and secondary (structure and curriculum only after independence- Mudaliar Commission (1952-1953) Report and Kothari Commission Report (1964-1966)

January to April:

Module IV

- Education of Women since Independence
- Education policy of 1968- A brief overview
- Education policy of 1986- A brief overview

Third Year Education Honours
Paper VIII Group B: Practical

Statistics Practical

July to January

- Determination of Central Tendencies Standard Deviation
- Graphical representation of data: Bar Chart, Frequency polygon, Cumulative Frequency Graph, location of median and quartiles therein
- Determination of types of association between two sets of data by drawing scatter diagram (linear relation only)

Paper VI Group B: Statistics

- **Graphs:**Bar Chart, Frequency polygon, Cumulative Frequency Graph, Ogive, Histogram, Pie Chart

January to February

- Revision of practical and graphs.

Third Year Education General
Paper IV: Evaluation and Guidance in Education

July to October:

Module I

- Concept of Evaluation
- Need and Scope of Evaluation- Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute
- Evaluation of student progress: Examination and evaluation, Tools of evaluation- Examination-Essay type and objective type

Module II

November to December:

- How to make a good test- Specification of objectives, item selection
- Measurement in Education: Tabulation of Educational data, Measures of Central Tendency- Mean, Median and Mode
- Measures of Variability- Standard Deviation
- Graphical representation (Frequency polygon, Histogram and Ogive), Idea of Linear Correlation

January to February:

- Revision of the whole syllabus

B.Ed Teaching Plan
Semester I
Course 1.1.5: Unit 1: Understanding Discipline and Subjects

Months
July- October
UNIT I: Discipline and Subject
Education as Inter-disciplinary Field of Study
Nature and Characteristics of a Discipline

- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education

November- December
Interrelation and Interdependence amongst Various School Subjects
Practicum: 2 Assignments: Term Paper and Seminar Presentation

Semester II
Course: Course III (1.2.3): Learning and Teaching 2nd Half

January- March
UNIT I: Understanding Teaching:
Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
Relation between Teaching, Instruction and Training.
Maxims of teaching.Role of teacher in effective teaching.
UNIT II:Models of Teaching:
Concept Attainment Model (CAM)
Advance Organizer Model (AOM)
Inquiry Training Model (ITM)
UNIT III: Task of Teaching:
Task of teaching: meaning, definition and variables inteaching task.
Phases of teaching task: pre - active, inter-active and post-active.
Essentials of effective teaching
UNIT IV:Levels & Approaches of Teaching:
Levels of Teaching: memory, understanding and reflective levels of teaching
Approaches to Instruction: Constructivist approach to teaching, Cooperative and
Group Discussion, Games, Debate, Quiz and Seminar.
Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

April- May
UNIT V: Skills of Teaching:
Skills of Teaching: Concepts, definition.
Micro-teaching: Meaning and Procedure
Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching
aids, Reinforcement and Illustration.
Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS

Mrs. Archita Roy Biswas

Third Year Education Honours
Paper VIII Group A: Comparative Education (UK)

August to October: MODULE -I
Concept, meaning and scope of comparative education
Various issues of the Indian educational system with special reference to school education in comparison with UK: Structure of education, curriculum,
November and December: MODULE- II
Indian educational system with special reference to school education in comparison with UK: Administration, Examination, Teacher education.
Various issues of the Indian educational system with special reference to school education in comparison with UK: Education for all, Distance education and open learning
January to February: Revision (Or if any topic remains undone will be covered during this time)

Third Year Education General
Paper IV Group B: Guidance in Education

August to October:
MODULE III
Concept of **Guidance**
Need and Scope of Guidance
Basic Data necessary for Guidance
Concept of Counseling- Types.

November and December:
MODULE IV
Concept of Counseling- Techniques of Counseling
Causes of Maladjustment, role of parents teachers, peers and educational institutions in the development of Maladjustment, Meaning of Adjustment

January and February: Revision, Solving of question papers.

Second Year Education Honours
Paper IV Group B: Educational Organization & Management

August to October:
MODULE I

Principles of Educational Organization, Aspects of School Organization- school plant, building, equipment, playground, workshop, library, computer room, midday meals, school medical service, co-curricular activities. Inclusive Education,

November and December: MODULE II
Educational planning-Meaning need and significance, Types and strategies.

Educational Management
and Administration- Board of Primary education, Council of Higher Secondary, Council of Higher Education.

January to March:
MODULE II
Institutional planning. Concept of Educational management. Meaning, nature,need scope and role of Educational Manager.

Teaching plan B.Ed

July to December : Education paper
Semester I First year
Course-II (1.1.2) –Contemporary India and Education

January to June:Education paper
Semester II First year
Course-VIII (1.2.8A) –Knowledge and Curriculum-part I (1/2)

B.Ed (English method) Semester I

July to -December

- Simulated Lessons. (All six skills).

January to June:Semester II

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS

Simulated lessons.

Ms. Arpana Singh

Joined in March 2016. Revision work was done with the Second years

Administrative and Academic Audit
Department Of Education - Teaching Plans
2016 – 2017

Dr. Ranjana Banerjee

Third Year Honours
Paper V A – Psychology of Adjustment

July – October

1 Concept, Need of Adjustment
2. Adjustment and Adaptability –Homeostasis / Psychodynamic and Socio – Cultural Concept
3. Maladjustment – Concept, Meaning and Nature.
4. Causes of stress factors – developmental / life / environmental/ predisposing and precipitating
5. Traits of Maladjusted – Infancy / early and late childhood / adolescence
6. Manifestations – Anxiety / Conflicts and Frustrations / Eating, Sleeping and Cognitive disorder

November - December
7. Multiaxial Classification of Mental Disorder – Axis I and Axis 2
8. Personality Disorders – Anxiety / Paranoid / Depressive / Alcohol and Drug related

January – February
9. Coping Strategies and General Principles of Coping
10 Therapies – Behaviour / Cognitive and Humanistic

Paper VB – Educational Guidance and Counseling

July – October

1. Nature and Scope of Guidance
2. Forms of Guidance – Group and Individual

November -December
3. Basic Data for Guidance – pupil, Courses, vocation – Tools and Techniques of data collection :
Intelligence Test, Personality Test, Interest Inventory, CRC, ARC, Case Study.
4. Courses and Occupations – Dissemination of Courses and occupation

January – February
1. Counseling – Meaning, Types and Techniques.
2. Directive, Non Directive, Eclectic, Individual and Group

3. Guidance for Special Learners – gifted, slow learners, Learner with Learning Disabilities and Mentally Challenged..

Tutorials taken at pre – designed Intervals

Second Year Honours
Paper IV A - Sociological Foundations Of Education

August – October

1. Nature and Scope of Sociology
2. Influencing factors – Location, Population, Religion, Culture, Technology and Economy, class
3. Political Systems – Capitalism and Socialism
4. Social Groups – Primary, Secondary and Tertiary – Social Interactions and their Significance

November -December

5. Nature and Processes of Socialization – Role of School and family

6 Social Communications – Social Agencies and their Role.

January – March

1. Education Social issues – unemployment, Poverty, National Disintegration and Population Explosion
2. Concept ofSocial Change – meaning:Westernization, Sanskritization, Modernization and Globalization

Second Year General – Group B
Paper – 2 – Educational Psychology

August – September

1. Remembering and Forgetting

October – December

2. Attention and Interest
3. Emotions and Reactions

January – March

Personality – Concepts Grants and Theories.

Tutorials taken at pre – designed Intervals

First Year Honours
Paper 1 – Philosophical Foundations of Education

July – September

1. Concept and Aims of Modern Education
2. Discussion on Delor's Commission
3.Functions and scope of Education – Individual and Social perspectives.
4. Child Centric and Life Centric Education

October – December

1. Education for Human Resource Development
2. Education as a Propagation of Values
3. Role of Philosophy in Education

January – April

1. Schools of Philosophy and their influence on Education – Idealism, Naturalism and Pragmatism
2. Schools of Indian Philosophy and their basic features
3. Vedic Schools – Sankhya, Yoga and Nyaya
4. Non Vedic Schools – Charvak , Buddhism and Jainism

First Year General – Group B
Paper 1 – Principles of Education

July – September

1. Concept , Scope and Functions of Education, Education as a Social Process, Education and Social Changes
2. Aims of Education – Individualistic and Socialistic Aims. Education for emotional, social and cultural adjustment, education for productivity and vocation
3. Factors of Education – The child and the Teacher

October – December

1. Factors of Education – Curriculum and Co curricular activities. Educational institutions
2. Agencies of Education = home, school, state, religious organizations and Mass media

January – April

1. Child centricism and its significance in Education
2. Play and playway in Education – Kindergarten, Montessori, Basic Education and Project method

Tutorials will be taken at pre – designed Intervals

Dr. Neeta Dang

First Year: Paper 11- Psychological Foundation of Education

July to September
Group – Developmental Aspects of Psychology

Module 1 – Topic 1: Introduction to Psychology, Relation between Education and Psychology,. Different Perspectives of Psychology (Biological, Cognitive, Developmental, Associationist – A brief Overview).

Group – B Cognitive Approach

Module 1 Topic 3: Attention: Selective and Divided Attention. Role of Attention in the Cognitive Process. Factors of Attention

Module 11 Topic 5 : Motivation : Types and Factors

November to December

Module 11 Topic 6: Learning: Laws of Learning, Classical and Operant Conditioning.
Insight Learning, Concept Learning, Bandura's Social Learning theory. Transfer of Learning: Concept and Application.

Module 1 Topic 4: Memory: Acquisition, Storage and Retrieval of Information. Sensory Memory, Short-term Memory and Long-term Memory.

January to May

Module 11 Topic 7: Intelligence: Theories of Intelligence- Spearman, Thurstone, Guilford and Gardener.

Module 1 Topic 1: Neural basis of Cognition: Neuron – Structure and Electrical Potentials, Synaptic transmission, Structure and Functions of a Human Brain, Neuro-endocrinal System.

Module 1 Topic 2: Perception: Factors influencing Perception, Role in Cognition.

First – Year General (Group A)
Principles of Education

July to September
Topics: Module 1
Concept , Scope and Functions of Education:
Education as a Social Process, Education and Social Changes

Aims of Education : Individualistic and Socialistic Aims of Education.

Topics: Module 4

Child – centricism in education: Its significance

Topics : Module 2

Factors of Education :
The Child – innate endowment and environment (This topic was discussed and transacted by Sr. Marilla D'Souza)
The Teacher – qualities and responsibilities

November to December

Topics: Module 2

The Educational Institutions – Formal, Informal and Non-formal. Their interrelations.

Module 3

Agencies of Education- Home, School, Socio-cultural and Religious Organizations
State and Mass- Media

There will be paper presentations by students on the various mass media that educate us in many ways.

January to May

Topics: Module 4

Play and play-way in education : Kindergarten, Montessori, Basic education and Project Methods.

Topics: Module 2
The Curriculum – concept, principles of curriculum construction
Co-curricular activities – Meaning, Values and Norms.

Topics: Module 1
Freedom and Discipline : Concept and need for free discipline.
Self-discipline and student self-government.
Education for Emotional , Social and Cultural Adjustment, Education for Productivity and Vocation
Of the above, Sister Marilla D'Souza completed the following topic:

1. The Child – innate endowment and environment

Third year Education Honours
Paper 7 Group – B - Curriculum Studies

July to September
Module – 1

1. Concept of Curriculum : Explicit Curriculum, Hidden Curriculum and Nature of Curriculum.
2. Objectives of curriculum: Need to form Objectives of Curriculum , Sources of Objectives of the curriculum : Society, Discipline and Needs of Students.
3. Bloom's Taxonomy of Educational Objectives : an overview (Cognitive and Affective Domains) with examples.

November to December

Module 2

Determinants of Content Selection: Culture – based , Knowledge – based and Need-based.
Curriculum Evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative Evaluation.
Curriculum Transaction: Bruner's theory of Instruction and Learning.

Tutorials will be set up from time to time.

Third year Education Honours
Paper 8 Group – Pedagogy Practical

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If the experiments are done within a lesser time then the practical classes will be converted into general classes.

January to February

An experiment on Recall Memory and Recognition Memory will be completed during this time period.

Second year Education Honours
Paper III Group B

July to September
Module 2

Adult Education
Distance education
Non-formal education

November to December

Women's Education
SarvaShikshaAbhiyan Report (This topic will be discussed and transacted by Sr. Marilla D'Souza).

January to April

Equalization of Educational Opportunities
Education For All

Module 1

University Education Commission Report (1948-1949)
(Aims of Higher Education and Rural University)

Teaching Plan B.Ed.
Course Details: Semester I
Course 1 (1.1.1) Child and Growing Up
1st Half: Development and its Characteristics

July- October

Unit I: Growth and Development Pattern of Learners
Concept of Growth and Development
General Characteristics of Growth and Development
Stages and sequence of Growth and Development
Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit II: Stages of development
Different stages of development-infancy, childhood.

Unit III: Different types of development

Cognitive development-Piaget's theory and its educational implications
Psycho-sexual development-Freud's theory
Moral and pro-social development-Kohlberg's theory

November- December
Unit IV : Individual differences
Role of heredity, environment including physical and socio-cultural factors
Nutrition
Child rearing practices and family

2nd Half: Aspects of Development
July- October

Unit I: Various aspects related to development
Emotional Intelligence
Unit II: Motivation
Extrinsic and Intrinsic Motivation
Theories of Motivation-Maslow, Weiner and McClelland
Factors affecting Motivation-Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom applications.
Unit III: Attention and Interest
Concept of attention, determinants of attention and their classroom application
Attention span and its fluctuation, distraction, Interest and its relation with attention
Unit IV: Intelligence
Concept and nature, its distribution across population
Factor theories of intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligences)
Measurement of Intelligence (Verbal and non-verbal tests of intelligence)
Intelligence quotient and education
Unit V: Creativity
Concept of creativity
The components of creativity
Its identification and nurturance.

November- December
Instincts and Emotions
Attitude and Attachment

Course-11 (1.1.2) Contemporary India and Education
2nd Half : Policy Framework for Education in India

November- December
Unit 1V : Community participation and development
Women's Education

Course Details: Semester II

Course 111 (1.2.3) Learning and Teaching
1st Half: Learning

January- March
Unit I: Understanding Learning:
Nature of Learning: Learning as a process and learning as an outcome
Types of Learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval.Information-Processing Approach; Causes of forgetting; strategies for effective memorization.

Unit II: Factors influencing learning:
Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
Role of teacher in addressing various factors influencing learning – a few strategies- co-operative learning, peer tutoring, collaborative learning.

Unit III: Learning Paradigms:
Behaviouristic Learning – Concept of Connectionism (Thorndike) and Conditioning (Pavlov & Skinner) and their educational implications.
Cognitive Learning – Concept of Gestalt and its educational implications; Discovery Learning (Bruner), Cognitive Constructivist Learning (Piaget).
Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
Social Constructivist Learning – Concept of Vygotsky, nature and implications.
Humanistic viewpoint of Learning – Carl Rogers (Self Concept Theory)

Unit IV: Transfer of learning
Concept, Importance, Nature and Types of Transfer of Learning
Theories of Transfer of Learning
Methods of enhancing Transfer of Learning

April- May
Unit V : Organization of Learning Experiences: Issues and Concerns:
Role of School – Co-curricular activities.
Strategies for organising learning for diverse learners – Brainstormimg, Within class grouping, Enrichment programme.

Course Details: Semester - IV
Course – EPC4 (1.4EPC4)
Understanding the Self

January to March
Unit II: Self-esteem :
Meaning and concept of self esteem
Importance of self esteem
Types of self esteem

Strategies for positive behaviour
Keys to Increasing Self-Esteem

Unit V: Emotional Intelligence:
Meaning and concept of Emotional Intelligence
Components of emotional intelligence differentiating EQ, IQ and SQ
Emotional Intelligence for personal and professional development

April – May
Unit IV: Interpersonal Intelligence:
Concept of Interpersonal Behaviour
Need and Importance of Interpersonal Behaviour
Strategies to develop Interpersonal Relationship

The following topics were also taught in Semester IV in the light of a teacher's retirement.
Course VIII B 1.4.7B Units 2& 3
Unit II Relationship between Curriculum and Syllabi

- Relationship between curriculum framework and syllabi
- Process of translating syllabus into textbooks
- Representation and non-representation of various social groups in curriculum framing

Dr. Debika Guha

Second Year Education Honours
Paper III (A): Ancient. Medieval and British Education In India

1. Basic Education (1937)
2. Sargent Plan (1944)

Third Year Education Honours
Paper: VI (B): Statistics in Education

July- October
1. Meaning and Use of Statistics
2. Tabulation of Data
3. Measures of Central Tendency
4. Measures of Variability
5. Skewness and Kurtosis
6. Percentiles

November-December
1. Correlation
2. NPC
3. Z Scores

January
1. Revision

10yrs of Calcutta University Examination Question papers will be solved.
8 Assignments will need to be done

Teaching Plan B.Ed

Semester I
Course: I (I.I.I) Childhood and Growing Up (1ST Half)

July- October
UNIT II: Stage of Development
1. Adolescence- Physical Development, Emotional Development and Cognitive Development and their Educational Implications
2. Needs and Problems of adolescents- their guidance and counselling

November-December
UNIT III: Different Types of Development
1. Psycho Sexual Development- Freud's Theory
2. Moral and Pro social Development- Kohlberg's theory

Course II (I.I.2) Contemporary India and Education

July- October
UNIT III: Equalization and Universalization of Elementary Education
1. Concept, Problems and Probable Solutions
November-December
UNIT V: National Values
1. Views of Swami Vivekananda in case of the followings:
a) Mass Education
b) Women Education
c) Technical and Vocational Education
d) Culture and Education

Semester II
Course IX (I.2.9) Assessment for Learning (1ST HALF)

January- February
UNIT I : Concept of Evaluation and Assessment
1. Meaning of Test. Measurement, Assessment and Evaluation
2. Distinguish among Measurement. Assessment and Evaluation
3. Nature and Purpose of Evaluation

UNIT II: Approaches and Techniques of Evaluation and Criteria of Assessment Procedure
1. Approaches- Formative and Summative: NRT and CRT
2. Validity- Meaning, Types and Measurement
3. Reliability- Meaning, Types and Measurement
4. Norm and Usability

March- May
UNIT IV: Evaluation:
1. Types of Tests: Written Test, Oral Test, NRT,CRT, Summative Test, Formative Test
2. Scoring and Grading- Tabulation of data, Central Tendency(Mean, Median and Mode), Standard Deviation

Semester IV
Course X (I.4.I0) Creating an Inclusive School

January- March
UNIT I: Introduction to Inclusive Education:
1. Concept and History of Special Education, Integrated Education and Inclusive Education and their relation
2. Philosophical, Sociological, Economic and Humanitarian Dimensions of Inclusive Education
3. Advantages of Inclusive Education for the Individual and Society
4. Factors affecting Inclusion
UNIT II: Legal and Policy Perspectives

1. Important International Declarations/ Conventions/Proclamations-BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action(1994), UNCRPD(2006).
2. National Initiatives for Inclusive Education: National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE ACT (2009)
3. Special role of Institutions for the Education of children with disabilities – RCI, National Institutes of Different Disabilities

April- May

UNIT III: Defining Learners and Special Needs

1. Understanding differently abled learners- concepts, definitions, characteristics, classifications, causes, and preventive measures of Visually Impaired and Hearing Impaired

Dr. Ranjita Dawn

First Year Education Honours
Paper I Group B: Contributions of Great Educators

July to October:

Module I

Rousseau, Vivekananda and Rabindranath Tagore

November to December:

Module I and Module II

Froebel and Montessori

January to May:

Module II

Bertrand Russell and Dewey

Delors Commission in Paper I Group A

First Year General – Group B

Paper II: Educational Psychology

July to October

Module I

- Relation between Psychology and Education, Nature and scope of Educational Psychology
- Development of the child: Infancy, Childhood, Adolescence: Physical, Social, Emotional and Cognitive development

November to December:

Module II and Module III

- Habit-Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit
- Intelligence

January to May:

- Learning: Its nature, relation to motivation and maturation. Theories of Learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory

First Year General – Group B

Paper 3: Development of Education in Modern India

July to October

Module I

- A synoptic view of Ancient and Medieval history of education in India,
- Advent of missionaries: Serampore missionaries activities in education
- Official introduction of English education by Lord Bentinck,
- Adam's Report on indigenous system of education,

November to December:

Module I and Module II

- The Despatch of 1854
- Contributions of Raja Rammohan and Vidyasagar in social and educational reforms

January to May:

Module II

- The First Education Commission (Hunter Commission) of 1882
- Growth of national consciousness: Conflict with Lord Curzon
- National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo

Second Year Education Honours

Paper 3Group A: Education in Ancient, Medieval and British India

August to October:

Module I

- Synoptic Study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to:
    a. Aims and Objectives
    b. Subject of study
    c. Methods of teaching including teacher-pupil relationship
    d. Evaluation
    e. Centre of Learning
    f. Education of Woman
- Brief Outline of events relating education from 1757 to 1947
- Missionaries activities (Serampore Trio)
- Charter Act of 1813
- Bengal Renaissance-Contribution of Rammohan Roy, H.L.V. Derozio and Vidyasagar
- Adams Report
- Anglicist-Orientalist Controversy- Macualay's Minute and Bentinck's Resolution
- Wood's Despatch (Recommendations Only)

November to December:

Module II

- Brief Outline of
    Hunter Commission 1882-83 (Primary and Secondary)

January to April:

- Curzon policy (Quantitative development of primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education)
- National Education Movement (cause and effect)
- Calcutta University Commission (1917-1919)

Second Year Education (Group A)
Paper 3: Development of Education in Modern India

August to October:

Module II

- National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo
- A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme
- The Sargent Plan 1944
- The Radhakrishnan Commission 1948-1949

November to December:

Module II and Module III

- A synoptic study of changes in school system, primary and secondary (structure and curriculum only after independence- Mudaliar Commission (1952-1953) Report and Kothari Commission Report (1964-1966)

January to April:

Module IV

- Education of Women since Independence
- Education policy of 1968- A brief overview
- Education policy of 1986- A brief overview

Third Year Education Honours
Paper VIII Group B: Practical

Statistics Practical
July to January

- Determination of Central Tendencies Standard Deviation
- Graphical representation of data: Bar Chart, Frequency polygon, Cumulative Frequency Graph, location of median and quartiles therein
- Determination of types of association between two sets of data by drawing scatter diagram (linear relation only)

Paper VI Group B: Statistics

- **Graphs:** Bar Chart, Frequency polygon, Cumulative Frequency Graph, Ogive, Histogram, Pie Chart

January to February

- Revision of practical and graphs.

Third Year Education General
Paper IV: Evaluation and Guidance in Education

July to October:

Module I

- Concept of Evaluation
- Need and Scope of Evaluation- Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute
- Evaluation of student progress: Examination and evaluation, Tools of evaluation- Examination-Essay type and objective type

Module II

November to December:

- How to make a good test- Specification of objectives, item selection
- Measurement in Education: Tabulation of Educational data, Measures of Central Tendency- Mean, Median and Mode
- Measures of Variability- Standard Deviation
- Graphical representation (Frequency polygon, Histogram and Ogive), Idea of Linear Correlation

January to February:

- Revision of the whole syllabus

B.Ed Teaching Plan
Semester I
Course 1.1.5: Unit 1: Understanding Discipline and Subjects

Months
July- October
UNIT I: Discipline and Subject
Education as Inter-disciplinary Field of Study
Nature and Characteristics of a Discipline

- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education

November- December

Interrelation and Interdependence amongst Various School Subjects
Practicum: 2 Assignments: Term Paper and Seminar Presentation

Semester II
Course: Course III (1.2.3): Learning and Teaching 2nd Half

January- March
UNIT I: Understanding Teaching:
Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
Relation between Teaching, Instruction and Training.
Maxims of teaching. Role of teacher in effective teaching.
UNIT II: Models of Teaching:
Concept Attainment Model (CAM)
Advance Organizer Model (AOM)
Inquiry Training Model (ITM)
UNIT III: Task of Teaching:
Task of teaching: meaning, definition and variables in teaching task.
Phases of teaching task: pre - active, inter-active and post-active.
Essentials of effective teaching
UNIT IV: Levels & Approaches of Teaching:
Levels of Teaching: memory, understanding and reflective levels of teaching
Approaches to Instruction: Constructivist approach to teaching, Cooperative and
Group Discussion, Games, Debate, Quiz and Seminar.
Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

April- May
UNIT V: Skills of Teaching:
Skills of Teaching: Concepts, definition.
Micro-teaching: Meaning and Procedure
Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching
aids, Reinforcement and Illustration.
Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS

Semester III
Course 1.3.7 B: Action Research

Months
July- October Engagement in field survey, data collection and writing files

November- December Writing Action Research files

Semester IV
Course: Course (1.4.10): Creating An Inclusive School

January- March

Unit III: Defining learners with special needs:

Understanding differently abled learners – concepts, definitions,characteristics,classification, causes and preventive measures of SLD, LI

Preparation for inclusive education – School's readiness for addressing learner with diverse needs

Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)

Identification and overcoming barriers for educational and social inclusion

Unit IV: Inclusion in operation:

Classroom management and organizations, curricular adaptations, learning designing and development of suitable TLM

Practicum: Visit to Institutions of Special Education

April- May

Unit IV:

Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.

Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances

Practicum: Writing files based on visits to Institutions of Special Education

Mrs. Archita Roy Biswas

First Year Education General Group- B
Paper III - Development of Education in Modern India

January to May:
MODULE II
Lord Curzon's policy
Bengal Renaissance
National Education Movement.

Third Year Education Honours
Paper VIII Group A: Comparative Education (UK)

July to September:
MODULE –I

Concept, meaning and scope of comparative education
Various issues of the Indian educational system with special reference to school education in comparison with UK: Structure of education, curriculum.

November and December:
MODULE- II
Indian educational system with special reference to school education in comparison with UK: Administration, Examination, Teacher education.
Various issues of the Indian educational system with special reference to school education in comparison with UK: Education for all, Distance education and open learning

January to February: Revision (Or if any topic remains undone will be covered during this time)

Regular tutorials will be taken

Third Year Education General
Paper IV Group B: Guidance in Education

July to September: MODULE III

- Concept of **Guidance**
- Need and Scope of Guidance
- Basic Data necessary for Guidance
  - Concept of Counseling- Types.

November and December: MODULE IV

- Concept of Counseling- Techniques of Counseling

- Causes of Maladjustment, role of parents teachers, peers and educational institutions in the development of Maladjustment, Meaning of Adjustment

January and February: Revision, Solving of question papers.

Regular tutorials will be taken

Second Year Education Honours
Paper IV Group B: Educational Organization & Management

August to September:
MODULE I
Principles of Educational Organization, Aspects of School Organization- school plant, building, equipment, playground, workshop, library, computer room, midday meals, school medical service, co-curricular activities. Inclusive Education,

November and December:
MODULE II
Educational planning-Meaning need and significance, Types and strategies.
Educational Management and Administration- Board of Primary education, Council of Higher Secondary, Council of Higher Education.

January to March:
MODULE II
Institutional planning. Concept of Educational management. Meaning,nature,need scope and role of Educational Manager.

Second Year Education General Group- B
Paper III - Development of Education in Modern India

August to September:
MODULE III
Sargent Plan 1944, Wardha Scheme, Wood Abbot Report

November and December:
MODULE III
Sadler Commission, Radhakrishnan Commission, Mudaliar Commission

January to March:
MODULE IV
Kothari Commission. NPE 1968, NPE 1986, (A brief overview)Education of Women since Independence

Tutorials will be given throughout the year.

Teaching Plan B.Ed

July to November: Semester I First year Education paper

Course-II (1.1.2) –Contemporary India and Education: First half: Education in Post Independence India.

Unit I: All topics. Fundamental Rights, Directive Principles of state policy, Fundamental Duties, Centre-State Relationship, Language Issues.
Unit II: Indian University Commission1948-49 and Secondary Education Commission.1952-53.

Second half: Policy Framework for Education in India.

Unit II: SSA, RTE, RMSA , NKC(2009)
Unit III:UGC, NCTE, NUEPA, NCERT, SCERT, IASE, DIET, CTE
Unit IV: Adult education and continuing in education, Distance education and Open education
Unit V: Educational planning, Institutional Planning, Leadership, Administrative structure of secondary education, Quality Management, Supervision.

July to November: Semester IFirst year
Practicum- Course-II (1.1.2) Critical Analysis of Different Committees and Commissions on Education

January to May: Education core paper
Semester II First year
Course-VIII (1.2.8A) –Knowledge and Curriculum-Part I (1/2)

- Unit I: Epistemological bases of Education. (All the sub- topics of this unit)
- Unit II:Philosophical Foundation of Education. (All the sub- topics of this unit)
- Unit III: Sociological bases of Education. (All the sub- topics of this unit)
- Unit IV: Concepts and scope of education.(All the sub- topics of this unit)
- Unit V: Dynamics of Curriculum Development. (All the sub- topics of this unit)

B.Ed (English method) :July to - November Semester I

Practicum

- Course III 1.2.3: PracticumSimulated Lessons. (Elementary concepts)
- EPC-I Reading and Reflecting on texts

July to- November: Semester III (Second year) Practicum

School coordinator of Our Lady Queen Of The Missions School Salt Lake and Loreto Day School, Entally.

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS

January to May: Semester II (First year) Practicum

School coordinator of Our Lady Queen Of The Missions School Salt Lake and Loreto Day School, Entally

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS
- **Course III 1.2.3: PRACTICUM Simulated teaching practical (5 lessons).**

January to May: Semester IV Second year
Education paper
Course-VIII B (1.4.7B) –Knowledge and Curriculum-Part II
Unit I: Concepts of curriculum (All the 6 topics of this unit)
Unit IV: Power, Ideology and Curriculum (Both the topics of this unit)
Unit V: Curriculum as process and practice (All the 4 topics of this unit)

Ms. Disha Kothari

First Year Education General Group A
Paper 1: Principles of Education
Module III

Agencies of education:
a) Home,
b) School,
c) Socio-cultural and Religious organizations,
d) State,
e) Mass- media

Second Year Education Honours
Group B: Development of Education after 1947

Module I

- Constitutional provision for Education in India
- Brief outline of the recommendations made by different Education Commission:
  University Education Commission (1948-49)
  (Aims of Higher education & Rural University)
  Secondary Education Commission (1952-53)
  (Aims, Structure & Curriculum of Secondary education)
  Indian Education Commission (1964-66)

Module II

- National Policy on Education (1986).
- Current issues in education:
- Equalization of Education Opportunities.

Second Year General Group A
Paper II: Educational Psychology

Module I

- Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.

Module II

- Personality: Concept, traits and theories
- Emotion: Meaning and characteristics, places of emotion in education.
- Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.

Module IV

- Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - its meaning and causes.

Third Year Education Honours
Paper VI Group A: Evaluation and Measurement

MODULE I

- Educational Measurement and Evaluation- Concept, Scope and Needs
- Tools and Techniques of Evaluation -
  a) Test: Types, use of Norm- Referenced
  test and Criterion-Referenced test,
  essay type and objective type tests.
  b) Observation- Concept and Use
  c) Inquiry - concept and use
  d) Cumulative Record Card – concept and Use

MODULE - II

- Scales of Measurement- Nominal, Ordinal, Interval, Ratio.

a) Validity b) reliability C) objectivity d) Usability e) Norms
b) Construction of a Standardized Achievement Test

Third Year Education Honours
Paper VII Group A: Educational Technology

- Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System.
- Computer and its role in education.
- Use of media in education: Audio (Radio & Tape), Visual (Projector).
- Audio-visual (T.V. & CCTV).
- Models of teaching: Nature, Concepts and different families of Teaching Models, advantages of the use of Models of Teaching.
- Distance education: Concepts, types and usefulness –Application of technology in Distance education.

Ms. Aishanya Tripathi

Second Year General Group A
Paper II: Educational Psychology

Module II

- Personality: Concept, traits and theories
- Emotion: Meaning and characteristics, places of emotion in education.
- Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.

Third Year Education Honours
Paper VI Group A: Evaluation and Measurement

MODULE I

- Educational Measurement and Evaluation- Concept, Scope and Needs
- Tools and Techniques of Evaluation -
  d) Test: Types, use of Norm- Referenced
  test and Criterion-Referenced test,
  essay type and objective type tests.
  e) Observation- Concept and Use
  f) Inquiry - concept and use
  d) Cumulative Record Card – concept and Use
- Scales of Measurement- Nominal, Ordinal, Interval, Ratio.

  a) Validity b) reliability C) objectivity d) Usability e) Norms
- Construction of a Standardized Achievement Test

Department of English Teaching Plans 2015-16

1. Head of the Department: Ms M G Chakraborty

Third Year	
Honours	• Paper VII : 1. Synge's Riders to the Sea: 8 weeks @ 2 classes per week 2. Osborne's Look Back in Anger: 16 weeks @ 2 classes per week
	• Paper VIII – Indian Writing in English : 1. R K Narayan's The Guide: 10 weeks @ 2 classes per week 2. Amitav Ghosh's The Shadow Lines: 14 weeks @ 2 classes per week
Second Year	
Honours	• Paper III: 1. Shakespeare's Macbeth 26 weeks @ 2 classes per week
Elective	• Paper III: 1. Shakespeare's Julius Caesar 26 weeks @ 2 classes per week
First Year	
Honours	• Paper I: Philology: The evolution of English; Grimm's Law and Verner's Law; Scandinavian, French, and Latin influences on the language; Native Resources and American English 26 weeks @ two classes a week.
Elective	• Paper III: Shaw's Arms and the Man: 26 weeks @ 1 class per week
Compulsory English	• All short stories, poems prescribed in the syllabus and unseen exercises : 26 weeks @ 1 class per week.

2. Dr. Aditi Dasgupta

Third Year	
Honours	• Paper V : 1. 20th century poetry 12 weeks @ 1 class per week
	• Paper VII: The novel as a literary type 12 weeks @ 1 class per week
	• Paper VIII – American literature: Short stories 4 weeks @ 1 class per week Novel 6 weeks @ 1 class per week
Second Year	
Honours	• Paper IV: 1. Short stories: 10 weeks @ 1 class per week 2. Joseph Conrad: 6 weeks @ 1 class per week
Elective	• Paper II: 1. Essays: 4 weeks @ 2 classes per week 2. The Mayor of Casterbridge: 12 weeks @ 2 classes per week
First Year	
Honours	• Paper I: 1. History of the 19th century novel: 12 weeks @ 2 classes per week 2. History of 19th century non-fiction prose : 4 weeks @ 2 classes per week 3. History of 19th century poetry : 8 weeks @ 2 classes per week
	• Paper 2: 1. Paradise Lost Background and close reading of Book 1 : 20 weeks @ 1 class per week 2. Tintern Abbey Context and critical reading: 5 weeks @ 1 class per week
Elective	• Paper III: 1. Short stories: 14 weeks @ 1 class per week 1. Essays: 11 weeks @ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

3. Dr. Mridula Kapoor

Third Year	
Honours	• PAPER VI: *The Mayor of Casterbridge* - 8 weeks @ 2 classes per week
	• PAPER VIII: American Literature (12 weeks X 4 classes per week): *The Great Gatsby* - 15 classes *The Glass Menagerie* - 15 classes Walt Whitman, Langston Hughes, Sylvia Plath, Muriel Rukeyser - 18 classes
Second Year	
Honours	• PAPER III *The Rivals* - 15 classes Katherine Mansfield, H.E Bates, Charles Lamb, George Orwell - 15 classes
First Year	
Honours	• PAPER I: History of English Literature: Restoration Period to the Pre-Romantics - 30 classes
	• PAPER II : William Blake - 6 classes
Elective	• PAPER I: Poetry: Shakespeare, Milton, Wordsworth, Shelley, Keats, Tennyson, Browning, Yeats, Auden - 36 classes
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

4. Dr. Sumita Banerjee

Third Year	
Honours	• Paper VI: Charles Dickens - *Great Expectations*
	• Paper VII: Bernard Shaw - *Pygmalion*;
	• Paper VIII – Indian Writing in English: 1.Toru Dutt - 'Our Casurina Tree'; Ezekiel - 'Enterprise', Kamala Das - 'Introduction'; Mahadevi Verma - 'This is the lamp of the temple'; Agyeya - 'Hiroshima'; 2. Mahesh Dattani - 'Bravely fought the Queen'.
Second Year	
Honours	• Paper III: 1. A Midsummer Night's Dream
Elective	• Paper III: 1. *Julius Caesar* 2.Proof reading 3. Literary Terms
First Year	
Honours	• Paper I: 1. Overview of the history of English literature; 2. Old English Literature - Anglo Saxon Poetry; 3. The Epic - Beowulf and lesser works; 4. Anglo Saxon Christian writing with reference to Caedmon and Cynewulf; 5. Anglo Saxon prose under Alfred the Great; Anglo Saxon Chronicles; Aelfric and Wulfstan 6. Medieval Literature: The Impact of the Norman Conquest; 7. Metrical Romances; Alliterative Verse; 8. Chaucer's life, works, contributions; The development of Medieval drama; Mystery, Miracle, Morality, and Interludes; 9. The cycles; Langland and Mallory
Elective	• Paper II: 1. Bernard Shaw - *Arms and the Man.*
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

5. Dr. Sukanya Dasgupta

Third Year	
Honours	• Paper V : 1. Victorian poetry 12 lectures @ 2 classes per week
	• Paper VII: Tragedy as a literary type 40 lectures@ 3 classes per week
	• Paper VIII – American literature: American poetry (Frost) 4 lectures@ 1 class per week
Second Year	
	• Paper III: 1. Marlowe 28 lectures@ 1 class per week
Honours	• Paper IV: 1. Bacon 10 lectures@ 1 class per week
First Year	
Honours	• Paper I: 1. History of literature (Elizabethan and Jacobean)49 lectures including background lectures on the European Renaissance and Humanism@ 3 classes per week.
	• Paper 2: 1. Alexander Pope 16 lectures@ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

6. Ms. Sanghita Sanyal

Third Year	
Honours	• Paper V : 1. Rhetoric and Prosody, Barrett Browning 12 weeks@ 1 class per week
	• Paper VIII – American literature: *Huckleberry Finn, The Story of an Hour* - Kate Chopin 12 weeks@ 1 class per week • Indian Writing in English: 4 Short Stories 12 weeks@ 1 class per week
Elective English	• Paper IV: Indian Short Stories and Poems, Substance and Dialogue Writing, 12 weeks@ 2 classes per week.
Second Year	
Honours	• Paper IV: *Pride and Prejudice*- Jane Austen 28 weeks @1 class per week
Elective	• Paper II: Short Stories and Essays and Novels 28 weeks @ 1 class per week. • *The Mayor of Casterbridge* -Thomas Hardy • Precis, Proof Reading
First Year	
Honours	• Paper I: 26 weeks @ 1 class per week 1. 20th Century Literature with reference to Modern, Modernity and Modernism in Prose, Poetry and Drama, Arts, Inter-War Period and Post- Colonial Literature, Contemporary Popular trends.
	• Paper 2: 26 weeks @ 1 class per week 1. *Ode to the West Wind* and *To A Skylark* - P.B.Shelley
Elective	• Paper III: 1. Short stories: 14 weeks @ 1 class per week 10. Essays: 11 weeks @ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

Department of English Teaching Plans 2016-17

1. Head of the Department: Ms M G Chakraborty

PG 1	Chaucer: General Prologue, Wife of Bath, Knight's Tale
PG 2	
Third Year	
Honours	• Paper VII : 1. Synge's Riders to the Sea: 8 weeks @ 2 classes per week 2. Osborne's Look Back in Anger: 16 weeks @ 2 classes per week
	• Paper VIII – Indian Writing in English : 1. R K Narayan's The Guide: 10 weeks @ 2 classes per week 2. Amitav Ghosh's The Shadow Lines: 14 weeks @ 2 classes per week
Second Year	
Honours	• Paper III: 1. Shakespeare's Macbeth 26 weeks @ 2 classes per week
Elective	• Paper III: 1. Shakespeare's Julius Caesar 26 weeks @ 2 classes per week
First Year	
Honours	• Paper I: Philology: The evolution of English; Grimm's Law and Verner's Law; Scandinavian, French, and Latin influences on the language; Native Resources and American English 26 weeks @ two classes a week.
Elective	• Paper III: Shaw's Arms and the Man: 26 weeks @ 1 class per week
Compulsory English	• All short stories, poems prescribed in the syllabus and unseen exercises : 26 weeks @ 1 class per week.

2. Dr. Aditi Dasgupta

PG 1	Volpone 10 lectures Samson Agonistes 8 lectures Heart of Darkness 9 lectures Robert Browning 8 lectures
PG 2	
Third Year	
Honours	• Paper V : 1. 20th century poetry 12 weeks @ 1 class per week
	• Paper VII: The novel as a literary type 12 weeks @ 1 class per week
	• Paper VIII – American literature: Short stories 4 weeks @ 1 class per week Novel 6 weeks @ 1 class per week
Second Year	
Honours	• Paper IV: 1. Short stories: 10 weeks @ 1 class per week 2. Joseph Conrad: 6 weeks @ 1 class per week
Elective	• Paper II: 1. Essays: 4 weeks @ 2 classes per week 2. The Mayor of Casterbridge: 12 weeks @ 2 classes per week
First Year	
Honours	• Paper I: 1. History of the 19th century novel: 12 weeks @ 2 classes per week 2. History of 19th century non-fiction prose : 4 weeks @ 2 classes per week 3. History of 19th century poetry : 8 weeks @ 2 classes per week
	• Paper 2: 1. Paradise Lost Background and close reading of Book 1 : 20 weeks @ 1 class per week 2. Tintern Abbey Context and critical reading: 5 weeks @ 1 class per week
Elective	• Paper III: 1. Short stories: 14 weeks @ 1 class per week 1. Essays: 11 weeks @ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

3. Dr. Sumita Banerjee

PG 1	Shakespeare - *Measure for Measure*; Coleridge - 'Christabel', 'Frost at Midnight', 'France: An Ode'; Charlotte Bronte - *Jane Eyre*; Charles Dickens - 'Dombey and Son'; Christina Rosetti - 'Goblin Market'; Jean Rhys - *Wide Sargasso Sea*
PG 2	
Third Year	
Honours	• Paper VI: Charles Dickens - *Great Expectations*
	• Paper VII: Bernard Shaw - *Pygmalion*;
	• Paper VIII – Indian Writing in English: 1.Toru Dutt - 'Our Casurina Tree'; Ezekiel - 'Enterprise', Kamala Das - 'Introduction'; Mahadevi Verma - 'This is the lamp of the temple'; Agyeya - 'Hiroshima'; 2. Mahesh Dattani - 'Bravely fought the Queen'.
Second Year	
Honours	• Paper III: 1. A Midsummer Night's Dream
Elective	• Paper III: 1. *Julius Caesar* 2.Proof reading 3. Literary Terms
First Year	
Honours	• Paper I: 1. Overview of the history of English literature; 2. Old English Literature - Anglo Saxon Poetry; 3. The Epic - Beowulf and lesser works; 4. Anglo Saxon Christian writing with reference to Caedmon and Cynewulf; 5. Anglo Saxon prose under Alfred the Great; Anglo Saxon Chronicles; Aelfric and Wulfstan 6. Medieval Literature: The Impact of the Norman Conquest; 7. Metrical Romances; Alliterative Verse; 8. Chaucer's life, works, contributions; The development of Medieval drama; Mystery, Miracle, Morality, and Interludes; 9. The cycles; Langland and Mallory
Elective	• Paper II: 1. Bernard Shaw - *Arms and the Man.*
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

4. Dr. Sukanya Dasgupta

PG 1	Elizabethan Theatre 5 lectures Elizabethan Poetry 10 lectures Webster 12 lectures Shakespeare 14 lectures Spenser 9 lectures
PG 2	Petrarch 12 lectures Erasmus 10 lectures Vasari 5 lectures Castiglione 7 lectures Aeschylus 6 lectures Sophocles 8 lectures Euripides 8 lectures Ovid 6 lectures Aristotle 11 lectures
Third Year	
Honours	• Paper V : 1. Victorian poetry 12 lectures @ 2 classes per week
	• Paper VII: Tragedy as a literary type 40 lectures@ 3 classes per week
	• Paper VIII – American literature: American poetry (Frost) 4 lectures@ 1 class per week
Second Year	
	• Paper III: 1. Marlowe 28 lectures@ 1 class per week
Honours	• Paper IV: 1. Bacon 10 lectures@ 1 class per week
First Year	
Honours	• Paper I: 1. History of literature (Elizabethan and Jacobean)49 lectures including background lectures on the European Renaissance and Humanism@ 3 classes per week.
	• Paper 2: 1. Alexander Pope 16 lectures@ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

5. Ms. Sanghita Sanyal

PG 1	*Frankenstein - 12 lectures* *The Nun's Priest's Tale – 12 lectures*
PG 2	Nationalism - Rabindranath Tagore Gora- Rabindranath Tagore Ideological State Apparatus - Althusser
Third Year	
Honours	• Paper V : 1. Rhetoric and Prosody, Barrett Browning 12 weeks@ 1 class per week
	• Paper VIII – American literature: *Huckleberry Finn, The Story of an Hour* - Kate Chopin 12 weeks@ 1 class per week • Indian Writing in English: 4 Short Stories 12 weeks@ 1 class per week
Elective English	• Paper IV: Indian Short Stories and Poems, Substance and Dialogue Writing, 12 weeks@ 2 classes per week.
Second Year	
Honours	• Paper IV: *Pride and Prejudice*- Jane Austen 28 weeks @1 class per week
Elective	• Paper II: Short Stories and Essays and Novels 28 weeks @ 1 class per week. • *The Mayor of Casterbridge* -Thomas Hardy • Precis, Proof Reading
First Year	
Honours	• Paper I: 26 weeks @ 1 class per week 1. 20th Century Literature with reference to Modern, Modernity and Modernism in Prose, Poetry and Drama, Arts, Inter-War Period and Post- Colonial Literature, Contemporary Popular trends.
	• Paper 2: 26 weeks @ 1 class per week 1. *Ode to the West Wind* and *To A Skylark* - P.B.Shelley
Elective	• Paper III: 1. Short stories: 14 weeks @ 1 class per week 10. Essays: 11 weeks @ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

6. Dr. Subhasree Ghosh Basu

PG 1	*Songs of Innocence and Experience* - 6 lectures *The Murder in the Cathedral* - 8 lectures *The Prelude* - 6 lectures
PG 2	*Vindication of the Rights of Women* - 6 lectures
Third Year	
Honours	• PAPER VI: *The Mayor of Casterbridge* - 8 weeks @ 2 classes per week
	• PAPER VIII – PAPER VIII: American Literature (12 weeks X 4 classes per week): *The Great Gatsby* - 15 classes *The Glass Menagerie* - 15 classes Walt Whitman, Langston Hughes, Sylvia Plath, Muriel Rukeyser - 18 classes
Elective English	• PAPER IV: Indian Short Stories and Poems, Substance and Dialogue Writing, 12 weeks@ 2 classes per week.
Second Year	
Honours	• PAPER IV: PAPER III *The Rivals* - 15 classes • Katherine Mansfield, H.E Bates, Charles Lamb, George Orwell - 15 classes
First Year	
Honours	• PAPER I: History of English Literature: Restoration Period to the Pre-Romantics - 30 classes
	• PAPER II : William Blake - 6 classes
Elective	• PAPER I: Poetry: Shakespeare, Milton, Wordsworth, Shelley, Keats, Tennyson, Browning, Yeats, Auden - 36 classes
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

Department of English Teaching Plans 2017-18

1. Head of the Department: Ms M G Chakraborty

PG 1	Chaucer: General Prologue, Wife of Bath, Knight's Tale
PG 2	Special Author R K Narayan: Short Stories The Dark Room The Painter of Signs The Talkative Man
Third Year	
Honours	• Paper VII : 1. Synge's Riders to the Sea: 8 weeks @ 2 classes per week 2. Osborne's Look Back in Anger: 16 weeks @ 2 classes per week
	• Paper VIII – Indian Writing in English : 1. R K Narayan's The Guide: 10 weeks @ 2 classes per week 2. Amitav Ghosh's The Shadow Lines: 14 weeks @ 2 classes per week
Second Year	
Honours	• Paper III: 1. Shakespeare's Macbeth 26 weeks @ 2 classes per week
Elective /G2	• Paper III: 1. Shakespeare's Julius Caesar 26 weeks @ 2 classes per week
First Year	
Honours	• Paper I: Philology: The evolution of English; Grimm's Law and Verner's Law; Scandinavian, French, and Latin influences on the language; Native Resources and American English 26 weeks @ two classes a week.
Elective/G1	• Paper III: Shaw's Arms and the Man: 26 weeks @ 1 class per week
Compulsory English	• All short stories, poems prescribed in the syllabus and unseen exercises : 26 weeks @ 1 class per week.

2. Dr. Aditi Dasgupta

PG 1	Volpone --10 lectures Samson Agonistes -- 8 lectures Heart of Darkness --9 lectures Robert Browning --8 lectures
PG 2	*The Iliad* --10 lectures *Crime and Punishment* --10 lectures *The Aeneid* --10 lectures *Anna Karenina* --10 lectures *Death in Venice* --7 lectures *The Castle* --6 lectures *The Flies* --10 lectures *Duino Elegies* --7 lectures
Third Year	
Honours	• Paper V : 1. 20th century poetry 12 weeks @ 1 class per week
	• Paper VII: The novel as a literary type 12 weeks @ 1 class per week
	• Paper VIII – American literature: Short stories 4 weeks @ 1 class per week Novel 6 weeks @ 1 class per week
Second Year	
Honours	• Paper IV: 1. Short stories: 10 weeks @ 1 class per week 2. Joseph Conrad: 6 weeks @ 1 class per week
Elective	• Paper II: 1. Essays: 4 weeks @ 2 classes per week 2. The Mayor of Casterbridge: 12 weeks @ 2 classes per week
First Year	
Honours	• Paper I: 1. History of the 19th century novel: 12 weeks @ 2 classes per week 2. History of 19th century non-fiction prose : 4 weeks @ 2 classes per week 3. History of 19th century poetry : 8 weeks @ 2 classes per week
	• Paper 2: 1. Paradise Lost Background and close reading of Book 1 : 20 weeks @ 1 class per week 2. Tintern Abbey Context and critical reading: 5 weeks @ 1 class per week
Elective/G1	• Paper III: 1. Short stories: 14 weeks @ 1 class per week 1. Essays: 11 weeks @ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

3. Dr. Sumita Banerjee

PG 1	Shakespeare - *Measure for Measure*; Coleridge - 'Christabel', 'Frost at Midnight', 'France: An Ode'; Charlotte Bronte - *Jane Eyre*; Charles Dickens - 'Dombey and Son';
PG 2	Christina Rosetti - 'Goblin Market'; Jean Rhys - *Wide Sargasso Sea*; Poetry of A.K. Ramanujan
Third Year	
Honours	• Paper VI: Charles Dickens - *Great Expectations*
	• Paper VII: Bernard Shaw - *Pygmalion*;
	• Paper VIII – Indian Writing in English: 1.Toru Dutt - 'Our Casurina Tree'; Ezekiel - 'Enterprise', Kamala Das - 'Introduction'; Mahadevi Verma - 'This is the lamp of the temple'; Agyeya - 'Hiroshima'; 2. Mahesh Dattani - 'Bravely fought the Queen'.
Second Year	
Honours	• Paper III: 1. A Midsummer Night's Dream
Elective/G2	• Paper III: *1. Julius Caesar* 2.Proof reading 3. Literary Terms
First Year	
Honours	• Paper I: 1. Overview of the history of English literature; 2. Old English Literature - Anglo Saxon Poetry; 3. The Epic - Beowulf and lesser works; 4. Anglo Saxon Christian writing with reference to Caedmon and Cynewulf; 5. Anglo Saxon prose under Alfred the Great; Anglo Saxon Chronicles; Aelfric and Wulfstan 6. Medieval Literature: The Impact of the Norman Conquest; 7. Metrical Romances; Alliterative Verse; 8. Chaucer's life, works, contributions; The development of Medieval drama; Mystery, Miracle, Morality, and Interludes; 9. The cycles; Langland and Mallory
Elective /G1	• Paper II: 1. Bernard Shaw - *Arms and the Man.*
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

4. Dr. Sukanya Dasgupta

PG 1	Elizabethan Theatre 5 lectures Elizabethan Poetry 10 lectures Webster 12 lectures Shakespeare 14 lectures Spenser 9 lectures
PG 2	Petrarch 12 lectures Erasmus 10 lectures Vasari 5 lectures Castiglione 7 lectures Aeschylus 6 lectures Sophocles 8 lectures Euripides 8 lectures Ovid 6 lectures Aristotle 11 lectures
Third Year	
Honours	• Paper V : 1. Victorian poetry 12 lectures @ 2 classes per week
	• Paper VII: Tragedy as a literary type 40 lectures@ 3 classes per week
	• Paper VIII – American literature: American poetry (Frost) 4 lectures@ 1 class per week
Second Year	
	• Paper III: 1. Marlowe 28 lectures@ 1 class per week
Honours	• Paper IV: 1. Bacon 10 lectures@ 1 class per week
First Year	
Honours	• Paper I: 1. History of literature (Elizabethan and Jacobean)49 lectures including background lectures on the European Renaissance and Humanism@ 3 classes per week.
	• Paper 2: 1. Alexander Pope 16 lectures@ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

5. Ms. Sanghita Sanyal

PG 1 Sem 1	Sem1 Metaphysical Poetry - Marvell, Herbert, Vaughan, Donne Linguistics - Basic concepts, Semantics, Grammar
PG 2	Nationalism - Rabindranath Tagore Gora- Rabindranath Tagore Ideological State Apparatus - Althusser
Third Year	
Honours	• Paper V : 1. Rhetoric and Prosody, Barrett Browning 12 weeks@ 1 class per week
	• Paper VIII – American literature: *Huckleberry Finn, The Story of an Hour* - Kate Chopin 12 weeks@ 1 class per week • Indian Writing in English: 4 Short Stories 12 weeks@ 1 class per week
Elective English	• Paper IV: Indian Short Stories and Poems, Substance and Dialogue Writing, 12 weeks@ 2 classes per week.
Second Year	
Honours	• Paper IV: *Pride and Prejudice*- Jane Austen 28 weeks @1 class per week
Elective	• Paper II: Short Stories and Essays and Novels 28 weeks @ 1 class per week. • *The Mayor of Casterbridge* -Thomas Hardy • Precis, Proof Reading
First Year	
Honours	• Paper I: 26 weeks @ 1 class per week 1. 20th Century Literature with reference to Modern, Modernity and Modernism in Prose, Poetry and Drama, Arts, Inter-War Period and Post- Colonial Literature, Contemporary Popular trends.
	• Paper 2: 26 weeks @ 1 class per week 1. *Ode to the West Wind* and *To A Skylark* - P.B.Shelley
Elective	• Paper III: 1. Short stories: 14 weeks @ 1 class per week 10. Essays: 11 weeks @ 1 class per week
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

6. Dr. Subhasree Ghosh Basu

PG 1	*Songs of Innocence and Experience* - 6 lectures *The Murder in the Cathedral* - 8 lectures *The Prelude* - 6 lectures
PG 2	*Vindication of the Rights of Women* - 6 lectures *Tamas* - 8 lectures
Third Year	
Honours	• PAPER VI: *The Mayor of Casterbridge* - 8 weeks @ 2 classes per week
	• PAPER VIII – PAPER VIII: American Literature (12 weeks X 4 classes per week): *The Great Gatsby* - 15 classes *The Glass Menagerie* - 15 classes Walt Whitman, Langston Hughes, Sylvia Plath, Muriel Rukeyser - 18 classes
Elective English	• PAPER IV: Indian Short Stories and Poems, Substance and Dialogue Writing, 12 weeks@ 2 classes per week.
Second Year	
Honours	• PAPER IV: PAPER III *The Rivals* - 15 classes • Katherine Mansfield, H.E Bates, Charles Lamb, George Orwell - 15 classes
First Year	
Honours	• PAPER I: History of English Literature: Restoration Period to the Pre-Romantics - 30 classes
	• PAPER II : William Blake - 6 classes
Elective	• PAPER I: Poetry: Shakespeare, Milton, Wordsworth, Shelley, Keats, Tennyson, Browning, Yeats, Auden - 36 classes
Compulsory English	All short stories, poems prescribed in the syllabus and unseen exercises: 26 weeks @ 1 class per week.

POLITICAL SCIENCE DEPARTMENT LESSON PLANS

Academic Year: 2015- 2016

Sharmila Mitra Deb
Associate Professor
Department of Political Science

First Year Honours
Paper II Comparative Politics
No of classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Development of Comparative Politics	4	11
	Distinction between Comparative Government and Comparative Politics.	3	
	Approaches to Comparative Politics:	4	
	Structural Functionalism.	5	
	Systems Analysis.	5	
	Institutional.	4	
	New Institutional.	4	
	Features of a Liberal Democratic System of Government.	4	
	Features of a Socialist Political System of Government.	4	
	Comparison between a Liberal Democratic system and Socialist System of Government.	4	
	Separation of Powers in the U.S..	3	
	Internal assessment.	4	

Till Christmas	Checks and Balances in the U.S. Judicial Review (U.S.). Ideology (China). Internal assessment.	4 4 4 4	4
Till Study Leave	Democratic Centralism (China). Referendum (Switzerland)). Initiative (Switzerland). Features and role of party system/parties in UK, USA and PRC. Interest groups: their role and performance in UK and USA. Short notes. Revision/internal assessment.	4 4 4 12 8 8 8	12

Second Year Honours
Paper III – Government and Politics in India
No of classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Party system: features and trends. Major national political parties in India: ideologies and programmes – BJP, INC. Coalition politics in India: nature and trends. Political parties in West Bengal: An overview. Electoral process: Election Commission: composition, functions, role. Internal assessment.	10 8 4 3 5 2	9
Till Christmas	Role of business, working class, peasants in Indian politics. Role of (a) religion (b) language (c) caste (d) tribe and (e) regionalism in Indian politics. Internal assessment. ,	5 13 2	5
Till Study Leave	New Social Movements since the 1970s:		8

	(a) environmental movements b) women's movements, (c) human rights movements Revision Short notes Internal assessment	6 6 6 4 2	

Third Year Honours
Paper V – Western Political Thought (Units I & II); Paper VI - Indian Political Thought and Movement (Units II & III)
No of classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions. Roman political thought: theories of Law and Citizenship – contributions of Roman thought. Medieval political thought in Europe: Main features. Foundation of the Indian National Congress. Bengal Partition and Swadeshi movement. Khilafat and Non-Cooperation Movement – Civil Disobedience movement. Alternatives to Congress politics: (a) Subhas Chandra Bose and Forward Bloc (b) Congress Socialist Party (c) the Communists.	15 6 6 4 6 8 15	12
Till Christmas	Political thought of Reformation.	3	5

	Bodin: contributions to the theory of Sovereignty. Movements against caste system and untouchability – Ambedkar's views on Social Justice and Depressed Class. Class and the nationalist movement under colonial rule: working class movement and peasant movement. Roots of communal politics: Savarkar and Hindu nationalism, Jinnah and two- nation theory Internal assessment Short notes	4 5 4 4 2 3	
Till Study Leave	August 1942 movement – the INA- Naval Uprising Revison/internal assessment	8 7	3

Second Year General
Paper II – Comparative Government and Politics & segment of Paper III
No of classes per week: 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Features of the American Constitution US Congress: House of Representatives.	4 3	9

	Senate. Speaker. Committee System. Comparison between US and British Second Chambers, Speakers and the Committee System. US President – compared to British Prime Minister; US Cabinet – compared to British Cabinet. Indian President; Prime Minister. The significance of the Chinese Revolution. Internal assessment.	4 2 1 2 2 3 2 2	
Till Christmas	Features in the Chinese Constitution. Right and Duties of Chinese citizens. Chinese legislature. Chinese Executive. Chinese Judiciary. The Communist Party of China. Internal assessment.	2 2 2 2 2 3 2	5

Till Study Leave	The Lok Sabha; Speaker; Committee System. The Rajya Sabha. Women's movement in India.	2 2 2	8

Third Year General
Paper IV – Contemporary Political and Administrative Issues in India
No of classes per week: 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Composition and functions: Prime Minister's Office. Cabinet Secretariat. Cabinet Secretary. Union Civil Service. Recruitment and Training. Union Public Service Commission. Internal assessment.	 3 3 2 4 5 4 2	12
Till Christmas	Local Government: Concept, nature and types. Rural government: ZillaParishad – composition and function. Role of Sabhadhipati and Saha sabhadhipati.	 3 3 2	5

	Panchayat Samiti – Composition and functions. Role of Sabhapati and Sahabhapati . Sthayee Samities of the Zilla Parishadand. Panchayat Samiti. Internal assessment.	3 2 2 2 3	
Till Study Leave	Gram Sabha. Gram Sansad. Representation of women in Rural Government. Internal assessment.	2 1 2 1	3

Dr.Sujata Chowdhury
Academic Year: 2015-2016
Year. :I(H)
Paper. :P-II(unit3&4)

Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Introduction to Comparative Government &Politics	2	11
	Executive:Theory and Interpretation	2	
	UK:Monarch and Prime-Minister	6	
	USA:President	5	
	Executive in France	6	
	Executive in Russia	5	
	Comparative study of:		
	Russian,French and American Presidency	6	
	British and French cabinet systems	5	
	Introduction to Judiciary as the third important component of Modern Governments	2	
Till Christmas	Judiciary in UK	4	4
	Judiciary in USA-Judicial Review	6	
	Procuratorate and Courts in PRC: comparative study	6	
Till Study Leave	Introduction to Legislature	2	12
	Legislature in UK: composition and functions	8	
	Legislature in USA: composition and functions	8	

	Role of second chambers in UK and USA Committee system in UK and USA: comparative study Role of Speaker in UK and USA Rights of the citizens of UK Bill of Rights in USA Rights of citizens in China Duties of citizens in China	4 4 3 4 4 3 4	

Dr.S.Chowdhury
Academic Year: 2015-16
Year. :II(H)
Paper :P-IV(unit-1&2)
Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	International Relations: a brief outline of its evolution as an academic discipline Some Basic concepts in International Relations: Balance of Power Bipolarity and Unipolarity Neo-colonialism Globalisation Some Representative theories International Relations Realism Pluralism	6 2 4 3 4 5 2 6 4	9

Till Christmas	World Systems Theory Foreign policy:Concept and Techniques Diplomacy Propaganda Military	6 2 4 3 4	5
Till Study Leave	Emergent issues in International Relations Development Regionalism and Integration Terrorism Discussion	3 7 8 7 2	8

Dr.Sujata Chowdhury
Academic Year: 2015-2016
Year. :III(H)
Paper. :PV-unit 3 & 4;PVII-unit 1 & 2
Classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper-v Hobbes: Founder of the science of Materialist politics Locke: Founder of Liberalism Locke's views on Natural rights, Liberty, property and consent Rousseau's views on Freedom and Democracy. Bentham: Utilitarianism John Stuart Mill's views on Liberty and Representative Government	 6 2 5 7 5 7	12'

	Paper VII Social stratification and politics: Caste Class Elite Power, Authority and Legitimacy Social bases of politics	 4 3 3 5 6 4	
Till Christmas	Paper V Hegel: Civil society and State Utopian and Scientific Socialism: Basic characteristics Anarchism: an outline Paper VII Religion ,society and politics Nationalism and State formation in Western Europe and Third world	 5 5 4 7 8	5
Till Study Leave	Paper-V Varieties of Non-Marxian Socialism:Fabianism,Syndicalism ,Guild socialism and German Revisionism Paper VII Gender and Politics:Basic Issues	 7 5	3

Dr.S.Chowdhury
Academic Year: 2015-2016
Year: II (Gen) Political science Elective- Paper III
No of Classes per week:3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Preamble Fundamental Rights Right to Equality Right to Freedom Right against exploitation Right to Religion Cultural and Educational Right Right to Constitutional Remedies Fundamental Duties Directive Principles of State policy Amendment procedure	3 1 3 4 2 3 1 2 2 3 3	9
Till Christmas	Judiciary in India: Supreme Court and the High Courts:composition and functions Judicial activism in India Major issues in Indian politics: Caste Tribe Religion	2 4 2 1 2 2 2	5
Till Study Leave	Election Commission: composition and functions	3	8

	Electoral system in India Party system in India: Nature National political parties: Ideologies and programmes Regionalism: nature, roots and types Government in the states: Governor Chief Minister and Council of ministers State legislature: composition and functions Union-state Relations :Legislative Administrative Relations Financial Relations	2 1 4 2 2 2 2 2 2 2	

Dr.S.Chowdhury
Third Year General
Academic Year: 2015-2016
Paper IV- Contemporary Political and Administrative Issues in India
Number of classes per week- 1

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct	• UN: Purposes and Principles	2	12

(Puja Break)	• Peacekeeping and UN • Organs of UN • India and UN	4 4 2	
Nov - Dec	• Globalization and Its meaning • Globalization and its Outcome.	2 3	5
Jan-Feb	• Economic Reforms in India since 1991	3	3

Name: Sreeparna Dasgupta.
Academic Year: 2015-2016
First Year Honours
Paper: Paper I (First Half)
No. of Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	• What is Politics • Approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral, Feminist. • Theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.	4 20 15	11
Till Christmas	1. Concept of State Sovereignty : Monistic and Pluralistic Theories. Changing concept of Sovereignty in the context of Globalisation.	12	4
Till Study Leave	1. Democratic Theories : David Held's Classification. 2. Liberty, Equality, Rights , Law and Justice(Rawls).	12 18	12

	3. Empirical Political Theory: System's Analysis, Structural Functionalism.	12	
	Internal assessments/class assignments etc.	15	

Sreeparna Dasgupta
Second Year Honours
Academic Year: 2015-2016
Paper: Paper III (First Half)
No of Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Framing of the Indian Constitution. 2. Fundamental Rights and Duties – Directive Principles. 3. Union Executive.	6 12 12	09
Till Christmas	1. Union Legislature. 2. Government in the States.	9 10	05
Till Study Leave	1. Government in the States (CONTD). 2. Nature of Indian Federalism: Union-State Relations. 3. The Judiciary; judicial activism. 4. Constitutional Amendments.	2 12 10 5	08
	Internal assessments/class assignments etc.	10	

Sreeparna Dasgupta
Third Year Honours
Academic Year: 2015-2016

Paper: Paper VI (First Half) and Paper VIII (Second Half)
No of Classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper VI : 1. Features of Ancient Indian Political Thought – Kautilya. 2. Medieval Political Thought in India. 3. Modern Indian Political Thought- Rammohun Roy 4. Gandhi. 5. M.N. Roy. Paper VIII : 1. Continuity and Change in Indian Administration. 2. Organisation of the Union Government. 3. Organization of the State Government. 4. Civil Service in India. 5. Planning and Planned Administration. 6. District Administration.	10 6 4 8 4 2 6 2 6 8 2	12
Till Christmas	Paper VI (contd.) : 1. Views on Nationalism: Bankim Chandra, Vivekananda and Rabindranath Tagore. Paper VIII (contd.):	9	05

	1. Financial Administration-CAG, PAC and Estimates Committee. 2. Local Self Government	9 6	
Till Study Leave	Paper VI (contd.) : 1. Narendra Deva. 2. Syed Ahmed Khan. Paper VIII (contd.): 1. Local Self Government(contd.) 2. Citizen and Administration : Lokpal and Lokayukt. Internal assessments/class assignments etc.	 4 3 2 3 06	03

Name: Sreeparna Dasgupta.
Academic Year: 2015-2016
First Year General
Paper: Paper II& Paper I

No. of Classes per week: 3 for group A & 3 for group B

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja	1. Political Systems – liberal democratic,	8	11

Vacation	socialist and authoritarian. Forms of government: unitary, federal, presidential, parliamentary. 2. British Constitution: salient features. 3. British Legislature. 4. British executive	 8 8 6	
Till Christmas	• British executive(contd.) • Monarchy	6 5	4
Till Study Leave	4. Party system – role of the opposition 5. Salient features of the constitution of Russia, France and Switzerland. **Paper I** 1. Democracy and Fascism. 2. Nationalism and Internationalism	6 10 8 8	12
	Internal assessments/class assignments etc.	07	

Sreeparna Dasgupta
Third Year General
Academic Year: 2015-2016
Paper: Paper IV
No of Classes per week: 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Human Rights: meaning and nature. 2. Human rights in the Constitution of India 3. Human Rights in India	3 10 6	12

	4. Universal Declaration of Human Rights	4	
Till Christmas	1. Universal Declaration of Human Rights(contd.) 2. State Human Rights Commission 3. Urban Local Self Government- meaning and nature	4 4 1	05
Till Study Leave	**SECOND HALF-URBAN GOVERNMENT** 1. History of Urban Local Self Government in India. 2. 74TH Amendment. 3. Municipal Corporation composition and Functions. 4. Municipalities- Composition and Functions 5. Ward committee and Borough committee 6. Women's representation in Urban local self	6	03

	Government Internal assessments/class assignments etc.	 2	

Sayoni Choudhuri
Assistant Professor,
First Year Honours
Paper I Unit III & IV- Political Theory.
Number of classes per week- 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure. • Theory of class and class struggle. • Marx's concept of Freedom and Democracy: Nature, Features and Critique. • Internal Assessment	13 9 10 1	11
Nov - Dec	• Marxist Approach to politics. • Marx's Theory of State: Relative Autonomy of the State.	6 6	4
Jan-May	• . Marxian theory of Revolution. • Major Debates in Marxism: Lenin- Rosa Luxemburg Debate. • Internal Assessment and Discussion	12 9 15	12

Sayoni Choudhuri
Second Year Honours
Paper IV Unit III & IV- International Relations
Number of classes per week- 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks

July to Oct (Puja Break)	• Cold War: phases and understanding the post Cold War era. • Europe in Transition: (a) EEC to EU. • Europe in Transition: and (b) Ethnicity and Nationalism in Eastern Europe since 1990's. • Internal Assessment	12 10 15 5	9
Nov - Dec	• Indian Foreign Policy: Basic Principles and Evolution. • UNO and its organs; Peace keeping Function and Human Rights.	15 10	5
Jan-April	• Foreign Policy of USA and China. • Developing Countries and their problems: (a) NAM: Relevance, (b) Regionalism: ASEAN, SAFTA and SAARC, OPEC, OAU. (c) West Asia-Palestine problem after Cold War. • Internal Assessment and Discussion	12 18 10	8

Sayoni Choudhuri
Third Year Honours
Paper VII Unit III & IV- Political Sociology
Paper VIII Unit I & II- Public Administration

Number of classes per week- 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct	**Paper VII**		12

(Puja Break)	• Classification and types of Political systems. • Political Participation. • Military and Politics: conditions and types of intervention. • Political Culture and Political Socialization. **Paper VIII** • Nature, scope and Evolution of Public. Ad; Private and Public Administration; Principles of Socialist Management. • Major Concepts in Administration. • Ecological approach to Public. Ad • Challenges to Public. Ad: New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration • Internal Assessment	6 6 6 7 12 4 6 12 1	
Nov - Dec	**Paper VII** • Groups in politics: political parties and pressure groups. • Political Communication; Electoral Behaviour • Political Development and Social Change- Role of Tradition and Modernity **Paper VIII** • Administrative Processes: decision making; communication and control; leadership; co-ordination. • Internal Assessment	7 6 8 3 1	5
Jan-Feb	**Paper VIII** • Bureaucracy: Max Weber and Marx • Policy Making: Models and Methods of Implementation. • Discussion	6 6 2	3

Sayoni Choudhuri
First Year General
Paper I- Political Theory
Number of classes per week- 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Nature and scope of Political Science; Different Approaches: (a) Normative approach (b) Behavioural Approach (c) Marxist Approach. • Sovereignty of the State: Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty. • Theories of the State: Contract theory, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory. • Internal Assessment	10 8 13 2	11
Nov - Dec	• Nature of International Relations, Liberal Approach, Realist Approach. • Law : Schools of Jurisprudence, Theories of Law and sources of Law	8 4	4
Jan-May	• Marxism: Dialectical Materialism and Historical Materialism, Concept of Class and Class Struggle, Revolution and Lenin's theory of Imperialism • Methods of Representation, Political Parties and Pressure Group. • Internal Assessment and Discussion	15 12 9	12

Sayoni Choudhuri

Third Year General
Paper IV- Contemporary Political and Administrative Issues in India
Number of classes per week- 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Foreign Policy: major determinants; Indian foreign policy • Basic characteristics. • Internal Assessment	10 10 4	12
Nov - Dec	• Parliamentary Procedures with special reference to West Bengal Legislature.	10	5
Jan-Feb	• Overall discussion and discussion of short notes and broad questions.	6	3

POLITICAL SCIENCE DEPARTMENT LESSON PLANS

Academic Year: 2016-2017

Sharmila Mitra Deb
Associate Professor
Department of Political Science
Academic Year: 2016-2017

First Year Honours
Paper II Comparative Politics
No of classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Development of Comparative Politics	3	10
	Distinctions between Comparative Government and Comparative Politics	3	
	Approaches to Comparative Politics:	5	
	Structural Functionalism	5	
	Systems Analysis	5	
	Institutional	5	
	New Institutional	4	
	Features of a Liberal Democractic System of Government	3	
	Features of a Socialist Political System of Government	3	
	Comparison between a Liberal Democratic system and Socialist System of Government	2	
	Separation of Powers in the U.S.	2	
	Internal Assessment		

Till Christmas	Checks and Balances in the U.S. Juducial Review (U.S.). Ideology (China). Democratic Centralism (China). Internal Assessment.	3 6 4 4 3	5
Till Study Leave	Referendum (Switzerland). Initiative (Switzerland). Features and role of party system/parties in UK, USA and PRC Interest groups: there role and performance in UK and USA. Short notes/revision Internal assessment.	5 5 20 15 10	15

Second Year Honours
Paper III– Government and Politics in India
No of classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Party system: features and trends Major national political parties in India: ideologies and programmes – BJP, INC Coalition politics in India: nature and trends political parties in West Bengal: An overview. Internal assessment.	10 5 3 2	5
Till Christmas	Political parties in West Bengal: An overview.	5	6

	Electoral process: Election Commission: composition, functions, role. Role of business, working class, peasants in Indian politics. Role of religion in Indian politics. Internal assessment	5 10 3 1	
Till Study Leave	Role of language ; caste and tribe in Indian politics. Regionalism in Indian politics. New Social Movements since the 1970s: (a) environmental movements b) women's movements, (c) human rights movements. Short notes Internal assessment.	10 5 5 5 5 6 4	10

Third Year Honours

Paper V – Western Political Thought (Units I & II); Paper VI - Indian Political Thought and Movement (Units II & III)

No of classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions. Roman political thought: theories of Law and Citizenship – contributions of Roman thought. Medieval political thought in Europe: Main features. Foundation of the Indian National Congress. Bengal Partition and Swadeshi movement. Khilafat and Non-Cooperation Movement – Civil Disobedience movement. Alternatives to Congress politics: (a) Subhas Chandra Bose and Forward Bloc (b) Congress Socialist Party (c) the Communists. Internal assessment	10 10 10 5 5 8 15 2	13
Till Christmas	Political thought of Reformation. Bodin: contributions to the theory of Sovereignty. Movements against caste system and Untouchability – Ambedkar's views on Social Justice and Depressed Class. Class and the nationalist movement under colonial rule: working class movement and peasant movement. Internal assessment.	5 5 5 10 5	6

Till Study Leave	Roots of communal politics: Savarkar and Hindu nationalism, Jinnah and two- nation theory. August 1942 movement – the INA- Naval Uprising. Short notes. Internal assessment.	5 5 4 1	3

Second Year General

Paper II – Comparative Government and Politics & segment of Paper III

No of classes per week: 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Features of the American Constitution. US Congress: House of Representatives. Senate. Speaker. Committee System. Comparison between US and British Second Chambers, Speakers and the Committee System. US President – compared to British Prime Minister; US Cabinet – compared to British Cabinet. Internal assessment.	3 2 3 2 2 5 5 2	5

Till Christmas	Indian President; Prime Minister The significance of the Chinese Revolution	2 2	6
Till Study Leave	Features in the Chinese Constitution Right and Duties of Chinese citizens. Chinese legislature. Chinese Executive Chinese Judiciary The Communist Party of China The Lok Sabha; Speaker; Committee System The Rajya Sabha Women's movement in India Internal assessment	4 2 2 2 2 3 3 2 3	10

Third Year General

Paper IV – Contemporary Political and Administrative Issues in India

No of classes per week: 1

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Composition and functions: Prime Minister's Office. Cabinet Secretariat. Cabinet Secretary. Union Civil Service. Recruitment and Training. Union Public Service Commission. Concept of Local government. Zilla Parishad – composition and function. Role of Sabhadhipati and Saha sabhadhipati. Internal assessment.	 2 1 1 1 2 2 1 1 1 1	13
Till Christmas	Panchayat Samiti – Composition and functions. Role of Sabhapati and Sahabhapati . Sthayee Samities of the Zilla Parishad and Panchaya tSamiti. Gram Sabha Gram Sansad Internal assessment.	1 1 1 1 1 1	6

Till Study Leave	Representation of women in Rural Government.	3	3

Dr.Sujata Chowdhury

Academic Year: 2016-2017
Year. :I(H)
Paper. :P-II (unit 3 & 4)
Classes per week:4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Introduction to Comparative Government &Politics Executive: Theory and Interpretation UK:Monarch and Prime-Minister USA:President Executive in France Executive in Russia Comparative study of: Russian, French and American Presidency British and French cabinet systems	2 2 6 5 6 5 6 5	10
Till Christmas	Introduction to Judiciary as the third important component of Modern Governments Judiciary in UK	2 4	5

	Judiciary in USA-Judicial Review Procuratorate and Courts in PRC: comparative study	 6 6	
Till Study Leave	Introduction to Legislature Legislature in UK:composition and functions Legislature in USA:composition and functions Role of second chambers in UK and USA Committee system in UK and USA: comparative study Role of Speaker in UK and USA Rights of the citizens of UK Bill of Rights in USA Rights of citizens inChina Duties of citizens in China Discussion	2 8 8 4 6 4 4 4 3 4	15

Dr.S.Chowdhury

Academic Year: 2016-17
Year. :II(H)
Paper :P-IV(unit-1 & 2)
Classes per week:4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	International Relations: a brief outline of its evolution as an academic discipline	6	5

	Some Basic concepts in International Relations: Balance of Power Bipolarity and Unipolarity Neo-colonialism	2 4 3 4	
Till Christmas	Globalisation Some Representative theories International Relations: Realism Pluralism World Systems Theory	6 2 6 4 6	6
Till Study Leave	Foreign policy: Concept and Techniques Diplomacy Propaganda Military Emergent issues in International Relations Development Regionalism and Integration Terrorism	2 5 4 4 1 7 8 7	10

Dr.Sujata Chowdhury

Academic Year: 2016-2017
Year. :III(H)
Paper. :PV-unit 3 & 4;PVII-unit 1 & 2
Classes per week:5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper-V		13
	Hobbes: Founder of the science of Materialist politics	6	
	Locke: Founder of Liberalism	2	
	Locke's views on Natural rights, Liberty, property and consent	5	
	Rousseau's views on Freedom and Democracy.	7	
	Bentham: Utilitarianism	5	
	John Stuart Mill's views on Liberty and Representative Government	7	
	Utopian and Scientific Socialism: Basic characteristics		
	Paper VII		
	Social stratification and politics:	4	
	Caste	5	
	Class	3	
	Elite	3	
	Power, Authority and Legitimacy	5	
	Social bases of politics	6	
		4	

Till Christmas	Paper V Hegel: Civil society and State Anarchism: an outline Paper VII Religion ,society and politics Nationalism and State formation in Western Europe and Third world	 8 8 6 8	6
Till Study Leave	Paper-V Varieties of Non-Marxian Socialism: Fabianism, Syndicalism ,Guild socialism and German Revisionism Paper VII Gender and Politics: Basic Issues	 6 7	3

Dr.S.Chowdhury

Academic Year: 2016-2017
Year: II (Gen)
Paper: Political Science Elective Paper III
No of Classes per week:3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Preamble Fundamental Rights: Right to Equality Right to Freedom Right against Exploitation Right to Religion Cultural and Educational Right Right to Constitutional Remedies Fundamental Duties Directive Principles of State Policy	2 1 2 2 1 2 2 1 3	5
Till Christmas	Election Commission: Composition and functions Electoral system in India Party system in India: Nature National Political parties: Ideologies and Programme Regionalism: Nature ,roots and types Major issues in Indian politics: Caste Tribe Religion	3 2 2 4 2 1 2 2	6
Till Study Leave	Judicial Activism in India Supreme Court and High Courts: composition and	2 4	10

	functions Amendment procedure Government in states: Governor Chief Minister and the Council of Minister State Legislature: Composition and functions Nature of Indian Federalism: Centre -State Legislative Relations Administrative Relations Financial Relations	3 2 2 2 2 3 3 4	

Dr.S.Chowdhury

Third Year General
Academic Year: 2016-2017
Paper IV- Contemporary Political and Administrative Issues in India
Number of classes per week- 1

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• UN: Purposes and Principles • Peacekeeping and UN • Organs of UN • India and UN	2 4 5 2	13
Nov - Dec	• Globalization and Its meaning • Globalization and its Outcome.	3 3	6
Jan-Feb	• Economic Reforms in India since 1991	3	3

Name: Sreeparna Dasgupta.

Academic Year: 2016-2017
First Year Honours
Paper: Paper I (First Half)

No. of Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	• What is Politics • Approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral, Feminist. • Theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.	4 20 15	10
Till Christmas	• Concept of State Sovereignty :Monistic and Pluralistic Theories. Changing concept of Sovereignty in the context of Globalisation.	18	5
Till Study Leave	• Democratic Theories : David Held's Classification. • Liberty, Equality, Rights , Law and Justice(Rawls). • Empirical Political Theory: System's Analysis, Structural Functionalism.	12 20 15	15
	Internal assessments/class assignments etc.	16	

Sreeparna Dasgupta

Second Year Honours
Academic Year: 2016-2017
Paper: Paper III (First Half)
No of Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Framing of the Indian Constitution. 2. Fundamental Rights and Duties – Directive Principles	4 15	5
Till Christmas	1. Union Executive. 2. Union Legislature.	12 10	6
Till Study Leave	1. Government in the States. 2. Nature of Indian Federalism : Union-State Relations. 3. The Judiciary; judicial activism. 4. Constitutional Amendments. Internal assessments/class assignments etc.	12 10 8 8 05	10

Sreeparna Dasgupta

Third Year Honours

Academic Year: 2016-2017
Paper: Paper VI (First Half)and Paper VIII (Second Half)
No of Classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper VI : 1. Features of Ancient Indian Political Thought – Kautilya. 2. Medieval Political Thought in India. 3. Modern Indian Political Thought- Rammohun Roy 4. Gandhi. 5. M.N. Roy. Paper VIII : 6. Continuity and Change in Indian Administration. 1. Organisation of the Union Government. 2. Organization of the State Government. 3. Civil Service in India. 4. Planning and Planned Administration. 5. District Administration.	12 4 4 5 4 2 6 6 8 8 4	13
Till Christmas	Paper VI (contd.) : 1. Views on Nationalism: Bankim Chandra, Vivekananda and Rabindranath Tagore. Paper VIII (contd.): 1. Financial Administration-CAG, PAC	12 12	06

	and Estimates Committee. 2. Local Self Government	4	
Till Study Leave	Paper VI (contd.) : 1. Narendra Deva. 2. Syed Ahmed Khan. Paper VIII (contd.): 1. Local Self Government(contd.) 2. Citizen and Administration : Lokpal and Lokayukt. Internal assessments/class assignments etc.	4 4 2 3 06	03

Name: Sreeparna Dasgupta.

Academic Year: 2016-2017
First Year General
Paper: Paper II& Paper I
No. of Classes per week: 3 for group A & 3 for group B

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Political Systems – liberal democratic, socialist and authoritarian. Forms of government: unitary, federal, presidential, parliamentary. 2. British Constitution: salient features.	8	10

	3. British Legislature. 4. British executive	8 8 4	
Till Christmas	• British executive(contd.) • Monarchy	8 5	5
Till Study Leave	1. Party system – role of the opposition 2. Salient features of the constitution of Russia, France and Switzerland. **<u>Paper I</u>** 1. Democracy and Fascism. 2. Nationalism and Internationalism	8 12 10 10	15
	Internal assessments/class assignments etc.	09	

Sreeparna Dasgupta

Third Year General
Academic Year: 2016-2017
Paper: Paper IV

No of Classes per week: 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Human Rights: meaning and nature. 2. Human rights in the Constitution of India	3 10 6	13

	3. Human Rights in India 4. Universal Declaration of Human Rights	5	
Till Christmas	1. State Human Rights Commission 2. Urban Local Self Government- meaning and nature 3. History of Urban Local Self Government in India. 4. 74TH Amendment.	4 1 2 2	06
Till Study Leave	**SECOND HALF-URBAN GOVERNMENT** 1. Municipal Corporation composition and Functions. 2. Municipalities- Composition and Functions 3. Ward committee and Borough committee 4. Women's representation in Urban local self Government	 2 2 1 1	03

	Internal assessments/class assignments etc.	04	

Sayoni Choudhuri Patra

Academic Year: 2016-2017
First Year Honours
Paper I Unit III - Political Theory
Paper II Unit II- Comparative Government and Politics
Number of classes per week- 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure. • Theory of class and class struggle. • Marxist Approach to politics.	14 9 7	10
Nov - Dec	• Marx's concept of Freedom and Democracy: Nature, Features and Critique.	15	5
Jan-May	• Marx's Theory of State: Relative Autonomy of the State. • Distinction between Comparative Politics and Comparative Government – Development of Comparative Politics. • Scope, purposes and methods of comparison – Approaches to the study of Comparative Politics.	10 18 17	15

Sayoni Choudhuri Patra

Academic Year: 2016-2017
Second Year Honours
Paper IV Unit III & IV- International Relations
Number of classes per week- 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Cold War: phases and understanding the post Cold War era. • Europe in Transition: (a) EEC to EU.	15 10	5
Nov - Dec	• Europe in Transition: and (b) Ethnicity and Nationalism in Eastern Europe since 1990's. • Indian Foreign Policy: Basic Principles and Evolution. • UNO and its organs; Peace keeping Function and Human Rights.	10 12 8	6
Jan-April	• Foreign Policy of USA and China. • Developing Countries and their problems: (a) NAM: Relevance, (b) Regionalism: ASEAN, SAFTA and SAARC, OPEC, OAU. (c) West Asia-Palestine problem after Cold War • Discussion	15 30 5	10

Sayoni Choudhuri Patra

Academic Year: 2016-2017
Third Year Honours
Paper VII Unit III & IV- Political Sociology
Paper VIII Unit I & II- Public Administration
Number of classes per week- 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	**Paper VII** • Classification and types of Political systems.	 6	13

	• Political Participation. • Political Culture and Political Socialization. **Paper VIII** • Nature, scope and Evolution of Public. Ad; Private and Public Administration; Principles of Socialist Management. • Major Concepts in Administration. • Challenges to Public. Ad: New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration. • Ecological approach to Public. Ad • Internal Assessment and Student Presentations	5 9 12 6 12 8 7	
Nov - Dec	**Paper VII** • Groups in politics: political parties and pressure groups. • Military and Politics: conditions and types of intervention. • Political Communication; Electoral Behaviour **Paper VIII** • Administrative Processes: decision making; communication and control; leadership; co-ordination	10 8 8 4	6
Jan-Feb	**Paper VII** • Political Development and Social Change- Role of Tradition and Modernity **Paper VIII** • Bureaucracy: Max Weber and Marx • Policy Making: Models and Methods of Implementation	5 5 5	3

Sayoni Choudhuri Patra

Academic Year: 2016-2017
First Year General
Paper I- Political Theory
Number of classes per week- 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Nature and scope of Political Science; Different Approaches: (a) Normative approach (b) Behavioural Approach (c) Marxist Approach. • Sovereignty of the State: Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty. • Theories of the State: Contract theory, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory. • Internal Assessment	10 8 11 1	10
Nov - Dec	• Nature of International Relations, Liberal Approach, Realist Approach. • Law : Schools of Jurisprudence, Theories of Law and sources of Law	9 6	5
Jan-May	• Methods of Representation, Political Parties and Pressure Group. • Marxism: Dialectical Materialism and Historical Materialism, Concept of Class and Class Struggle, Revolution and Lenin's theory of Imperialism. • Internal Assessment and Discussion	15 16 14	15

Sayoni Choudhuri Patra

Academic Year: 2016-2017
Third Year General

Paper IV- Contemporary Political and Administrative Issues in India
Number of classes per week- 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Foreign Policy: major determinants; • Indian foreign policy: basic characteristics. • Internal assessment	10 10 6	13
Nov - Dec	• Parliamentary Procedures with special reference to West Bengal Legislature. • Internal assessment	10 2	6
Jan-Feb	• Overall discussion and discussion of short notes and broad questions.	6	3

POLITICAL SCIENCE DEPARTMENT LESSON PLANS

Academic Year: 2017-2018

Sharmila Mitra Deb
Department of Political Science
Academic Year: 2017-2018

First Year Honours
Paper I– Political Theory
No of classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	What is Political? Key political concepts: State – Definition, evolution. Nation – Definition. Elements of nationhood – international, post-national dimensions. Internal assessment.	8 10 10 10 2	10

Till Christmas	Freedom – definition, nature (including evolution). Democracy – definition, types, nature (Liberal, Socialist, Social). Law Internal assessment.	10 15 5 2	8
Till Study Leave	Rights – definition, nature, theories of rights. Justice – definition, types, nature (Liberal, Socialist, Social). Citizenship – Evolution, basic components/dimensions of political Citizenship, theories – liberal, communitarian, republican - dilemmas – universal versus differentiated; gendered citizenship, citizenship in post national, globalized world. Short notes. Internal assessment.	12 12 20 5 3	13

Second Year Honours
Paper III– Government and Politics in India
No of classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Party system: features and trends. Major national political parties in India: ideologies and programmes – BJP, INC. Coalition politics in India: nature and trends – political parties in West Bengal: An overview. Internal assessment.	10 5 3 2	5
Till Christmas	Electoral process: Election Commission: composition, functions, role. Role of business, working class, peasants in Indian politics. Role of (a) religion (b) language (c) caste (d) tribe and Indian politics. Internal assessment.	5 10 15 2	9

Till Study Leave	Regionalism in India. New Social Movements since the 1970s: (a) Environmental movements. b) Women's movements. (c) Human rights movements. Short notes. Internal assessment.	8 4 4 4 3 1	6

Third Year Honours
Paper V – Western Political Thought (Units I & II); Paper VI - Indian Political Thought and Movement (Units II & III)
No of classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions. Roman political thought: theories of Law and	14 5	12

	Citizenship – contributions of Roman thought. Medieval political thought in Europe: Main features. Foundation of the Indian National Congress. Bengal Partition and Swadeshi movement. Khilafat and Non-Cooperation Movement – Civil Disobedience movement. Alternatives to Congress politics: (a) Subhas Chandra Bose and Forward Bloc (b) Congress Socialist Party (c) the Communists. Internal assessment.	5 5 5 10 14 2	
Till Christmas	Political thought of Reformation. Bodin: contributions to the theory of Sovereignty. Movements against caste system and untouchability – Ambedkar's views on Social Justice and Depressed Class. Class and the nationalist movement under colonial rule: working class movement and peasant movement. Roots of communal politics: Savarkar and Hindu nationalism, Jinnah and two- nation theory. August 1942 movement – the INA- Naval Uprising.	3 5 10 10 10 7	9
Till Study Leave	Short notes.	7	2

	Internal assessment (Revision).	3	

Second Year General
Paper II – Comparative Government and Politics & segment of Paper III
No of classes per week: 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Features of the American Constitution	2	5
	US Congress:	1	
	House of Representatives	2	
	Senate	1	
	Speaker	1	
	Committee System	4	
	Comparison between US and British Second Chambers, Speakers and the Committee System	4	
	US President – compared to British Prime Minister; US Cabinet – compared to British Cabinet		

Till Christmas	Indian President; Prime Minister. The significance of the Chinese Revolution Features in the Chinese Constitution Right and Duties of Chinese citizens. Chinese legislature. Chinese Executive Chinese Judiciary The Communist Party of China. Internal assessment.	3 2 2 3 3 3 4 5 2	9
Till Study Leave	The Lok Sabha; Speaker; Committee System. The Rajya Sabha. Women's movement in India. Short notes. Internal assessment (revision).	6 2 5 3 2	6

Third Year General
Paper IV – Contemporary Political and Administrative Issues in India
No of classes per week: 1

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Composition and functions: Prime Minister's Office.	 2	12

	Cabinet Secretariat. Cabinet Secretary. Union Civil Service. Recruitment and Training. Union Public Service Commission. Internal assessment.	2 2 1 1 2 2	
Till Christmas	Local Government: Concept, nature and types. Rural government: Zilla Parishad – composition and function. Role of Sabhadhipati and Sah asabhadhipati. Panchayat Samiti – Composition and functions. Role of Sabhapati and Sahabhapati . Sthayee Samities of the Zilla Parishad and Panchayat Samiti. Gram Sabha ,Gram Sansad Representation of women in Rural Government.	 1 1 1 1 1 1 1 2	9
Till Study Leave	Internal assessment/revision	2	2

Dr.Sujata Chowdhury
Academic Year: 2017-18
Year. :I(H)
Paper. :P-I (unit 3 & 4)
Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Approaches: Normative-Traditional Legal-Constitutional, Empirical-Behavioural: Systems Analysis Sructural-Functionalism. Marxian approach: Dialectical Materialism Historical Materialism	4 4 8 7 4 5 7	10
Till Christmas	Approaches: Liberalism Social-Welfarism Neo-Liberalism Marxian concept of State(Relative Autonomy) Class and Class struggle, Surplus Value, Alienation.	2 6 4 8 4 4 2 2	8
Till Study Leave	Approaches: Postcolonial Feminist. Lenin on Party-Democratic Centralism, Lenin-Rosa Luxembourg debate on Party Revolution-Lenin & Mao-differing views Hegemony and Civil society-Gramsci Revision	6 8 8 6 8 7 4	13

Dr.S.Chowdhury
Academic Year: 2017-18
Year. :II(H)
Paper :P-IV(unit-1 & 2)
Classes per week:4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	International Relations: a brief outline of its evolution as an academic discipline Some Basic concepts in International Relations: Balance of Power Bipolarity and Unipolarity Neo-colonialism	6 2 4 3 4	6

	Globalisation	5	
Till Christmas	Some Representative theories International Relations: Realism Pluralism World Systems Theory Foreign policy: Concept and Techniques Diplomacy Propaganda Military	2 6 4 6 2 5 4 4	8
Till Study Leave	Emergent issues in International Relations Development Regionalism and Integration Terrorism	1 7 8 7	6

(Name) :Dr.Sujata Chowdhury
Academic Year: 2017-2018
Year. :III(H)
Paper. :PV-unit 3 & 4 ;P VII-unit 1 & 2
Classes per week:5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper-v Hobbes: Founder of the science of Materialist politics Locke: Founder of Liberalism Locke's views on Natural rights, Liberty, property and consent Rousseau's views on Freedom and Democracy. Bentham:Utilitarianism John Stuart Mill's views on Liberty and Representative Government	 6 2 5 7 5 7	12

	Paper VII Social stratification and politics: Caste Class Elite Power,Authority and Legitimacy Social bases of politics	 2 4 5 6 4 3	
Till Christmas	Paper V Hegel:Civil society and State Utopian and Scientific Socialism:Basic characteristics Anarchism:an outline Paper VII Religion ,society and politics Nationalism and State formation in Western Europe and Third world Discussion session	 8 8 5 10 8 3	8
Till Study Leave	Paper-V Varieties of Non-Marxian Socialism:Fabianism,Syndicalism ,Guild socialism and German Revisionism Paper VII Gender and Politics: Basic Issues	 6 4	2

Dr.S.Chowdhury
Academic Year: 2017-2018
Year: II (Gen)
Paper: Political Science Elective Paper III
No of Classes per week:3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Preamble Fundamental Rights: Right to Equality Right to Freedom Right against Exploitation Right to Religion Cultural and Educational Right Right to Constitutional Remedies Fundamental Duties Directive Principles of State Policy	3 1 2 2 1 2 1 2 2 2	6
Till Christmas	Election Commission: Composition and functions	3	8

	Electoral system in India Party system in India: Nature National Political parties:Ideologies and Programme Regionalism:Nature ,roots and types Major issues in Indian politics: Caste Tribe Religion Judicial Activism in India Supreme Court and High Courts: composition and functions	2 1 3 1 1 2 2 3 2 3	
Till Study Leave	Amendment procedure Government in states: Governor Chief Minister and the Council of Minister State Legislature: Composition and functions Nature of Indian Federalism: Centre -State Legislative Relations Administrative Relations Financial Relations	2 2 2 2 1 2 2 2	6

Dr.S.Chowdhury
Third Year General
Academic Year: 2017-2018
Paper IV- Contemporary Political and Administrative Issues in India
Number of classes per week- 1

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	UN: Purposes and Principles Peacekeeping and UN Organs of UN India and UN	2 4 4 2	12
Nov - Dec	Globalization and Its meaning Globalization and its Outcome.	4 4	8
Jan-Feb	Economic Reforms in India since 1991	2	2

Name: Sreeparna Dasgupta.
First Year Honours
Academic Year: 2017-2018
Paper II (Modules III &IV)

No of Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	• Party system: features and trends – major national political parties in India: ideologies and programmes. • Coalition politics in India: nature and trends. • Political parties in West Bengal:Overview. • Role of business groups, working class, peasants in Indianpolitics	12 6 8 12	10
Till Christmas	• Electoral process: Election Commission: composition, functions,role. • Role of business groups, working class, peasants in Indianpolitics.(CONTD.) • Role of (a) religion (b) language (c) caste (d) tribe and (e) regionalism in Indianpolitics.	4 8 18	8
Till Study Leave	• Role of (a) religion (b) language (c) caste (d) tribe and (e) regionalism in Indian politics(CONTD).	10	13

	• Regionalism in Indian politics. • New Social Movements since the 1970s: (a) environmental movements (b) women'smovements (c) humanrightsmovements.	8 20	
	Internal assessments/class assignments etc.	18	

Sreeparna Dasgupta.
Second Year Honours
Academic Year: 2017-2018
Paper:Paper III (First Half)

No of Classes per week: 4

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Framing of the Indian Constitution. 2. Fundamental Rights and Duties – Directive Principles.	4 15	05
Till Christmas	1. Union Executive. 2. Union Legislature. 3. Government in the States.	10 10 12	09
Till Study Leave	1. Nature of Indian Federalism : Union-State Relations. 2. The Judiciary; judicial activism. 3. Constitutional Amendments. Internal assessments/class assignments etc.	12 6 5 06	6

Sreeparna Dasgupta
Third Year Honours
Academic Year: 2017-2018
Paper:Paper VI (First Half)and Paper VIII (Second Half)

No of Classes per week: 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper VI : 1. Features of Ancient Indian Political Thought – Kautilya. 2. Medieval Political Thought in India. 3. Modern Indian Political Thought- Rammohun Roy 4. Gandhi. 5. M.N. Roy. Paper VIII : 1. Continuity and Change in Indian Administration. 2. Organisation of the Union Government. 3. Organization of the State Government. 4. Planning and Planned Administration. 5. District Administration.	12 5 4 10 8 4 4 4 6 2	12
Till Christmas	Paper VI (contd.) : 1. Views on Nationalism: Bankim Chandra, Vivekananda and Rabindranath Tagore. Paper VIII (contd.):	12	09

	2. Civil Service in India. 3. Financial Administration-CAG, PAC and Estimates Committee. 4. Local Self Government 5. Narendra Deva	5 10 12 4	
Till Study Leave	Paper VI (contd.) : 1. Syed Ahmed Khan. Paper VIII (contd.): 2. Citizen and Administration :Lokpal and Lokayukt. Internal assessments/class assignments etc.	4 4 05	02

Name: Sreeparna Dasgupta.
Academic Year: 2017-2018
First Year General
Paper: Paper II& Paper I

No. of Classes per week: 3 for group A & 3 for group B

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Political Systems – liberal democratic, socialist and authoritarian. Forms of government: unitary, federal, presidential, parliamentary. 2. British Constitution: salient features.	8	10

	3. British Legislature. 4. British executive	8 8 4	
Till Christmas	• British executive(contd.) • Monarchy 1. Party system – role of the opposition	8 5 8	8
Till Study Leave	2. Salient features of the constitution of Russia, France and Switzerland. **Paper I** 1. Democracy and Fascism. 2. Nationalism and Internationalism	12 12 12	13
	Internal assessments/class assignments etc.	08	

Sreeparna Dasgupta
Third Year General
Academic Year: 2017-2018
Paper: Paper IV

No of Classes per week: 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	1. Human Rights: meaning and nature. 2. Human rights in the Constitution of India 3. Human Rights in India	3 10	12

	4. Universal Declaration of Human Rights	6 4	
Till Christmas	1. Universal Declaration of Human Rights(contd.) 2. State Human Rights Commission 3. Urban Local Self Government- meaning and nature 4. History of Urban Local Self Government in India. 5. 74TH Amendment. 1. Municipal Corporation composition and Functions. 2. Municipalities- Composition and Functions	2 4 2 2 2 2 2	09
Till Study Leave	**SECOND HALF-URBAN GOVERNMENT** 3. Ward committee and Borough committee 4. Women's representation in Urban local self Government	1 1	02

	Internal assessments/class assignments etc.	05	

Sayoni Choudhuri Patra
Academic Year: 2017-2018

First Year Honours
Paper II Module I & II–Constitution and Politics In India
Number of classes per week- 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Evolution of the Indian Constitution. Role of the Constituent Assembly--- debates (overview). The Preamble. • Fundamental Rights and Duties. Directive Principles. • Nature of Indian Federalism: Union-State Relations.	6 10 6	10

	• Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), • Internal Assessment	6 2	
Nov - Dec	• Prime Minister, Council of Ministers, relationship of Prime Minister and President. • Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism. • Government in states: Governor, Chief Minister and Council of Ministers: position and functions	6 9 9	8
Jan-May	• Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions – Lawmaking Committee system – Speaker. • State Legislature: composition and functions. • Constitutional amendment: Procedure. Major recommendations of National Commission to Review the Working of the Constitution. • Discussion	15 10 10 4	13

Sayoni Choudhuri Patra
Academic Year: 2017-2018
Second Year Honours
Paper IV Unit III & IV- International Relations

Number of classes per week- 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Cold War: phases and understanding the post Cold War era. • Europe in Transition: (a) EEC to EU. • UNO and its organs; Peace keeping Function and Human Rights.	12 10 3	5
Nov - Dec	• Europe in Transition: and (b) Ethnicity and Nationalism in Eastern Europe since 1990's.	12	9

	• Indian Foreign Policy: Basic Principles and Evolution. • UNO and its organs; Peace keeping Function and Human Rights. • Internal Assessment	12 15 6	
Jan-April	• Foreign Policy of USA and China. • Developing Countries and their problems: (a) NAM: Relevance, (b) Regionalism: ASEAN, SAFTA and SAARC, OPEC, OAU. (c) West Asia-Palestine problem after Cold War • Discussion and Internal Assessment	12 3 8 6 1	6

Sayoni Choudhuri Patra
Academic Year: 2017-2018
Third Year Honours
Paper VII Unit III & IV- Political Sociology
Paper VIII Unit I & II- Public Administration.

Number of classes per week- 5

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	**Paper VII** • Classification and types of Political systems. • Political Participation. • Military and Politics: conditions and types of	6 5	12

	intervention • Political Culture and Political Socialization. **Paper VIII** • Nature, scope and Evolution of Public. Ad; Private and Public Administration; Principles of Socialist Management. • Major Concepts in Administration. • Challenges to Public. Ad: New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration. • Internal Assessment	5 10 12 4 15 3	
Nov - Dec	**Paper VII** • Groups in politics: political parties and pressure groups. • Political Communication; Electoral Behaviour **Paper VIII** • Ecological approach to Public. Ad • Administrative Processes: decision making; communication and control; leadership; co-ordination. • Bureaucracy: Max Weber and Marx • Policy Making: Models and Methods of Implementation. • Internal Assessment	 8 8 6 6 8 8 1	9
Jan-Feb	**Paper VII** • Political Development and Social Change- Role of Tradition and Modernity • Discussion	 8 2	2

Sayoni Choudhuri Patra
Academic Year: 2017-2018
First Year General
Paper I- Political Theory
Number of classes per week- 3

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct (Puja Break)	• Nature and scope of Political Science; Different Approaches: (a) Normative approach (b) Behavioural Approach (c) Marxist Approach. • Sovereignty of the State: Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty. • Theories of the State: Contract theory, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory. • Internal Assessment	10 6 12 2	10
Nov - Dec	• Nature of International Relations, Liberal Approach, Realist Approach. • Law : Schools of Jurisprudence, Theories of Law and sources of Law • Discussion	12 8 2	8
Jan-May	• Methods of Representation, Political Parties and Pressure Group. • Marxism: Dialectical Materialism and Historical Materialism, Concept of Class and Class Struggle, Revolution and Lenin's theory of Imperialism. • Internal Assessment and Discussion	12 18 9	13

Sayoni Choudhuri Patra
Academic Year: 2017-2018
Third Year General
Paper IV- Contemporary Political and Administrative Issues in India.

Number of classes per week- 2

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
July to Oct	• Foreign Policy: major determinants; Indian	10	12

(Puja Break)	foreign policy: • Basic characteristics. • Internal Assessment	10 4	
Nov - Dec	• Parliamentary Procedures with special reference to West Bengal Legislature.	18	9
Jan-Feb	• Overall discussion and discussion of short notes and broad questions.	4	2

Teaching Plan 2015 – 16
Dr.S.Sahai

Session – July-September
Session – October - December

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) Theory)	1.Definition and subject matter of Oceanography 2.Physical and chemical properties of ocean water
	IIB (Mod.4) (Practical)	1.Cartograms a) Importance and types b) Proportional Circles - Introduction, construction, merits and demerits
I st (G)	III (Mod.5) (Practical)	1. Cartograms a) Importance and types b) Choropleth Map - Introduction, construction, merits and demerits c) Bar Graphs - Introduction, construction, merits and demerits
II nd (H)	III (Mod.6) Unit III (Theory)	1. Scope and Development of Biogeography 2. Definition and Nature of Biosphere 3. Concept of Ecosystem and major natural ecosystems: Trophic structure, food chain, food web & ecological pyramids
II nd (H)	III (Mod.7) Unit IV (Theory)	1.Definition and scope of Political Geography
II nd (G)	II (Mod.3) (Theory)	1. Origin of soil 2..Factors influencing soil formation 3.Physical & Chemical properties of soil
II nd (G)	III (Practical)	1. Field Report
III rd (H)	VI (Mod.12) (Theory)	1.Concept of hazards and disaster 2. Seasonal climatic hazards: Drought-Mechanism, environmental impact and management 4.Floods - Drought-Mechanism, environmental impact and management 3.Occasional climatic hazards: Hailstorm & Tornadoes-Mechanism, environmental impact and management
III rd (H)	VII (Mod.13) (Practical)	1.Climatic Chart 2.Ternary diagram
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1. Station Model
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Thematic Maps : Flow diagram

Session – January – April

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) (Theory) II B (Mod.4) (Practical)	1. Concept, Properties and Origin of Waves and Tides 2. Water Masses-Characteristics and T-S Diagram 3. Ocean Currents and their influence 1. Bar Graphs -Construction, merits & demerits
I st (G)	III (Mod.5) (Practical)	1. Proportional Circles - Introduction, construction, merits and demerits 2. Scales: Concept and drawing of linear scale
II nd (H)	III (Mod.6) Unit III (Theory)	1. Law of Thermodynamics
II nd (H)	III (Mod.7) Unit IV (Theory)	1.Geo-strategic views of Mackinder and Spkeman 2.Political Geography of India: Impact of Partition on India
II nd (G)	II (Mod.3) (Theory)	1. Concept of zonal, azonal and intrazonal soils
II nd (G)	III (Mod.6) (Practical)	1. Field Report
III rd (H)	VI (Mod.12) (Theory)	1. Edaphic hazards: Salinization and Desertification - Mechanism, impact and management 2. Tectonic hazards: Earthquake – Impact and precautionary measures 3. Biotic hazards: Deforestation and loss of biodiversity- impact and conservation of biotic resources
III rd (H)	VII (Mod.13) (Practical)	1.Diagrams with data on soil profile
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1. Station Model
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Thematic Maps : Accessibility maps

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) (Theory) II B (Mod.4) (Practical)	1. Coral Reefs and Atolls – Origin, Factors for formation and theories of origin 2. Resource potential of the oceans 3. Man's role in modifying oceans 1. Flow Maps - Introduction, construction, merits and demerits
I st (G)	III (Mod.5) (Practical)	1. Statistics i) Nature & Classification of data ii) Process of tabulation & graphical representation: Histogram, Frequency polygon, Cumulative Frequency curve iii) Measures of Central Tendency: Mean, Median and Mode
II nd (H)	III (Mod.6) Unit III (Theory)	1. Solve last ten years University question papers
II nd (H)	III (Mod.7) Unit IV (Theory)	1. Approaches and Schools of thought in Political Geography a. Landscape School b. Functional School c. Morphological School
II nd (G)	II(Mod.3) (Theory)	2. Soil structure and texture 3. Solve last ten years University question papers
II nd (G)	III (Mod.6) (Practical)	2. 1. Field Report
III rd (H)	VI (Mod.12) (Theory)	1.Geomorphic hazards: Landslide, River bank erosion and Coastal erosion – Mechanism, impact and management 2. Water related hazards: Contamination of groundwater and fall of piezometric level
III rd (H)	VII (Mod.13) (Practical)	1.Climatic Chart 2.Ternary diagram 3. Diagrams with data on soil profile
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1.Station Model
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Thematic Maps : Flow diagram and Accessibility maps

TEACHING PLAN 2015 – 2016

GEOGRAPHY HONS – FIRST YEAR

DR. DEBASREE SINHA

Paper I - Theory

End July – September

- Bridge Course – Approaches to the Study of Geography

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.1. Weathering – Processes, Rock Weathering & Landforms.

2.4. Aeolian processes & landforms; fluvio-aeolian processes.

Module I – Geotectonics & Geomorphology

Unit III – Geomorphology & Structure

3.3. Landforms on Limestone.

October - November

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.1. Weathering – Processes, Rock Weathering & Landforms (Contd….)

December – February

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.2. Fluvial processes and landforms

Unit I – Geotectonics

1.4. Plate Tectonics - earthquakes

Unit III – Geomorphology & Structure

3.1. Basic concepts of Geomorphology as postulated by Thornbury

March – May

Module I – Geotectonics & Geomorphology

Unit IV – Theories of Geomorphology

Models of Landform Evolution - Introduction

4.1 Normal cycle of erosion by W.M. Davis

4.2 Views of W. Penck on normal cycle of erosion

TEACHING PLAN 2015 – 2016

GEOGRAPHY GEN – FIRST YEAR

DR. DEBASREE SINHA

Paper I - Theory

End July – September

- Introduction to industries – definition, classification, location etc.

October - November

Module II – Social & Economic Geography

2.4. Scales of production, small-scale and large scale industries - general characteristics and examples.

December – February

Module II – Social & Economic Geography

2.5. Location, problems and prospects of Indian industries

i) Agro-based: Cotton textile industry

March – May

Module II – Social & Economic Geography

2.5. Location, problems and prospects of Indian industries

ii) Forest- based: Paper industry

iii) Mineral based: Iron and steel industry

TEACHING PLAN 2015 – 2016

GEOGRAPHY HONS – SECOND YEAR

DR. DEBASREE SINHA

Paper III - Theory

August - September

Module V – Climatology

Unit I – Atmospheric Layers & Thermal Variation

1.1. Nature, Composition & Layered Structure of the Atmosphere.

1.2. Factors controlling Insolation; Heat Budget of the Atmosphere.

1.3. Horizontal & Vertical Distribution of temperature; Inversion of Temperature.

1.4. Greenhouse Effect & Importance of Ozone Layer.

October - November

Module V – Climatology

Unit II – Atmospheric Layers & Wind Circulation

2.1. Global Atmospheric Pressure Belts & their Oscillation.

2.2. General Wind Circulation

2.3. Jet stream & Index Cycle.

2.4. Monsoon mechanism with reference to Jet Stream.

December – March

Module V – Climatology

Unit III – Precipitation & Airmass

3.1. Processes & Forms of Condensation.

3.2. Mechanism & Forms of Precipitation – Ice Crystal Theory, Collision-coalescence Theory. .

3.3. Airmass: Typology, origin & characteristics.

3.4. Warm & Cold Fronts; Frontogenesis & Frontolysis.

Unit IV – Weather Disturbance & Climatic Classification

4.1. Tropical Cyclone.

4.2. Mid-latitude Cyclone & Anticyclone.

4.3. Climatic Classification after Koppen.

4.4. Climatic Classification after Thornthwaite: 1931 & 1948.

TEACHING PLAN 2015 – 2016

GEOGRAPHY GEN – SECOND YEAR

DR. DEBASREE SINHA

Paper II – Theory

August - September

Module III - Climatology, Soil and Biogeography

3.6 Definition of ecosystem and Biomes; Tropical rainforest; Savannah; Hot desert

3.7 Plant types and distribution (halophyte, xerophytes, hydrophytes and mesophytes); animal communities

October - November

Module III - Climatology, Soil and Biogeography

3.3 Climatic classification after Koppen

December – March

3.1 Insolation and Heat Budget

3.1 Horizontal and vertical distribution of temperature and pressure; Greenhouse effect

3.2 Monsoon system: its origin and mechanism; Tropical disturbances: thunderstorm and cyclone

Paper III – Practical

August – September

Module VI – Applied Geographical Techniques II

6.1 Map projections: Concept and classification; Polar Zenithal Stereographic Projection.

October - November

6.1 Simple Conic with One standard Parallel, Cylindrical Equal Area Projections

December – March

Module V - Applied Geographical Techniques - I

- Revision of Scale and Statistics.

TEACHING PLAN 2015 – 2016

GEOGRAPHY HONS – THIRD YEAR

DR. DEBASREE SINHA

Paper VIII A – Practical

End July – September

Module XV – Statistical Techniques

Unit I – Basic Concepts

1.1. Significance of Statistical Techniques in Geography, nature of Statistical Data: Discrete, Continuous, Parametric & non-Parametric.

1.2. Sampling Techniques: Random, Stratified random & Purposive.

1.3. Frequency Distribution: Histogram, Frequency Polygon, Ogive, Normal & Skewed Distribution.

1.4. Measures of Central Tendency: Mean, Median, Mode, Partition Values – Quartile, Decile & Percentile.

Unit II – Dispersion & Regression

2.1. Measures of Dispersion: Mean Deviation, Quartile Deviation, Standard Deviation & Coefficient of Variation.

October - November

Module XV – Statistical Techniques

Unit II – Dispersion & Regression

2.2. Bivariate Scatter Diagram & Regression Trend line.

2.3. Coefficient of Correlation after Karl Pearson.

December – February

Module XV – Statistical Techniques

Unit II – Dispersion & Regression

2.4. Time Series Analysis: Moving Average, Semi-average, Least Square Method.

- Practice & Solution of Question Papers.
- Completion of Practical File.

TEACHING PLAN 2015 – 2016

GEOGRAPHY GEN – THIRD YEAR

DR. DEBASREE SINHA

Paper IV A - Theory

End July – September

Module VII – Land Use & Settlement Geography

7.5. Concept and attributes of land.

7.6. Objectives and principles of land use.

7.7. Factors influencing land use and land categories

iii) Agricultural land use.

iv) Non-agricultural land use.

October - November

Module IX - Applied Geographical Techniques – III

9.1 Preparation of land use maps from cadastral maps based on primary or secondary data

December – February

Module VII – Land Use & Settlement Geography

7.8 Rural and urban settlements:

iii) Rural settlements: evolution, nature and characteristics, effect of physical environment;

iv) Urban settlements: definition, morphology and functions.

TEACHING PLANS 2015-16

Kaustuva Banerjee

(FIRST YEAR HONOURS)

SESSION: July to September:

Bridge course:Models.Definition, Scope and content of Hydrology. Global Hydrological Cycle; its physical and biological role. Drainage basin as a hydrological unit. Run off

SESSION: October to December:

Run off cycle,Physical and chemical properties of ground water.Components, factors and processes controlling storage and movement of ground water.

SESSION: JANUARY to MARCH:

Ground water movement and storage. Types of aquifers.

(FIRST YEAR GENERAL)

SESSION: July to September

Growth and distribution of world population; Migration: types, causes and consequences.

Sectors of Economy-primary, secondary, tertiary and quaternary. It's changing emphasis through time.

SESSION: October to December

Contemporary social issues; literacy, poverty and gender issues.

Forms of Economy-hunting, gathering and shifting cultivation of India

SESSION: January to March

Traditional economies-Intensive subsistence rice farming in India.

Modern economies-Commercial grain farming and Mixed farming

(SECOND YEAR HONOURS)

SESSION: July to September

Closed traverse survey by Prismatic Compass.

Preparation of Level Book.

Biogeochemical cycles

SESSION: October to December

Contouring by leveling along radial line by a Dumpy Level: at least three radial lines to be set out from a common centre and their relative position to be obtained by measurement of magnetic bearing and/or included angle by Prismatic Compass

Biomes
SESSION: JANUARY to MARCH

Longitudinal /profile leveling by Dumpy Level
Significance of biodiversity conservation

(SECOND YEAR GENERAL)

SESSION: July to September

Vagaries of monsoon

SESSION: October to December

Soil erosion and conservation
SESSION: JANUARY to MARCH

Revision

(THIRD YEAR HONOURS)

SESSION: July to September

Ombrothermic chart, river bank erosion, climatic regions

GIS – Georeferencing and digitization.

SESSION: October to December

Rainfall Dispersion Diagram, drought and flood mapping, Edaphic and agricultural regions, Preparation of cartograms and thematic maps.

SESSION: January to March

Biogeographic regions,Revision of gis through 21st Century software

Teaching Plan 2015-2016
For 1st Year
Geography Mrs S. Ganguly

Session : July - September

Bridge course : System analysis in geography

Session October - December

Module 1 GEOTECTONICS AND GEOMORPHOLOGY (Th.) 50 Marks

Unit I: Geotectonics

1.1 Origin of the Earth with particular reference to Big Bang Theory; Geological time scale and related topographic and structural evolution (03)

1.2 Isostasy: Airy and Pratt (02)

1.3 Folds and Faults—origin, types and their topographic expressions (03)

Geography Mrs S. Ganguly
Teaching Plan 2015-2016 For 1st Yr Practical

Session July – December And Also From January -March
Module 4 Cartograms and Geological Maps (Pr.) 50 Marks

1.3 Interpretation of Geological maps (16 marks)

a) Study of Horizontal, Vertical and tilted beds along with alignment of contours:

Study of strike, dip and bedding plane

b) Drawing of sections on uniclinal and simple folded structures depicting unconformity, succession of beds and their thickness

c) Interpretation of the section covering geological history and relation between topography and structure

Session july – december and also from January -march

Module 4 Cartograms and Geological Maps (Pr.) 50 Marks

1.3 Interpretation of Geological maps (16 marks)

a) Study of Horizontal, Vertical and tilted beds along with alignment of contours:

Study of strike, dip and bedding plane

b) Drawing of sections on uniclinal and simple folded structures depicting unconformity, succession of beds and their thickness

Teaching Plan 2015-2016
For 2nd Year Honours
Geography Mrs S.Ganguly
Session : July – September

PART II Module 5 Climatology (Th.) 50 Marks

Unit I: Atmospheric Layers and Thermal Variation

1.1 Nature, composition and layered structure of the atmosphere (02)

1.2 Factors controlling insolation ; heat budget of the atmosphere (03)

1.3 Horizontal and vertical distribution of temperature; Inversion of temperature(02)

1.4 Green house effect and importance of ozone layer (04)

Session October - December

Unit II: Atmospheric Layers and Wind Circulation

2.1 Global atmospheric pressure belts and their oscillation (02)

2.2 General wind circulation

2.3 Jet stream and index cycle (04)

2.4 Monsoon mechanism with reference to jet stream (04)

Session January - March

Unit III: Precipitation and Air mass

3.1 Processes and forms of condensation (02)

3.2 Mechanism and forms of precipitation- Ice Crystal theory, Collision-coalescence Theory (04)

3.3 Airmass: typology, origin and characteristics (03)

3.4 Warm and cold fronts; frontogenesis and frontolysis (04)

Unit IV: Weather Disturbance and Climatic Classification

4.1 Tropical cyclone (03)

4.2 Mid-latitude cyclone and anti-cyclone (03)

4.3 Climatic classification after Koppen and Thornthwaite

Teaching Plan 2015-2016
For 2nd Year General
Geography Mrs S.Ganguly
Session : July – September

Definition of ecosystem and Biomes

; Tropical rainforest; Savannah; Hot desert;

4.7 Plant types and distribution (halophyte, xerophytes, hydrophytes and mesophyte); animal communities

Session : July – September

2.3 Sectors of economy: primary, secondary tertiary and quaternary: Changing emphasis through time ; Forms of economy i) Tribal economies: hunting, gathering, shifting cultivation of India.

Teaching Plan 2015-2016
For 3rd Year Honours
Geography Mrs S.Ganguly

Session : July – September

Population and Settlement Geography (Th.) 50 Marks

Unit I: Population Dynamics and Settlement Geography

2) Unit III: Rural Settlements 3.1 Definition, nature and characteristics of rural settlements (02) 3.2 Morphology of rural settlements: site and situation, layout-internal and external (04) 3.3 Rural house types with reference to India (03)

3.4 Social segregation in rural areas; Census categories of rural settlements (03)

Unit IV: Urban Settlements

4.1 Census definition and categories in India (02)

4.2 Urban morphology: Classical models-Burgess, Homer Hoyt, Harris and Ullman (04)

4.3 Metropolitan concept, City-region and Conurbation (03)

4.4 Functional classification of cities: Harris, Nelson and McKenzie (04)

Session – January - March

Unit IV: Studies of Geographical Problem

s 4.1 Problems of unreliability of rainfall (03)

4.4 Problems of slum and urban rehabilitation in India

Unit III: Case Studies

3.1 Meghalaya Plateau as Physiographic Region (03)

3.2 Damodar Valley as Planning Region (03)

3.3 Western Rajasthan as Arid Region (03)

3.4 Sundarbans as Biotic Region

Teaching Plan 2015-2016
For 3rd Year General
Mrs S.Ganguly

Session : July – September

`Remote Sensing and thematic mapping

8.1 Definition of remote sensing , different methods of remote sensing ,air photo and satellite imagery

8.2 Air photo: Charecteristics and interpretation

8.3 Satelllite imagery : types and characteristic of IRS Imageries0

Session –January - March

Practice the imageries and their interpretation.

Teaching Plan of First Year Honours 2015-16
(Mrs S. Ray Kumam)

Paper II A Module 3
July -Sept.

1. Unit I---1.1Concept of and classification of resources Economic and Environmental approaches., 1.2, 1,4 (distribution and production of mineral resources)
2. Unit II—2.1, 2.3(Intensive agriculture-rice, Extensive agriculture- wheat)

Nov-Dec

1. Unit II---2.3 (Plantation farming and tea, Mixed farming in NW Europe)
2. Unit II----2.2 (Forestry)

Jan-May

0. Unit II---2.2 (Fishing, Livestock farming), 2.4
1. Unit I---- 1.3 Land as resource and Problems of land acquisition in developing countries, EPZ,SEZ Land reforms with special reference to West Bengal, 1.4 (global scenario related to problems and management)
2. Unit II---2.4 Land use and agricultural models:Stamp, von Thunen and Weaver

Teaching Plan Of Second Year Honours 2015-16
(Mrs S. Ray Kumam)

Paper IV A
Module 7
Aug -Oct

1. Unit III 3.1 Concept of Culture in Geography definition, scope, concept of Cultural Geography
2. Unit III 3.3 Cultural regions,cultural areas, cultural landscape

Nov- Dec.

1. Unit III 3.4 Cultural assimilation, integration and diffusion

Jan-March

1. Unit III 3.2 Cultural Groups (India)ethnic, linguistic, religious

Paper IV B
Module 8

Aug – Oct Morphometric techniques
Relative relief, Average slope, drainage density road density
Drawing and analysis of profiles and transect chart
Nov- Dec Analysis of landforms and drawing of physiographic regions and other Maps
Jan- Mar Interpretation

Teaching Plan Of Third Year Honours 2015-16
(Mrs S. Ray Kumam)

Paper V
Aug- Oct
Module9 Unit I

1. Factors influencing spatial distribution and density of population
2. Population growth: global trends and patterns

Unit II

2.1 Determinants and Measures of Fertility, Mortality

Nov-Dec
Unit II
1. 2.1.Mortality, Migration
2. 2.2. Theories of Population : Malthus Marx
3. 2.3.Demographic Transition
Unit I
3. Population Structure
4. Population Composition
Jan –Feb
2.4 Population Resource Region
Module 10 Unit II

July-September
2.1 Structure and Physiography
2.4Agricultural Regions
October- December
2.2 Drainage
2.3 Climatic Edaphic Biotic regions
Paper VI

Module 12
Contemporary Issues
Aug-Oct
1. Meaning of development, basic indicators of economic development
2. Poverty and inequality, unemployment, dependency ratio, work participation ,poverty alleviation

Nov -Dec
3. Food Security and Hunger, Population growth, malnutrition, morbidity and mortality
4. Globalization
Jan-Feb
5. Sustainable Development

Paper VII
Module 13
July-September
3.1 Climatic Chart
October-December
3.3 Diagrams with data on soil profile
Jan- Feb
3.2 Ternary Diagram

Teaching Plan Of First Year General 2015-16

(Mrs S. Ray Kumam)

Module 1
July -September
Fluvial Processes Eolian Processes
October- December

Glacial Processes
Jan-May
Coastal Processes, Cycles of Erosion
Paper III
Scales

Teaching Plan Of Second Year General 2015-16
(Mrs S. Ray Kumam)

1.2 Broad Physiographic regions of India- Western Himalayas
1.3 Vagaries of Indian Monsoon and its impact
Problems of floods and droughts.
Paper III

August- September
Cartograms
October- December
Map Projections
January- March
Revision of Practicals

Teaching Plan Of Third Year General 2015-16
(Mrs S. Ray Kumam)

Module VII
July- September 1.1 Concept and Attributes of Land
1.2 Objectives and Principles of Landus 1.3 Factors influencing lands and land cate a) Agricultural land use b) Non- agricultural land use

MrsSethwala
TEACHING PLAN 2015-16
IIIrd Year Honours

July to September

Module 13	Unit I	Map Projections, concept , classification and properties.. Zenithal Stereographic Projection, Simple Conical projection , Lorenz Curve
Module 10	Unit IV	Problems of Development of SEZ in India

October to December

Module 13	Unit I	Bonnes projection, Sinusoidal projection , Polyconic projection Location Quotient
Module 10	Unit IV	Problems of slum and Urban rehabilitation in India

January toFebruary

Module 13	Unit I	Cylindrical projection and Mercators Projection

Mrs Sethwala
TEACHING PLAN 2015-16
II Year Honours

August to September

Module 7	Unit I	Definition of Social Geography, Scope and content. Evolution of Social Geography: Approaches Project work

October to December

Module7	Unit I	Approaches contd. Possibilistic, Behavioural, Radical, and Welfare

January to April

Module 7	Unit I	Social structure, social processes, social patterns. Approches continued Discussion of Question Papers

Teaching Plan 2016 – 17
Dr.S.Sahai

Session – July-September

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) Theory)	1.Definition and subject matter of Oceanography 2.Physical and chemical properties of ocean water
I st (G)	III (Mod.5) (Practical)	1. Scales: Concept and drawing of linear scale a) Importance and types 2. Topographical Maps a) Importance and classification b) Plateau Topographical map – Relief and drainage features
II nd (H)	III (Mod.6) Unit III (Theory)	1. Scope and Development of Biogeography 2. Definition and Nature of Biosphere 3. Concept of Ecosystem and major natural ecosystems: Trophic structure, food chain, food web & ecological pyramids 4. Biogeochemical Cycles – Carbon Cycle, Nitrogen Cycle and Oxygen Cycle
II nd (H)	III (Mod.7) Unit IV (Theory)	1.Definition and scope of Political Geography 2..Geo-strategic views of Mackinder and Spkeman
II nd (G)	II (Mod.3) (Theory)	1. Introduction to Monsoons 2.Factors favouring formation of Monsoons 3. Concept of Biodiversity 4. Biomes of the world
III rd (H)	V (Mod.11) (Theory)	1. Concept of Regions 2. Classification of Regions
III rd (H)	VI (Mod.12) (Theory)	1.Concept of hazards and disaster 2. Seasonal climatic hazards: Drought-Mechanism, environmental impact and management 4.Floods - Drought-Mechanism, environmental impact and management 3.Occasional climatic hazards: Hailstorm & Tornadoes- Mechanism, environmental impact and management
III rd (H)	VII (Mod.13) (Practical)	1.Climatic Chart
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1. Station Model 2. Ombrothermic Chart
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Chorochromatic Maps

Session – October - December

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) (Theory)	1. Concept, Properties and Origin of Waves and Tides 2. Water Masses-Characteristics and T-S Diagram 3. Ocean Currents and their influence
I st (G)	III (Mod.5) (Practical)	1. Topographical Maps a) Vegetation b) Settlement Patterns
II nd (H)	III (Mod.6) Unit III (Theory)	1.Law of Thermodynamics 2.Concept of Climax and Succession 3.Habitat and Niche
II nd (H)	III (Mod.7) Unit IV (Theory)	1.Frontiers and Boundaries 2.Political Geography of India: Impact of Partition on India
II nd (G)	II (Mod.3) (Theory)	1.Causes of Deforestation 2.Conservation of forests
III rd (H)	VI (Mod.11) (Theory)	1.Formal and Functional regions 2. Techniques of delineation of regions
III rd (H)	VI (Mod.12) (Theory)	1. Edaphic hazards: Salinization and Desertification - Mechanism, impact and management 2. Tectonic hazards: Earthquake – Impact and precautionary measures 3. Biotic hazards: Deforestation and loss of biodiversity- impact and conservation of biotic resources
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1. Drought Mapping 2. Flood Mapping
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Thematic Maps : Flow Maps and Accessibility maps

Session – January – April

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) (Theory)	1. Coral Reefs and Atolls – Origin, Factors for formation and theories of origin 2. Resource potential of the oceans 3. Man's role in modifying oceans
I st (G)	III (Mod.5) (Practical)	1. Topographical Maps a) Transect Chart b) Plain Topographical Map – Introduction and drainage
II nd (H)	III (Mod.6) Unit III (Theory)	1. Major Biomes of the world a) Tropical Rainforest Biome b) Temperate grasslands c) Taiga
II nd (H)	III (Mod.7) Unit IV (Theory)	1. Approaches and Schools of thought in Political Geography a. Landscape School b. Functional School c. Morphological School
II nd (G)	II(Mod.3) (Theory)	1.Soil erosion 2.Soil Conservation measures 3. Solve last ten years University question papers
III rd (H)	V (Mod.11) (Theory)	1.Concept of Regionalisation
III rd (H)	VI (Mod.12) (Theory)	1. Geomorphic hazards: Landslide, River bank erosion and Coastal erosion – Mechanism, impact and management 2. Water related hazards: Contamination of groundwater and fall of piezometric level
III rd (H)	VII (Mod.13) (Practical)	1.Climatic Chart
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1.Riverbank erosion 2.Solve University Question papers
III rd (G)	IV (Mod.9) (Practical)	1.Preparation of Thematic Maps : Flow diagram and Accessibility maps 2.Solve University Question papers

Forest resources of India: issues concerning deforestation and bio-diversity;

TEACHING PLAN 2016 – 2017

GEOGRAPHY HONS – FIRST YEAR

DR. DEBASREE SINHA

Paper I - Theory

August – September

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.1. Weathering – Processes, Rock Weathering & Landforms.

2.4. Aeolian processes & landforms; fluvio-aeolian processes.

Module I – Geotectonics & Geomorphology

Unit III – Geomorphology & Structure

3.3. Landforms on Limestone.

October - November

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.1. Weathering – Processes, Rock Weathering & Landforms (Contd….)

December – February

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.2. Fluvial processes and landforms

Unit I – Geotectonics

1.4. Plate Tectonics - earthquakes

Unit III – Geomorphology & Structure

3.1. Basic concepts of Geomorphology as postulated by Thornbury

March – May

Module I – Geotectonics & Geomorphology

Unit IV – Theories of Geomorphology

Models of Landform Evolution - Introduction

4.1 Normal cycle of erosion by W.M. Davis

4.2 Views of W. Penck on normal cycle of erosion

TEACHING PLAN 2016 – 2017

GEOGRAPHY GEN – FIRST YEAR

DR. DEBASREE SINHA

Paper I - Theory

August – September

Module II – Social & Economic Geography

2.1. Growth and distribution of world population; Migration: Types, causes and consequences

October - November

Module II – Social & Economic Geography

- Introduction to industries – definition, classification, location etc.

2.4. Scales of production, small-scale and large scale industries - general characteristics and examples.

December – February

Module II – Social & Economic Geography

2.5. Location, problems and prospects of Indian industries

i) Agro-based: Cotton textile industry

March – May

Module II – Social & Economic Geography

2.5. Location, problems and prospects of Indian industries

ii) Forest- based: Paper industry

iii) Mineral based: Iron and steel industry

TEACHING PLAN 2016 – 2017

GEOGRAPHY HONS – SECOND YEAR

DR. DEBASREE SINHA

Paper III - Theory

September

Module VI – Soil and Bio-Geography

Unit I – Soil Formation, Profile Characteristics & Properties

1.1 Definition and factors responsible for soil formation

November - December

Module VI – Soil and Bio-Geography

Unit I – Soil Formation, Profile Characteristics & Properties

1.2 Concept of V.V. Dokuchaev- ektodynamomorphic and endodynamomorphic soils; Concept of N.M.Sibirtzev-Zonal, Azonal and Intra zonal soils

1.3 Profile characteristics of Pedalfer group: Laterite and Podzol; Profile characteristics of Pedocal group: Chernozem

1.4 Physical properties of soil: Texture, Structure and Moisture; Chemical properties of soil: pH, Organic matter and NPK

January – March

Module VI – Soil and Bio-Geography

Unit II – Soil & Land Management

2.1 Soil erosion: Processes and controlling factors

2.2 Various measures of soil conservation

2.3 Principles of soil classification: Genetic School and USDA, Principles of land classification: UK and USDA

2.4 Land capability classification by Storie

TEACHING PLAN 2016 – 2017

GEOGRAPHY GEN – SECOND YEAR

DR. DEBASREE SINHA

Paper III – Practical

August – November

Module VI Applied Geographical Techniques – II

6.3 Project Report: Collection of secondary data and drawing of maps. Writing of introductory chapters of the Report, on research problem and study area.

December

Field excursion to Murshidabad District

6.3 Project Report: Collection of primary data on the basis of questionnaire schedule (Mouza Wisel)

End January - April

Analysis and representation of primary (field data), and completion of Field Report.

TEACHING PLAN 2016 – 2017

GEOGRAPHY HONS – THIRD YEAR

DR. DEBASREE SINHA

Paper VIII A – Practical

August – September

Module XV – Statistical Techniques

Unit I – Basic Concepts

1.1. Significance of Statistical Techniques in Geography, nature of Statistical Data: Discrete, Continuous, Parametric & non-Parametric.

1.2. Sampling Techniques: Random, Stratified random & Purposive.

1.3. Frequency Distribution: Histogram, Frequency Polygon, Ogive, Normal & Skewed Distribution.

1.4. Measures of Central Tendency: Mean, Median, Mode, Partition Values – Quartile, Decile & Percentile.

Unit II – Dispersion & Regression

2.1. Measures of Dispersion: Mean Deviation, Quartile Deviation, Standard Deviation & Coefficient of Variation.

October - November

Module XV – Statistical Techniques

Unit II – Dispersion & Regression

2.2. Bivariate Scatter Diagram & Regression Trend line.

2.3. Coefficient of Correlation after Karl Pearson.

December – February

Module XV – Statistical Techniques

Unit II – Dispersion & Regression

2.4. Time Series Analysis: Moving Average, Semi-average, Least Square Method.

- Practice & Solution of Question Papers.
- Completion of Practical File.

Paper VII – Practical

Module XIII – Mapping Techniques

Unit III: Thematic Mapping with Climatic and Soil Data

3.2 Ternary diagram

3.3 Diagram with data on soil profile

Ms K. Banerjee Teaching Plan (2016-2017)

Year	Session	Content
IH	July to September	Bridge course: Models. Definition, Scope and content of Hydrology. Global Hydrological Cycle; its physical and biological role. Drainage basin as a hydrological unit. Run off
IG		Sectors of Economy-primary, secondary, tertiary and quaternary. It's changing emphasis through time. Contemporary social issues; literacy, poverty and gender issues.
IIH		Closed traverse survey by Prismatic Compass. Preparation of Level Book.
IIG		Revise frequency distribution table, ogives.
IIIH		Human Development Index, Gender Development Index GIS – Georeferencing and digitization. Preparation of Land use /land cover map from Aerial photographs.
IH	October to December	Run off cycle, Physical and chemical properties of ground water Components, factors and processes controlling storage and movement of ground water.
IG		Forms of Economy-hunting, gathering and shifting cultivation of India
IIH		Contouring by leveling along radial line by a Dumpy Level: at least three radial lines to be set out from a common centre and their relative position to be obtained by measurement of magnetic bearing and/or included angle by Prismatic Compass.
IIG		Mean, Median Mode
IIIH		Questionnaires Preparation of cartograms and thematic maps. Visual image interpretation of Satellite Imageries.
IH	January to March	Ground water movement and storage. Types of aquifers.

IG		Traditional economies-Intensive subsistence rice farming in India. Modern economies-Commercial grain farming and Mixed farming
IIH		Longitudinal /profile leveling by Dumpy Level
IIG		Revision of statistics
IIIH		Revision of gis through 21st Century software. Revision of AP and SI

Mrs S.Ganguly TEACHING PLAN- 2016-2017

FOR 1ST YEAR

GEOGRAPHY

Session : July - September

Bridge course : System analysis in geography

Session October - December

Module 1 GEOTECTONICS AND GEOMORPHOLOGY (Th.) 50 Marks

Unit I: Geotectonics

1.1 Origin of the Earth with particular reference to Big Bang Theory; Geological time scale and related topographic and structural evolution (03)

1.2 Isostasy: Airy and Pratt (02)

1.3 Folds and Faults—origin, types and their topographic expressions (03)

Mrs S.Ganguly TEACHING PLAN 2016-2017

1st yr PRACTICAL

Session July – December and also from January -March

Module 4 Cartograms and Geological Maps (Pr.) 50 Marks

1.3 Interpretation of Geological maps (16 marks)

a) Study of Horizontal, Vertical and tilted beds along with alignment of contours:

Study of strike, dip and bedding plane

b) Drawing of sections on uniclinal and simple folded structures depicting unconformity, succession of beds and their thickness

c) Interpretation of the section covering geological history and relation between topography and structure

Session july – december and also from January -march

Module 4 Cartograms and Geological Maps (Pr.) 50 Marks

1.3 Interpretation of Geological maps (16 marks)

a) Study of Horizontal, Vertical and tilted beds along with alignment of contours:

Study of strike, dip and bedding plane

b) Drawing of sections on uniclinal and simple folded structures depicting unconformity, succession of beds and their thickness

Mrs S.Ganguly TEACHING PLAN 2016-2017

2nd YEAR honours

Session : July – September

PART II Module 5 Climatology (Th.) 50 Marks

Unit I: Atmospheric Layers and Thermal Variation

1.1 Nature, composition and layered structure of the atmosphere (02)

1.2 Factors controlling insolation ; heat budget of the atmosphere (03)

1.3 Horizontal and vertical distribution of temperature; Inversion of temperature(02)

1.4 Green house effect and importance of ozone layer (04)

Session October - December

Unit II: Atmospheric Layers and Wind Circulation

2.1 Global atmospheric pressure belts and their oscillation (02)

2.2 General wind circulation

2.3 Jet stream and index cycle (04)

2.4 Monsoon mechanism with reference to jet stream (04)

Session January - March

Unit III: Precipitation and Air mass

3.1 Processes and forms of condensation (02)

3.2 Mechanism and forms of precipitation- Ice Crystal theory, Collision-coalescence Theory (04)

3.3 Airmass: typology, origin and characteristics (03)

3.4 Warm and cold fronts; frontogenesis and frontolysis (04)

Unit IV: Weather Disturbance and Climatic Classification

4.1 Tropical cyclone (03)

4.2 Mid-latitude cyclone and anti-cyclone (03)

4.3 Climatic classification after Koppen and Thornthwaite

Mrs S.Ganguly TEACHING PLAN 2016-2017

2nd YEAR General

Session : July – September

Definition of ecosystem and Biomes

; Tropical rainforest; Savannah; Hot desert;

4.7 Plant types and distribution (halophyte, xerophytes, hydrophytes and mesophyte); animal communities

Session : July – September

2.3; Forms of economy i) Tribal economies: hunting, gathering, shifting cultivation of India.

Mrs S.Ganguly TEACHING PLAN 2016-2017

3rd YEAR honours

Session : July – September

Population and Settlement Geography (Th.) 50 Marks

Unit I: Population Dynamics an Settlemaent Geography

2) Unit III: Rural Settlements 3.1 Definition, nature and characteristics of rural settlements (02) 3.2 Morphology of rural settlements: site and situation, layout-internal and external (04) 3.3 Rural house types with reference to India (03)

3.4 Social segregation in rural areas; Census categories of rural settlements (03)

Unit IV: Urban Settlements

4.1 Census definition and categories in India (02)

4.2 Urban morphology: Classical models-Burgess, Homer Hoyt, Harris and Ullman (04)

4.3 Metropolitan concept, City-region and Conurbation (03)

4.4 Functional classification of cities: Harris, Nelson and McKenzie (04)

Session – January - March

Unit IV: Studies of Geographical Problem

s 4.1 Problems of unreliability of rainfall (03)

4.4 Problems of slum and urban rehabilitation in India

Unit III: Case Studies

3.1 Meghalaya Plateau as Physiographic Region (03)

3.2 Damodar Valley as Planning Region (03)

3.3 Western Rajasthan as Arid Region (03)

3.4 Sundarbans as Biotic Region

Mrs S.Ganguly TEACHING PLAN 2016-2017

3rd YEAR GENERAL

Session : July – September

`Remote Sensing and thematic mapping

8.1 Definition of remote sensing , different methods of remote sensing ,air photo and satellite imagery

8.2 air photo: CHARECTERISTIC S ,INTERPRETATION

8.3 Satelllite imagery : types and characteristic of IRS Imageries0

Session –January - March

Practice the imageries and their interpretation .

Mrs S.Ganguly TEACHING PLAN 2016-2017

2nd YEAR

Module 5 Climatology (Th.) 50 Marks

Unit I: Atmospheric Layers and Thermal Variation 1.1 Nature, composition and layered structure of the atmosphere (02)

1.2 Factors controlling insolation ; heat budget of the atmosphere (03)

1.3 Horizontal and vertical distribution of temperature; Inversion of temperature(02)

1.4 Green house effect and importance of ozone layer (04)

Unit II: Atmospheric Layers and Wind Circulation

2.1 Global atmospheric pressure belts and their oscillation (02)

2.2 General wind circulation

2.3 Jet stream and index cycle (04) 2.4 Monsoon mechanism with reference to jet stream (04)

Unit III: Precipitation and Air mass

3.1 Processes and forms of condensation (02)

3.2 Mechanism and forms of precipitation- Ice Crystal theory, Collision-coalescence Theory (04)

3.3 Airmass: typology, origin and characteristics (03)

3.4 Warm and cold fronts; frontogenesis and frontolysis (04)

Unit IV: Weather Disturbance and Climatic Classification 4.1 Tropical cyclone (03)

4.2 Mid-latitude cyclone and anti-cyclone (03) 4.3 Climatic classification after Koppen (03)

4.4 Climatic Classification after Thornthwaite: 1931 and 1948

Mrs S.Ganguly TEACHING PLAN 2016-2017

2nd YEAR

Social, Cultural and Political Geography (Th.) 50 Marks

Unit II: Components of Social Geography

2.1 Region as a social unit (02)

2.2 Social Elements; Class, caste and ethnicity with special reference to India (03)

2.3 Social issues in urban areas: Social area analysis; Social ecology (04)

2.4 Social Groups: Tribal, Traditional and Modern society

Mrs S.Ganguly TEACHING PLAN 2016-2017

3rd YEAR

I **Module 9** Population and Settlement Geography (Th.) 50 Marks

Unit III: Rural Settlements

3.1 Definition, nature and characteristics of rural settlements (02)

3.2 Morphology of rural settlements: site and situation, layout-internal and external (04)

3.3 Rural house types with reference to India (03)

3.4 Social segregation in rural areas; Census categories of rural settlements (03)

Module 10 Regional Geography of India (Th.) 50 Marks

Unit III: Case Studies

.1 Meghalaya Plateau as Physiographic Region (03)

3.2 Damodar Valley as Planning Region (03)

3.3 Western Rajasthan as Arid Region (03)

3.4 Sundarbans as Biotic Region (03)

Unit IV: Studies of Geographical Problems

.1 Problems of unreliability of rainfall (03)

4.2 Problems of soil salinity and its mitigation (03)

TEACHING PLAN OF FIRST YEAR HONOURS 2016-17
(Mrs S. Ray Kumam)

Paper II A Module 3

July -Sept.

1. Unit I---1.1Concept of and classification of resources Economic and Environmental approaches., 1.2, 1,4 (distribution and production of mineral resources)
2. Unit II—2.1, 2.3(Intensive agriculture-rice, Extensive agriculture- wheat)

Nov-Dec

1. Unit II---2.3 (Plantation farming and tea, Mixed farming in NW Europe)
2. Unit II----2.2 (Forestry)

Jan-May

0. Unit II---2.2 (Fishing, Livestock farming), 2.4
1. Unit I---- 1.3 Land as resource and Problems of land acquisition in developing countries, EPZ,SEZ Land reforms with special reference to West Bengal, 1.4 (global scenario related to problems and management)
2. Unit II---2.4 Land use and agricultural models:Stamp, von Thunen and Weaver

TEACHING PLAN OF SECOND YEAR HONOURS 2016-17
(Mrs S. Ray Kumam)

Paper IV A
Module 7
Aug -Oct

1. Unit III 3.1 Concept of Culture in Geography definition, scope, concept of Cultural Geography
2. Unit III 3.3 Cultural regions,cultural areas, cultural landscape

Nov- Dec.

1. Unit III 3.4 Cultural assimilation, integration and diffusion

Jan-March

1. Unit III 3.2 Cultural Groups (India)ethnic, linguistic, religious

Paper IV B
Module 8

Aug – Oct Morphometric techniques
Relative relief, Average slope, drainage density road density
Drawing and analysis of profiles and transect chart
Nov- Dec Analysis of landforms and drawing of physiographic regions and other Maps
Jan- Mar Interpretation

TEACHING PLAN OF THIRD YEAR HONOURS 2016-17
(Mrs S. Ray Kumam)

Paper V
Aug- Oct
Module9 Unit I
1. Factors influencing spatial distribution and density of population
2. Population growth: global trends and patterns
Unit II
2.1 Determinants and Measures of Fertility, Mortality

Nov-Dec
Unit II
1. 2.1.Mortality, Migration
2. 2.2. Theories of Population : Malthus Marx
3. 2.3.Demographic Transition
Unit I
3. Population Structure
4. Population Composition
Jan –Feb
2.4 Population Resource Region
Module 10 Unit II

July-September
2.1 Structure and Physiography
2.4Agricultural Regions
October- December
2.2 Drainage
2.3 Climatic Edaphic Biotic regions
Paper VI

Module 12
Contemporary Issues
Aug-Oct
1. Meaning of development, basic indicators of economic development
2. Poverty and inequality, unemployment, dependency ratio, work participation ,poverty alleviation

Nov -Dec
3. Food Security and Hunger, Population growth, malnutrition, morbidity and mortality
4. Globalization
Jan-Feb
5. Sustainable Development

Paper VII
Module 13
July-September
3.1 Climatic Chart

October-December
3.3 Diagrams with data on soil profile
Jan- Feb
3.2 Ternary Diagram

TEACHING PLAN OF FIRST YEAR GENERAL 2016-17

(Mrs S. Ray Kumam)

Module 1

July -September
Fluvial Processes Eolian Processes
October- December
Glacial Processes
Jan-May
Coastal Processes, Cycles of Erosion
Paper III
Scales

TEACHING PLAN OF SECOND YEAR GENERAL 2016-17
(Mrs S. Ray Kumam)

1.2 Broad Physiographic regions of India- Western Himalayas
1.3 Vagaries of Indian Monsoon and its impact
Problems of floods and droughts.
Paper III

August- September
Cartograms
October- December
Map Projections
January- March
Revision of Practicals

TEACHING PLAN OF THIRD YEAR GENERAL 2016-17
(Mrs S. Ray Kumam)

Module VII
July- September 1.1 Concept and Attributes of Land
1.2 Objectives and Principles of Landus 1.3 Factors influencing lands and land cate a) Agricultural land use b) Non- agricultural land use

MrsSethwala

TEACHING PLAN 2016-17

IIIrd Year Honours

July to September

Module 13 Unit I Map Projections, concept , classification and properties.. Zenithal Stereographic Projection, Simple Conical projection ,

Lorenz Curve

Module 10 Unit IV Problems of Development of SEZ in India

October to December

Module 13 Unit I Bonnes projection, Sinusoidal projection , Polyconic projection

Location Quotient

Module 10 Unit IV Problems of slum and Urban rehabilitation in India

January toFebruary

Module 13 Unit I Cylindrical projection and Mercators Projection

Teaching Plan 2017– 18
Dr. S. Sahai

Session – July-September

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) Theory)	1.Definition and subject matter of Oceanography 2.Physical and chemical properties of ocean water
I st (G)	III (Mod.5) (Practical)	1. Scales: Concept and drawing of linear scale a) Importance and types 2. Topographical Maps a) Importance and classification b) Plateau Topographical map – Relief and drainage features
II nd (H)	III (Mod.5) Unit III (Theory)	1.Nature, composition and structure of the atmosphere 2.Factors controlling insolation 3.Horizontal and Vertical distribution of temperature 4.Greenhouse effect and importance of ozone
II nd (H)	III (Mod.7) Unit IV (Theory)	1.Definition and scope of Political Geography 2..Geo-strategic views of Mackinder and Spkeman
II nd (G)	II (Mod.4) (Theory)	1. Insolation and Heat Budget 2.Horizontal and vertical distribution of temperature 3.Greenhouse effect
III rd (H)	VI (Mod.12) (Theory)	1.Concept of hazards and disaster 2. Seasonal climatic hazards: Drought-Mechanism, environmental impact and management 4.Floods - Drought-Mechanism, environmental impact and management 3.Occasional climatic hazards: Hailstorm & Tornadoes- Mechanism, environmental impact and management
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1. Station Model 2. Flood Mapping 3. Ombrothermic Diagram
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Chorochromatic Maps

Session – October - December

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) (Theory)	1. Concept, Properties and Origin of Waves and Tides 2. Water Masses-Characteristics and T-S Diagram 3. Ocean Currents and their influence
I st (G)	III (Mod.5) (Practical)	1. Topographical Maps a) Vegetation b) Settlement Patterns
II nd (H)	III (Mod.5) Unit III (Theory)	1.Global atmospheric pressure belts 2.General wind circulation 3.Jet Stream and index cycle 4.Monsoon mechanism with reference to jet stream
II nd (H)	III (Mod.7) Unit IV (Theory)	1.Frontiers and Boundaries 2.Political Geography of India: Impact of Partition on India
II nd (G)	II (Mod.4) (Theory)	1.Monsoon System a.Origin and mechanism 2. Tropical disturbances
III rd (H)	VI (Mod.12) (Theory)	1. Edaphic hazards: Salinization and Desertification - Mechanism, impact and management 2. Tectonic hazards: Earthquake – Impact and precautionary measures 3. Biotic hazards: Deforestation and loss of biodiversity- impact and conservation of biotic resources
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1. Station Model 2. Drought Mapping
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Thematic Maps : Flow Maps and Accessibility maps

Session – January – April

YEAR	PAPER	TOPICS
I st (H)	I (Mod.2) (Theory)	1. Coral Reefs and Atolls – Origin, Factors for formation and theories of origin 2. Resource potential of the oceans 3. Man's role in modifying oceans
I st (G)	III (Mod.5) (Practical)	1. Topographical Maps a) Transect Chart b) Plain Topographical Map – Introduction and drainage
II nd (H)	III (Mod.6) Unit III (Theory)	1. Processes and forms of condensation 2.Mechanism and forms of precipitation- Ice Crystal Theory, Collision-Coalescence Theory 3.Tropial Cyclone 4. Mid-latitude cyclone and anti-cyclone 5. Climatic Classification – Koppen and Thornwaite
II nd (H)	III (Mod.7) Unit IV (Theory)	1. Approaches and Schools of thought in Political Geography a. Landscape School b. Functional School c. Morphological School
II nd (G)	II(Mod.4) (Theory)	1. Thunderstorm – Origin and Mechanism 2. Climatic Classification by Koppen 3. Solve last ten years University question papers
III rd (H)	VI (Mod.12) (Theory)	1. Geomorphic hazards: Landslide, River bank erosion and Coastal erosion – Mechanism, impact and management 2. Water related hazards: Contamination of groundwater and fall of piezometric level
III rd (H)	VII (Mod.14) (Practical)	1.GIS and Remote Sensing
III rd (H)	VIII B (Practical)	1.Riverbank erosion
III rd (G)	IV (Mod.9) (Practical)	1. Preparation of Thematic Maps : Flow diagram and Accessibility maps

TEACHING PLAN 2017 – 2018

GEOGRAPHY HONS – FIRST YEAR

DR. DEBASREE SINHA

Paper I - Theory

July – September

- Bridge Course

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.1. Weathering – Processes, Rock Weathering & Landforms.

2.4. Aeolian processes & landforms; fluvio-aeolian processes.

Module I – Geotectonics & Geomorphology

Unit III – Geomorphology & Structure

3.3. Landforms on Limestone.

October - November

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.1. Weathering – Processes, Rock Weathering & Landforms (Contd….)

December – February

Module I – Geotectonics & Geomorphology

Unit II – Geomorphology

2.2. Fluvial processes and landforms

Unit I – Geotectonics

1.4. Plate Tectonics - earthquakes

Unit III – Geomorphology & Structure

3.1. Basic concepts of Geomorphology as postulated by Thornbury

March – May

Module I – Geotectonics & Geomorphology

Unit IV – Theories of Geomorphology

Models of Landform Evolution - Introduction

4.1 Normal cycle of erosion by W.M. Davis

4.2 Views of W. Penck on normal cycle of erosion

TEACHING PLAN 2017 – 2018

GEOGRAPHY GEN – FIRST YEAR

DR. DEBASREE SINHA

Paper I – Theory

July – September

Module II – Social & Economic Geography

2.1. Growth and distribution of world population; Migration: Types, causes and consequences

October - November

Module II – Social & Economic Geography

- Introduction to industries – definition, classification, location etc.

2.4. Scales of production, small-scale and large scale industries - general characteristics and examples.

December – February

Module II – Social & Economic Geography

2.5. Location, problems and prospects of Indian industries

i) Agro-based: Cotton textile industry

March – May

Module II – Social & Economic Geography

2.5. Location, problems and prospects of Indian industries

ii) Forest- based: Paper industry

iii) Mineral based: Iron and steel industry

TEACHING PLAN 2017 – 2018

GEOGRAPHY HONS – SECOND YEAR

DR. DEBASREE SINHA

Paper III - Theory

August - September

Module VI – Soil and Biogeography

Unit I – Soil Formation, Profile Characteristics and Properties

1.1 Definition and factors responsible for soil formation

1.2 Concept of V.V. Dokuchaev- ektodynamomorphic and endodynamomorphic soils; Concept of N.M. Sibirtzev - Zonal, Azonal and Intra zonal soils

October - November

Module VI – Soil and Biogeography

Unit I – Soil Formation, Profile Characteristics and Properties

1.3 Profile characteristics of Pedalfer group: Laterite and Podzol; Profile characteristics of Pedocal group: Chernozem

1.4 Physical properties of soil: Texture, Structure and Moisture; Chemical properties of soil: pH, Organic matter and NPK

December – March

Module VI – Soil and Biogeography

Unit II: Soil and Land Management

2.1 Soil erosion: Processes and controlling factors

2.2 Various measures of soil conservation

2.3 Principles of soil classification: Genetic School and USDA Principles of land classification: UK and USDA

2.4 Land capability classification by Storie

TEACHING PLAN 2017 – 2018

GEOGRAPHY GEN – SECOND YEAR

DR. DEBASREE SINHA

Paper II - Theory

August - September

Module III - Climatology, Soil and Biogeography

3.4 Origin of soils; Profile development; Concept of zonal, azonal and intrazonal soils

October - November

Module III - Climatology, Soil and Biogeography

3.5. Properties of soil: Physical and chemical

December – March

Module IV – Regional Geography of India

4.3. Problems of soil erosion and conservation in India

TEACHING PLAN 2017 – 2018

GEOGRAPHY HONS – THIRD YEAR

DR. DEBASREE SINHA

Paper VIII A - Practical

July – September

Module XV – Statistical Techniques

Unit I – Basic Concepts

1.1. Significance of Statistical Techniques in Geography, nature of Statistical Data: Discrete, Continuous, Parametric & non-Parametric.

1.2. Sampling Techniques: Random, Stratified random & Purposive.

1.3. Frequency Distribution: Histogram, Frequency Polygon, Ogive, Normal & Skewed Distribution.

1.4. Measures of Central Tendency: Mean, Median, Mode, Partition Values – Quartile, Decile & Percentile.

Unit II – Dispersion & Regression

2.1. Measures of Dispersion: Mean Deviation, Quartile Deviation, Standard Deviation & Coefficient of Variation.

October - November

Module XV – Statistical Techniques

Unit II – Dispersion & Regression

2.2. Bivariate Scatter Diagram & Regression Trend line.

2.3. Coefficient of Correlation after Karl Pearson.

Module XVI - Contemporary Techniques in Geography

Unit II: Economic and Human Development in Third World

2.3 Measures of spatial and size class distribution:

i) Dominant distinctive functions

December – February

Module XV – Statistical Techniques

Unit II – Dispersion & Regression

2.4. Time Series Analysis: Moving Average, Semi-average, Least Square Method.

- Practice & Solution of Question Papers.
- Completion of Practical File.
- Field Report throughout the session.

TEACHING PLAN 2017 – 2018

GEOGRAPHY GEN – THIRD YEAR

DR. DEBASREE SINHA

Paper IV B – Practical

Throughout the Session – July to February

Module IX – Applied Geographical Techniques III

9.3 Air photo interpretation by pocket stereoscope for identification of broad features

TEACHING PLAN 2017-2018

Mrs S.Ganguly

1st YEAR

Session: July – September and October - December

Module 1 GEOTECTONICS AND GEOMORPHOLOGY (Th.) 50 Marks

Unit I: Geotectonics

1.1 Origin of the Earth with particular reference to Big Bang Theory; Geological time scale and related topographic and structural evolution (03)

1.2 Isostasy: Airy and Pratt (02)

1.3 Folds and Faults—origin, types and their topographic expressions (03)

1.4 Plate Tectonics: plate tectonic processes--sea floor spreading, subduction, orogenesis, earthquake and vulcanicity

Session –January to March

4.3 Cycle of Pediplanation by L.C.King (03)

4.4 Dynamic Equilibrium theory by J.T. Hack

TEACHING PLAN 2017-2018

Mrs S.Ganguly

IST YR HONS (PRACTICAL)

Module 4 Cartograms and Geological Maps (Pr.)

1.3 Interpretation of Geological maps (16 marks)

a) Study of Horizontal, Vertical and tilted beds along with alignment of contours: Study of strike, dip and bedding plane

b) Drawing of sections on uniclinal and simple folded structures depicting unconformity, succession of beds and their thickness c) Interpretation of the section covering geological history and relation between topography and structure

TEACHING PLAN 2017-2018

Mrs S.Ganguly

2nd YEAR

Session July _ September

Module 6 Soil and Bio-Geography (Th.) 50Marks

Unit I : Soil Formation, Profile Characteristics and Properties

1.1 Definition and factors responsible for soil formation (02)

1.2 Concept of V.V. Dokuchaev- ektodynamomorphic and endodynamomorphic soils;

Concept of N.M.Sibirtzev-Zonal, Azonal and Intra zonal soils (03) 1.3 Profile characteristics of Pedalfer group :Laterite and Podzol; Profile characteristics of Pedocal group: Chernozem (06) 1.4 Physical properties of soil: Texture, Structure and Moisture; Chemical properties of soil: pH, Organic matter and NPK

Session September -December

) 1.3 Profile characteristics of Pedalfer group :Laterite and Podzol;

Profile characteristics of Pedocal group: Chernozem (06)

1.4 Physical properties of soil: Texture, Structure and Moisture;

Chemical properties of soil: pH, Organic matter and NPK

Session January _ March

Unit II: Soil and Land Management

2.1 Soil erosion: Processes and controlling factors (02)

2.2 Various measures of soil conservation (03)

2.3 Principles of soil classification: Genetic School and USDA Principles of land classification: UK and USDA (06)

2.4 Land capability classification by Storie

Third Year Honours

I **Module 9** Population and Settlement Geography (Th.) 50 Marks

Unit III: Rural Settlements

3.1 Definition, nature and characteristics of rural settlements (02)

3.2 Morphology of rural settlements: site and situation, layout-internal and external (04)

3.3 Rural house types with reference to India (03)

3.4 Social segregation in rural areas; Census categories of rural settlements (03)

Module 10 Regional Geography of India (Th.) 50 Marks

Unit III: Case Studies

.1 Meghalaya Plateau as Physiographic Region (03)

3.2 Damodar Valley as Planning Region (03)

3.3 Western Rajasthan as Arid Region (03)

3.4 Sundarbans as Biotic Region (03)

Unit IV: Studies of Geographical Problems

.1 Problems of unreliability of rainfall (03)

4.2 Problems of soil salinity and its mitigation (03)

TEACHING PLAN 2017-2018

Mrs S.Ganguly

2nd Year HONS

Module 6 Soil and Bio-Geography (Th.) 50Marks

Unit I : Soil Formation, Profile Characteristics and Properties

1.1 Definition and factors responsible for soil formation (02)

1.2 Concept of V.V. Dokuchaev- ektodynamomorphic and endodynamomorphic soils; Concept of N.M.Sibirtzev-Zonal, Azonal and Intra zonal soils (03)

1.3 Profile characteristics of Pedalfer group :Laterite and Podzol; Profile characteristics of Pedocal group: Chernozem (06)

1.4 Physical properties of soil: Texture, Structure and Moisture; Chemical properties of soil: pH, Organic matter and NPK (03)

Unit II: Soil and Land Management

2.1 Soil erosion: Processes and controlling factors (02)

2.2 Various measures of soil conservation (03)

2.3 Principles of soil classification: Genetic School and USDA Principles of land classification: UK and USDA (06)

2.4 Land capability classification by Storie (01)

Social, Cultural and Political Geography (Th.) 50 Marks

Unit I: **Concept in Social Geography**

1.1 Definition, scope and content of Social Geography (02)

1.2 Evolution of Social Geography: Approaches- Possibilistic, Behavioral, Radical and Welfare (03)

1.3 Social structure and Social processes: macro and micro; Social patterns (03)

1.4 Concept of Space: Social space, Material space; Social wellbeing (04)

Unit II: **Components of Social Geography**

2.1 Region as a social unit (02)

2.2 Social Elements; Class, caste and ethnicity with special reference to India (03)

2.3 Social issues in urban areas: Social area analysis; Social ecology (04)

2.4 Social Groups: Tribal, Traditional and Modern society

Ms K. Banerjee Teaching Plan (2017-2018)

Year	Session	Content
IH	July to September	Bridge course: Models. Definition, Scope and content of Hydrology. Global Hydrological Cycle; its physical and biological role. Drainage basin as a hydrological unit. Run off
IG		Sectors of Economy-primary, secondary, tertiary and quaternary. It's changing emphasis through time. Contemporary social issues; literacy, poverty and gender issues.
IIH		Closed traverse survey by Prismatic Compass. Preparation of Level Book.
IIG		frequency distribution table, ogives.
IIIH		Human Development Index, Gender Development Index GIS – Georeferencing and digitization. Preparation of Land use /land cover map from Aerial photographs.
IH	October to December	Run off cycle, Physical and chemical properties of ground water Components, factors and processes controlling storage and movement of ground water.
IG		Forms of Economy-hunting, gathering and shifting cultivation of India
IIH		Contouring by leveling along radial line by a Dumpy Level: at least three radial lines to be set out from a common centre and their relative position to be obtained by measurement of magnetic bearing and/or included angle by Prismatic Compass.
IIG		Mean, Median Mode
IIIH		Questionnaires Preparation of cartograms and thematic maps. Visual image interpretation of Satellite Imageries.
IH	January to March	Ground water movement and storage. Types of aquifers.

IG		Traditional economies-Intensive subsistence rice farming in India. Modern economies-Commercial grain farming and Mixed farming
IIH		Longitudinal /profile leveling by Dumpy Level
IIG		Revision of statistics
IIIH		Revision ofGIS through 21st Century software. Revision of AP and SI

TEACHING PLAN OF FIRST YEAR HONOURS 2017-18
(Mrs S. Ray Kumam)

Paper II A Module 3

July -Sept.

1. Unit I---1.1Concept of and classification of resources Economic and Environmental approaches., 1.2, 1,4 (distribution and production of mineral resources)
2. Unit II—2.1, 2.3(Intensive agriculture-rice, Extensive agriculture- wheat)

Nov-Dec

1. Unit II---2.3 (Plantation farming and tea, Mixed farming in NW Europe)
2. Unit II----2.2 (Forestry)

Jan-May

1. Unit II---2.2 (Fishing, Livestock farming), 2.4
2. Unit I---- 1.3 Land as resource and Problems of land acquisition in developing countries, EPZ,SEZ Land reforms with special reference to West Bengal, 1.4 (global scenario related to problems and management)
3. Unit II---2.4 Land use and agricultural models:Stamp, von Thunen and Weaver

Paper II B

Rock Identification will be done throughout the year

TEACHING PLAN OF SECOND YEAR HONOURS 2017 18
(Mrs S. Ray Kumam)

Paper IV A
Module 7
Aug -Oct

1. Unit III 3.1 Concept of Culture in Geography definition, scope, concept of Cultural Geography
2. Unit III 3.3 Cultural regions,cultural areas, cultural landscape

Nov- Dec.

1. Unit III 3.4 Cultural assimilation, integration and diffusion

Jan-March

1. Unit III 3.2 Cultural Groups (India)ethnic, linguistic, religious

Paper IV B
Module 8

Aug – Oct Morphometric techniques
Relative relief, Average slope, drainage density road density
Drawing and analysis of profiles and transect chart
Nov- Dec Analysis of landforms and drawing of physiographic regions and long and cross profiles of rivers.

Jan- Mar Map Interpretation

TEACHING PLAN OF THIRD YEAR HONOURS 2017-18
(Mrs S. Ray Kumam)

Paper V
Aug- Oct
Module9 Unit I

1. Factors influencing spatial distribution and density of population
2. Population growth: global trends and patterns

Unit II
2.1 Determinants and Measures of Fertility, Mortality

Nov-Dec
Unit II

2.1. Mortality, Migration
2.2. Theories of Population : Malthus Marx
2.3. Demographic Transition

Unit I

3. Population Structure
4. Population Composition

Jan –Feb
2.4 Population Resource Regions

Module 10 Unit II

July-September
2.1 Structure and Physiography
2.4Agricultural Regions
October- December
2.2 Drainage
2.3 Climatic Edaphic Biotic regions

Paper VI

Module 12
Contemporary Issues
Aug-Oct

1. Meaning of development, basic indicators of economic development
2. Poverty and inequality, unemployment, dependency ratio, work participation ,poverty alleviation

Nov -Dec

3. Food Security and Hunger, Population growth, malnutrition, morbidity and mortality
4. Globalization

Jan-Feb

5. Sustainable Development

Paper VII

Module 13

July-September

3.1 Climatic Chart

October-December

3.3 Diagrams with data on soil profile

Jan- Feb

3.2 Ternary Diagram

Paper VIIIB

July-September

Hydrograph

Rating Curve

October-December

Unit Hydrograph

TEACHING PLAN OF FIRST YEAR GENERAL 2017-18

(Mrs S. Ray Kumam)

Paper I Module 1

July -September

Fluvial Processes Eolian Processes

October- December

Glacial Processes

Jan-May

Coastal Processes, Cycles of Erosion

Paper III

Scales (throughout the year)

TEACHING PLAN OF SECOND YEAR GENERAL 2017-18
(Mrs S. Ray Kumam)

Paper II

1.2 Broad Physiographic regions of India- Western Himalayas

1.3 Vagaries of Indian Monsoon and its impact

Problems of floods and droughts.

Paper III

August- September

Cartograms

October- December
Map Projections

January- March
Revision of Practicals

TEACHING PLAN OF THIRD YEAR GENERAL 2017-18
(Mrs S. Ray Kumam)

Paper VI
Module VII
July- September 1.1 Concept and Attributes of Land
1.2 Objectives and Principles of Landuse
1.3 Factors influencing lands and land categories
a) Agricultural land use b) Non- agricultural land use

MrsSethwala
TEACHING PLAN 2017 -18
IIIrd Year Honours

July to September

Module 13	Unit I	Map Projections, concept , classification and properties.. Zenithal Stereographic Projection, Simple Conical projection ,
		Lorenz Curve
Module 10	Unit IV	Problems of Development of SEZ in India

October to December

Module 13	Unit I	Bonnes projection, Sinusoidal projection , Polyconic projection
		Location Quotient
Module 10	Unit IV	Problems of slum and Urban rehabilitation in India

January toFebruary

Module 13	Unit I	Cylindrical projection and Mercators Projection

Mrs Sethwala
TEACHING PLAN 2017-18
II Year Honours

August to September

Module 7	Unit I	Definition of Social Geography, Scope and content. Evolution of Social Geography: Approaches
		Project work

October to December

Module7	Unit I	Approaches contd. Possibilistic, Behavioural, Radical, and Welfare

January to April

Module 7	Unit I	Social structure, social processes, social patterns.
		Approches continued
		Discussion of Question Papers

Dr. ShatarupaSengupta/Mrs. AninditaBandyopadhyay

Department of History

Work Plan 2015-2016

Dr. ShatarupaSengupta taught till the Puja Vacation. The remaining time was taught byMrs. AninditaBandyopadhyay.
The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: 6
Paper VI (5 Classes) and **Paper VIII** (1 class) per week

Time Period	Topics to be Covered
Till Puja Vacation	Paper VI: Unit I Module 2,6, Unit II Module 1,2, 3,4 Paper VIII: Unit I Module 2.3, 3.1
Till Christmas	Paper VI: Unit II Module 4,5 Paper VIII Unit I Module 3.1
Till Study Leave	Paper VI: Unit II Module 6,7 Paper VIII: Unit I Module 3.2

Third Year General: No. of classes per week: 2

Paper IV

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1,4
Till Christmas	Unit I Module 4,5
Till Study Leave	Unit I Module 5

Dr. Shatarupa Sengupta/Mrs. Anindita Bandyopadhyay

Department of History

Work Plan 2015-2016

Dr. Shatarupa Sengupta taught till the Puja Vacation. The remaining time was taught by Mrs. Anindita Bandyopadhyay.
The time allotted for each topic is approximate.
Second Year Honours: No. of classes per week: 2
Paper III

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1
Till Christmas	Unit I Module 3
Till Study Leave	Unit II Module 1

Second Year General (II A): No. of classes per week: 3

Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 3-3.3, Module 4, Module 5
Till Christmas	Unit II Module 1 Module 2 Module 3
Till Study Leave	Unit II Module 4 Module 5

Dr. Shatarupa Sengupta/Mrs. Anindita Bandyopadhyay

Department of History

Work Plan 2015-2016

Dr. Shatarupa Sengupta taught till the Puja Vacation. The remaining time was taught byMrs. Anindita Bandyopadhyay.
The time allotted for each topic is approximate.

First Year Honours: No. of classes per week: 5

Paper I

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1; Module 2
Till Christmas	Unit I Module 3; Module 4- 4.1,4.2,4.3(Decline of the Empire)
Till Study Leave	Unit I Module 4(contd) Unit II Module 1-1.1; Module 2- 2.1,2.2 Module 4-4.1; Module 5- 5.1(Scripts),5.2(Mauryan Art),5.3

First Year General Group B: No. of classes per week: 1
Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1,2,3
Till Christmas	Unit I Module 3
Till Study Leave	Unit I Module 4,5

Dr. Bidisha Dhar/Mrs. Krishnokoli Hazra

Department of History

Work Plan 2015-2016

Dr. Dhar taught till the Puja Vacation. The remaining time was taught by Mrs. Hazra. The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: 4

Paper VI and VIII (2 classes each per week)

Time Period	Topics to be Covered
Till Puja Vacation	Paper VI: Unit I Module 1, 3,4 Paper VIII: Unit I Module 1
Till Christmas	Paper VI: Unit I Module 4 Paper VIII: Unit I Module 2.1,2.2
Till Study Leave	Paper VI: Unit I Module 4,5 Paper VIII: Unit I Module 3.3

Third Year General: No. of classes per week: 2

Paper IV

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 2, 3
Till Christmas	Unit II Module 4
Till Study Leave	Unit II Module 5

Dr. Bidisha Dhar/Mrs. Krishnokoli Hazra

Department of History

Work Plan 2015-2016

Dr. Dhar taught till the Puja Vacation. The remaining time was taught by Mrs. Hazra.
The time allotted for each topic is approximate.

First Year Honours
Paper II: No. of classes per week: 5

Time Period	Topics to be Covered
Till Puja Vacation	Unit II Module 1; Module 2.1,2.2,2.3, Module 5.1,5.2,5.5
Till Christmas	Unit II Module 4.1,4.2
Till Study Leave	Unit II Module 2.4,2.5 Module 3.1,3.2,3.3,3.4,3.5 Unit I Module 3.4,3.5

First Year General

Paper I: No. of classes per week: 4

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1,2,3,4,
Till Christmas	Unit I Module 5; Unit II Module 1
Till Study Leave	Unit II Module 2,3,4,5

Dr. Bidisha Dhar/Mrs. Krishnokoli Hazra

Department of History

Work Plan 2015-2016

Dr. Dhar taught till the Puja Vacation. The remaining time was taught by Mrs. Hazra.
The time allotted for each topic is approximate.

Second Year Honours: No. of classes per week: 5

Paper III (2 classes)&**Paper IV**(3 Classes) per week

Time Period	Topics to be Covered
Till Puja Vacation	Paper IV Unit I Module 1, Unit II Module 3 Paper III Unit I Module 5
Till Christmas	Paper IV Unit II Module 3,Module 4 Paper III Unit II Module 4
Till Study Leave	Paper IV Unit II Module 4, Module 5 Paper III Unit II Module 4 (contd),5

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First Year Honours: No. of classes per week: 4
Paper II

Time Period	Topics to be covered
Till Puja vacation	Unit I Module 1, 2, 3.1& 3.2
Till Christmas	Unit 1 Module, 3.3, , Module 4
Till Study Leave	Unit I Module 5, Unit II Module 5

First Year General Group A: No. of classes per week: 1

Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1,2,3
Till Christmas	Unit I Module 3
Till Study Leave	Unit I Module 4,5

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Second Year Honours: No. of classes per week: 4
Paper IV

Time Period	Topics to be covered
Till Puja vacation	Paper IV Unit 1, Module 1.2 & 1.3 Module 2
Till Christmas	Paper IV Unit I Module 2, 4Unit II Module 3
Till Study Leave	Paper IV Unit II Module 3, 6. Work out questions in detail

Second Year General: No. of classes per week: 3
Paper II

Time Period	Topics to be covered
Till Puja vacation	Unit I Module 4 &5, Unit II Module 1
Till Christmas	Unit II Module 2 & 3 & 4.1
Till Study Leave	Unit II Module 4.2, 4.3, 4.4, 4.5 & 5

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Third Year Honours: No. of classes per week:8

Paper VIII and Paper V

Time Period	Topics to be Covered
Till Puja Vacation	Paper VIII-Unit I Module 4, 5, Unit II Module 1.1 Paper V- Unit-I Module 1,2, 3
Till Christmas	PaperVIII- Unit II 1.2, 1.3, Module 2, 3, 4 Pape V- Unit- I Module 4
Till Study Leave	Paper VIII-Unit II Module 5 Paper-V- Unit -II Module 1, 3, 4

Third Year General: No. of classes per week: 2

Paper IV

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1&2
Till Christmas	Unit II Module 3
Till Study Leave	Unit II Module 6

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All figures given below are approximate

FIRST YEAR HONOURS

Number of classes per week: 3 (**Paper I**) + 1(tutorial)

TIME PERIOD	TOPICS TO BE COVERED	NO. OF CLASSES	NO OF WEEKS
Till Puja Holidays	Unit I, Modules 4(4.5,4.6), 5 Unit II, Modules 3	33	11
Till Selections	Unit II, Modules 3	42	14
Post Selections	Unit II, Modules , 4,5(5.3,5.4).work out questions in detail	15	5

FIRST YEAR GENERAL IA

Number of classes per week 3 (**Paper I**)

TIME PERIOD	TOPICS TO BE COVERED	NO. OF CLASSES	NO OF WEEKS
Till Puja Holidays	Unit I, Modules 2,3 &4	33	11
Till Selections	Unit II, Module 5, Unit II Module I. Except the Political History of Delhi Sultanate	42	14
Post Selections	Unit II, Modules 2, 3 & 4. Except the Political History of Delhi Sultanate. Work out questions in detail	15	5

SECOND YEAR HONOURS

Paper III (3 classes per week) +1(tutorial)

Time Period	Topics to be covered	No. of classes	No. of weeks
Till Puja Holidays	Unit 1, Module 1.2 & 1.3 Module 2	27	9
Till Christmas Vacation	Unit I Module 2, 4 Unit II Module 3	15	5
Till Study Leave	Unit II Module 3, 6. Work out questions in detail.	21	7

Third Year Honours: (No. of classes per week: 4)

Paper V

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit-I-Module 3, Unit-II-Module1-1.1,Module2-2.1	52	13
Till Christmas	Unit-II-Module-3-3.1,Module-4, Unit-I-Module-1-1.2,	20	5
Till Study Leave	Unit-I- Module-2-2.1,2.2,Module-4, Work out questions in detail.	12	3

Third Year Honours: (No. of classes per week: 1)

Paper VII

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit-II-Module-1-1.1	13	13
Till Christmas	Unit-II-Module-1-1.1, Module-1-1.2	5	5
Till Study Leave	Unit-II-Module-1-1.2, Work out questions in detail.	3	3

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Work plan for Third Year 2015-2016

The time allotted for each topic is approximate

Third Year Honours: Total no of classes per week: 8

Paper VB: Aspects of Antiquity (3 classes per week)

Paper VII: History of Europe from 1789 to 1919 (5 classes per week)

Time Period	Topics to be covered
Till Puja Vacation	Paper VB: Unit I Module 1.3, 5.1-5.4, Unit II, Module I (1.2) Paper VII: Unit I Module 1-5, Unit II Module 1 (1.3)
Till Christmas	Paper VB: Unit II Module 3.2, 3.3, Module 4.1, 4.2, 4.3 Paper VII: Unit II Module 2,3, 4.1
Till Study Leave	Paper VB: Unit II, Module 5.1, 5.2, 5.3 Paper VII: Unit II Module 4.2, Module 5 (5.1-5.3)

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WORKPLAN FOR SECOND YEARS 2015-16

The time allotted for each topic is approximate

SECOND YEAR HONOURS: No of classes per week: 2

Paper III: Transformation of Europe (15th-17th centuries)

Time Period	Topics to be covered
Till Puja Vacation	Unit I, Module 6 (6.1-6.4)
Till Christmas	Unit I, Module 6.5, Unit II Module 2 (2.1-2.3)
Till Study Leave	Unit II Module 2 (2.4-2.7)

SECOND YEAR GENERAL: IIA+ IIB

No of classes per week: 3+3 respectively

Paper III: Modern Europe from 1789 to 1939 A.D.

Time Period	Topics to be covered
Till Puja Vacation	Unit I Module I (1.1-1.4) Unit I Module II (2.1, 2.2) Unit I Module III (3.1,3.2) Unit I Module IV (4.1-4.4) Unit I Module V (5.1-5.4)
Till Christmas	Unit II Module I, II, III (3.1-3.3) Unit II Module IV (4.1-4.4)
Till Study Leave	Unit II Module V (5.1-5.5)

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Work plan for First Year 2015-2016

First Year Honours: No of Classes per week: 2

Paper I: History of India from the earliest Times to 600 CE

Paper II: History of India from C 600 to C1500 (1 class for each paper)

Time Period	Topics to be covered
Till Puja Vacation	Paper I: Unit II Module V (5.1, 5.3) Paper II: Unit II Module II (2.4)
Till Christmas	Paper I: Unit II Module V (5.3, 5.4) Paper II : Unit II Module II (2.4)
Till Study Leave	Paper II: Unit II Module 4.1, 4.2

First Year General: No of classes per week: 1

Paper I: Ancient and Medieval Indian History upto 1556

Time Period	Topics to be covered
Till Puja Vacation	Unit II Module 1 (1.1-1.3)
Till Christmas	Module 2, Module 3 (3.1, 3.2) Module 4 (4.1)
Till Study Leave	Module 4 (4.2) Module 5

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Third Year

The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: 7

Paper VI (6 Classes) and **Paper VIII** (1 class) per week

Time Period	**Topics to be Covered**
Till Puja Vacation	Paper VI: Unit I Module 2,6, Unit II Module 1,2, 3,4 Paper VIII: Unit I Module 2.3, 3.1
Till Christmas	Paper VI: Unit II Module 4,5 Paper VIII Unit I Module 3.1
Till Study Leave	Paper VI: Unit II Module 6,7 Paper VIII: Unit I Module 3.2

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The time allotted for each topic is approximate

First Year Honours: No. of classes per week: 4 + 1 (tutorial)
Paper I

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1; Module 2
Till Christmas	Unit I Module 3; Module 4- 4.1,4.2,4.3(Decline of the Empire)
Till Study Leave	Unit II Module 1-1.1; Module 2- 2.1,2.2 Module 4-4.1

First Year General Group B: No. of classes per week: 2
Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1,2,
Till Christmas	Unit I Module 2, 3
Till Study Leave	Unit I Module 3, 4, 5

First Year General Group A: No. of classes per week: 1
Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1, Module 2.1
Till Christmas	Unit I Module 2.2, Module 3
Till Study Leave	Unit I Module 4, 5

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The time allotted for each topic is approximate

Second Year Honours: No. of classes per week: 2+ 1 (Tutorial)
Paper III

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1.1 Module 3.1
Till Christmas	Unit I Module 3.2 Unit II Module 1.1
Till Study Leave	Unit II Module 1.2, 1.3

Second Year General (II A): No. of classes per week: 3
Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 3.1,3.2,3.3 Module 4.1,4.2,4.3 Module 5
Till Christmas	Unit I Module 5 Unit II Module 1, Module 2, Module 3.1
Till Study Leave	Unit II Module 3.2,3.3, Module 4 Module 5

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The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: 3

Paper VI (2 classes per week)**and VIII** (1 class per week)

Time Period	**Topics to be Covered**
Till Puja Vacation	Paper VI: Unit I Module 1, 3, Paper VIII: Unit I Module 1.1, 1.2
Till Christmas	Paper VI: Unit I Module 4 Paper VIII: Unit I Module 1.2
Till Study Leave	Paper VI: Unit I Module 5 Paper VIII: Unit I Module 1.3

Third Year General: No. of classes per week: 4
Paper IV

Time Period	**Topics to be Covered**
Till Puja Vacation	Unit I Module 1, 2, 3
Till Christmas	Unit I Module 4,5
Till Study Leave	Unit II Module 5

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The time allotted for each topic is approximate

First Year Honours: No. of classes per week: 3+ 1 (tutorial)
Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit II Module 1; Module 2.1, 2.2, 2.3,
Till Christmas	Unit II Module 2.5 (Iqta) Module 3.1, 3.2,
Till Study Leave	Unit II Module 3.3, 3.4 Module 5.1,5.2,5.5 Unit I Module 3.4,3.5

First Year General : No. of classes per week: 2
Paper I

Time Period	Topics to be Covered
Till Puja Vacation	Unit II Module 1
Till Christmas	Unit II Module 2, 3.1
Till Study Leave	Unit II Module 3.2, 4, 5

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Second Year Honours: No. of classes per week: 5+ 1(Tutorial)
Paper III (2 classes) &**Paper IV** (3 Classes) per week

Time Period	Topics to be Covered
Till Puja Vacation	Paper IV Unit I Module 1, Unit II Module 3.1 Paper III Unit I Module 5.1, 5.2
Till Christmas	Paper IV Unit II Module 3.2,3.3 Paper III Unit I Module 5.3,5.4
Till Study Leave	Paper IV Unit II Module 4, Module 5 Paper III Unit II Module 4 , Module 5

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All figures given below are approximate

FIRST YEAR HONOURS

Number of classes per week: 3 (**Paper I**)

TIME PERIOD	TOPICS TO BE COVERED
Till Puja Holidays	Unit I, Modules 4(4.5,4.6), 5 Unit II, Modules 3
Till Selections	Unit II, Modules 3(partly)
Post Selections	Unit II, Modules 3(partly) , 4,5(5.3,5.4).work out questions in detail

FIRST YEAR GENERAL IA Number of classes per week 2 (**Paper I**)

TIME PERIOD	TOPICS TO BE COVERED
Till Puja Holidays	Unit I, Modules 2,3
Till Selections	Unit II, Modules- 4 (partly)
Post Selections	Unit II, Modules- 4, 5- 5.1 and Work out questions in detail

SECOND YEAR HONOURS

Paper III (3 classes per week) +1(tutorial)

Time Period	Topics to be covered
Till Puja Holidays	Unit 1, Module 1.2 & 1.3 Module 2
Till Christmas Vacation	Unit I Module 2, 4 Unit II Module 3
Till Study Leave	Unit II Module 3, 6. Work out questions in detail.

THIRD YEAR HONOURS: No. of classes per week: 3 (**Paper V)**

Time Period	Topics to be Covered
Till Puja Vacation	Unit-I-Module 3, ,Module2-2.1
Till Christmas	Unit-II-Module-2- 2.1, 2.2
Till Study Leave	Unit-I- Module-2-2.1,2.2, Unit-II-Module1-1.1 Work out questions in detail.

THIRD YEAR HONOURS: No. of classes per week: 1 (**Paper VII)**

Time Period	Topics to be Covered
Till Puja Vacation	Unit-II-Module-1-1.1
Till Christmas	Unit-II-Module-1-1.1, Module-1-1.2
Till Study Leave	Unit-II-Module-1-1.2, Work out questions in detail.

THIRD YEAR GENERAL: No. of classes per week: 1(Paper IV)

Time Period	Topics to be Covered
Till Puja Vacation	Unit II, Module Module1, Module 2-2.1
Till Christmas	Unit II Module 2-2.2
Till Study Leave	Unit II Module 2-2.2 , Discuss questions in details.

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First Year Honours: No. of classes per week: 4

Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1, Module 2, Module 3.1
Puja Vacation to Selections in March	Unit I Module 3.2, 3.3, Module 4, Unit I Module 5.4,
Till Study Leave	Unit II Module 5.3, 5.4 Unit I Module 5.1, 5.2, 5.3, Unit II Module 3.4 (Partially, only Bengal) Discuss questions in details

First Year General Group A: No. of classes per week: 1

Paper III

Time Period	Topics to be Covered
Till Puja Vacation	Unit I, Module 1.1 &1.2
Puja Vacation to Selections in March	Unit I Module 1.3, 1.4 (partially)
Till Study Leave	Module 1.4 (partially) 2.1

First Year General Group B: No. of classes per week: 2 **1 each for paper II &III**

Time Period	Topics to be Covered
Till Puja Vacation	Paper II Unit I, Module 1.1 &1.2 Paper III Unit I, Module 1.1 &1.2
Puja Vacation to Selections in March	Paper II Unit 1, Module 1.3, Module 2 & Module 3 (partially) Paper III Unit I Module 1.3, 1.4 (partially)
Till Study Leave	Paper II Unit 1 Module 3 (partially) Module 4.1 & 4.3 Unit I Module1.4 (partially)2.1

THIRD YEAR HONOURS

Paper V– No. of classes per week-2

TIME PERIOD	TOPICS TO BE COVERED
Till Puja Holidays	Unit 1, Module 1.1 (partially, 2.1, 2.2, 4.1, 4.2
Till Christmas Vacation	Unit 1, Module, 4.3 Unit II, Module 3.1, 4.1 (partially)
Till Study Leave	Unit II, Module 4.1 and 4.2 (partially

Paper VIII – No. of classes per week -5

TIME PERIOD	TOPICS TO BE COVERED
Till Puja Holidays	Unit I, Module 4 &5 Unit II Module 1.,11.2, 1.3
Till Christmas Vacation	Unit II Module, 1.4, Module 2, 3, 4.1
Till Study Leave	Module 4.2 &5

THIRD YEAR GENERAL: No. of classes per week: 1 (Paper IV)

Time Period	Topics to be Covered
Till Puja Vacation	Unit II, Module Module 3.1, 3.2
Till Christmas	Unit II Module 3.3
Till Study Leave	Unit II Module 6, Discuss questions in details

Second Year Honours: No. of classes per week: 4

Paper IV

Time Period	Topics to be covered
Till Puja vacation	Paper IV Unit 1, Module 1.2 & 1.3 Module 2
Till Christmas	Paper IV Unit I Module 2, 4Unit II Module 3
Till Study Leave	Paper IV Unit II Module 3, 6. Work out questions in detail

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WORKPLAN FOR 2016-17

The time allotted for each topic is approximate

Third Year Honours: No of classes per week: 8

Paper VB: Aspects of Antiquity (4 classes per week)

Paper VII: History of Europe from 1789 to 1919 (4 classes per week)

Time Period	Topics to be covered
Till Puja Vacation	Paper VB: Unit I Module 1.3, 5.1-5.4, Unit II, Module I (1.2) Paper VII: Unit I Module 1-5, Unit II Module 1 (1.3)
Till Christmas	Paper VB: Unit II Module 3.2, 3.3, Module 4.1, 4.2, 4.3 Paper VII: Unit II Module 2,3, 4.1
Till Study Leave	Paper VB: Unit II, Module 5.1, 5.2, 5.3 Paper VII: Unit II Module 4.2, Module 5 (5.1-5.3)

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WORKPLAN FOR SECOND YEARS 2016-17

The time allotted for each topic is approximate

SECOND YEAR HONOURS: No of classes per week: 2

Paper III: Transformation of Europe (15th-17th centuries)

Time Period	Topics to be covered	No of classes	No of weeks
Till Puja Vacation	Unit I, Module 6 (6.1-6.4)	10	5
Till Christmas	Unit I, Module 6.5, Unit II Module 2 (2.1-2.3)	12	6
Till Study Leave	Unit II Module 2 (2.4-2.7)	20	10

SECOND YEAR GENERAL: IIA+ IIB

No of classes per week: 3+3 respectively

Paper III: Modern Europe from 1789 to 1939 A.D.

Time Period	Topics to be covered	No of classes	No of weeks
Till Puja Vacation	Unit I Module I (1.1-1.4) Unit I Module II (2.1, 2.2) Unit I Module III (3.1,3.2) Unit I Module IV (4.1-4.4) Unit I Module V (5.1-5.4)	15+15	5
Till Christmas	Unit II Module I, II, III (3.1-3.3) Unit II Module IV (4.1-4.4)	18+18	6
Till Study Leave	Unit II Module V (5.1-5.5)	30+30	10

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WORKPLAN FOR FIRST YEARS 2016-17

First Year Honours: No of Classes per week: 2

Paper I: History of India from the earliest Times to 600 CE

Paper II: History of India from C 600 to C1500

Time Period	Topics to be covered
Till Puja Vacation	Paper I: Unit II Module V (5.1, 5.3) Paper II: Unit II Module II (2.4)
Till Christmas	Paper I: Unit II Module V (5.3, 5.4) Paper II : Unit II Module II (2.4)
Till Study Leave	Paper II: Unit II Module 4.1, 4.2

First Year General: No of classes per week: 2

Paper I: Ancient and Medieval Indian History upto 1556

Time Period	Topics to be covered
Till Puja Vacation	Unit I Module I (1.1) Unit II Module I (1.1, 1.2, 1.3)
Till Christmas	Unit II Module III (3.1,3.2) Unit II Module IV (4.1)
Till Study Leave	Unit II Module IV (4.2) Unit II Module V

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All figures given below are approximate

THIRD YEAR HONOURS: No. of classes per week: 3 (**Paper V)**
No. of classes per week: 1(**Paper VII)**

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Unit-I-Module 3, ,Module2-2. **Paper-V** Unit-II-Module-1-1.1 **Paper-VII**	33 Paper-V 11 Paper-VII	11
Till Selection Examinations	Unit-II-Module-2- 2.1, 2.2 **Paper-V** Unit-II-Module-1-1.1, Module-1-1.2 **Paper-VII**	21 Paper-V 07 Paper-VII	7
Till Study Leave	Unit-I- Module-2-2.1,2.2,Unit-II-Module1-1.1 Work out questions in detail. **Paper-V** Unit-II-Module-1-1.2, Work out questions in detail. **Paper-VII**	15 Paper-V 05 Paper-VII	5

Third Year General: No. of classes per week: 1

Paper IV

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Unit II, Module1, Module 2-2.1	11	11
Till Selection Examinations	Unit II Module 2-2.2	07	7
Till Study Leave	Unit II Module 2-2.2, Discuss questions in details.	05	5

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All figures given below are approximate

SECOND YEAR HONOURS

Paper III (3 classes per week) +1(tutorial)

Time Period	Topics to be covered	No. of classes	No. of weeks
Till Puja Holidays	Unit 1, Module 1.2 & 1.3 Module 2	15	5
Till Selections	Unit I Module 2, 4 Unit II Module 3	21	7
Till Study Leave	Unit II Module 3, 6. Work out questions in detail.	30	10

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All figures given below are approximate

FIRST YEAR HONOURS

Number of classes per week: 3 (**Paper I**)

TIME PERIOD	TOPICS TO BE COVERED	NO. OF CLASSES	NO OF WEEKS
Till Puja Holidays	Unit I, Modules 5(5.3,5.4), 6 Unit II, Modules 1 (1.2, 1.3) 3	27	09
Till Selections	Unit II, Modules 3(partly), Unit II, Module 4 (partly)	36	12
Post Selections	Unit II, Modules 4 (partly), 5(5.2- partially), work out questions in detail	27	09

FIRST YEAR GENERAL IA

Number of classes per week 2 (**Paper I**)

TIME PERIOD	TOPICS TO BE COVERED	NO. OF CLASSES	NO OF WEEKS
Till Puja Holidays	Unit I, Modules 2,3	18	09
Till Selections	Unit II, Modules- 4 (partly)	24	12
Post Selections	Unit II, Modules- 4, 5- 5.1 and Work out questions in detail	18	09

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The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: 7

Paper VI (6 Classes) and **Paper VIII** (1 class) per week

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Paper VI: Unit I Module 2,6, Unit II Module 1,2, 3,4 Paper VIII: Unit I Module 2.3, 3.1	77	11
Till Selection Examinations	Paper VI: Unit II Module 4,5 Paper VIII Unit I Module 3.1	49	7
Till Study Leave	Paper VI: Unit II Module 6,7 Paper VIII: Unit I Module 3.2	35	5

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The time allotted for each topic is approximate
First Year Honours: No. of classes per week: 4 + 1 (tutorial)

Paper I

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit I Module 1; Module 2	44	11
Till Christmas	Unit I Module 3; Module 4- 4.1	28	7
Till Study Leave	Unit 1 Module 4- 4.2,4.3 Unit II Module 5: 5.1, 5.2, 5.3 Unit III Module 1: 1.1, 1.2 Module 2: 2.1 1-1.1; Module 2- 2.1,2.2 Module 4-4.1	68	17

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The time allotted for each topic is approximate
First Year General Group B: No. of classes per week: 2

Paper II

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit I Module 1,2,	22	11
Till Christmas	Unit I Module 2, 3	14	7
Till Study Leave	Unit I Module 3, 4, 5	34	17

First Year General Group A: No. of classes per week: 1

Paper II

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit I Module 1, Module 2.1	22	11
Till Christmas	Unit I Module 2.2, Module 3	14	7
Till Study Leave	Unit I Module 4, 5	34	17

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The time allotted for each topic is approximate
Second Year Honours: No. of classes per week: 2+ 1 (Tutorial)
Paper III

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit I Module 1.1 Module 3.1	22	11
Till Christmas	Unit I Module 3.2 Unit II Module 1.1	14	7
Till Study Leave	Unit II Module 1.2, 1.3	24	12

Second Year General (II A): No. of classes per week: 3

Paper II

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit I Module 3.1,3.2,3.3 Module 4.1,4.2,4.3 Module 5	33	11
Till Christmas	Unit I Module 5 Unit II Module 1, Module 2, Module 3.1	21	7
Till Study Leave	Unit II Module 3.2,3.3, Module 4 Module 5	36	12

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The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: -7

Paper V-2, **Paper VIII-5**

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Paper V Unit I Unit 1, Module 1.1 (partially), 2.1, 2.2,3.2 (Partially) 4.1 Paper VIII: , Unit I Module 2.1 &2.2 Module 4 &5 Unit II Module 1.,11.2,	22 55	11
Till Selection Examinations	Paper V Unit 1, Module, , 4.2, 4.3 Unit II, 1.1 (partially) Module 3.1, 4.1 (partially) Paper VIII: Unit II Module, 1.4, Module 2, 3, 4.1	14 35	7
Till Study Leave	Paper V Unit II, Module 4.1 and 4.2 (partially Paper VIII: Module 4.2 &5	10 25	5

Third Year General: No. of classes per week: 1
Paper IV

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Unit I 3.1, 3.2	11	11
Till Selection Examinations	Unit I Module 3.3	7	7
Till Study Leave	Unit II Module 6 Discuss questions in detail	5	5

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First Year Honours: No. of classes per week: 4

Paper II

Time Period	Topics to be Covered
Till Puja Vacation	Unit I Module 1, Module 2, Module 3.1
Puja Vacation to Selections in March	Unit I Module 3.2, 3.3, Module 4, Unit I Module 5.4,
Till Study Leave	Unit II Module 5.3, 5.4 Unit I Module 5.1, 5.2, 5.3, Unit II Module 3.4 (Partially, only Bengal) Discuss questions in details

First Year General Group A: No. of classes per week: 1

Paper III

Time Period	Topics to be Covered
Till Puja Vacation	Unit I, Module 1.1 &1.2
Puja Vacation to Selections in March	Unit I Module 1.3, 1.4 (partially)
Till Study Leave	Module 1.4 (partially) 2.1

First Year General Group B: No. of classes per week: 2

1 each for paper II &III

Time Period	Topics to be Covered
Till Puja Vacation	Paper II Unit I, Module 1.1 &1.2 Paper III Unit I, Module 1.1 &1.2
Puja Vacation to Selections in March	Paper II Unit 1, Module 1.3, Module 2 & Module 3 (partially) Paper III Unit I Module 1.3, 1.4 (partially)
Till Study Leave	Paper II Unit 1 Module 3 (partially) Module 4.1 & 4.3 Unit I Module1.4 (partially)2.1

Second Year Honours: No. of classes per week: 4
Paper IV

Time Period	Topics to be covered
Till Puja vacation	Paper IV Unit 1, Module 1.2 & 1.3 Module 2
Till Christmas	Paper IV Unit I Module 2, 4 Unit II Module 3
Till Study Leave	Paper IV Unit II Module 3, 6. Work out questions in detail

Second Year General: No. of classes per week: 3
Paper II

Time Period	Topics to be covered
Till Puja vacation	Unit I Module 4 &5, Unit II Module 1
Till Christmas	Unit II Module 2 & 3 & 4.1
Till Study Leave	Unit II Module 4.2, 4.3, 4.4, 4.5 & 5

Mrs. Krishnokoli Hazra

Department of History

Work Plan 2017-2018

The time allotted for each topic is approximate.

Third Year Honours: No. of classes per week: 3

Paper VI (2 classes per week) **and VIII** (1 class per week)

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Paper VI: Unit I Module 1, 3, Paper VIII: Unit I Module 1.1, 1.2	33	11
Till Selection Examinations	Paper VI: Unit I Module 4 Paper VIII: Unit I Module 1.2	21	7
Till Study Leave	Paper VI: Unit I Module 5 Paper VIII: Unit I Module 1.3, Spanish Civil War	15	5

Third Year General: No. of classes per week: 4

Paper IV

Time Period	**Topics to be Covered**	**No. of Classes**	**No. of Weeks**
Till Puja Vacation	Unit I Module 1, 2, 3	44	11
Till Selection Examinations	Unit I Module 4, 5	28	7
Till Study Leave	Unit II Module 5	20	5

Mrs. Krishnokoli Hazra

Department of History

Work Plan 2017-2018

The time allotted for each topic is approximate

First Year Honours: No. of classes per week: 3 (Teaching)+ 1 (tutorial)

Paper II

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit II Module 1; Module 2.1, 2.2, 2.3	33	11
Till Christmas	Unit II Module 2.5(Iqta) Module 3.1, 3.2,	21	7
Till Study Leave	Unit II Module: 3.3,.3.4 Module 4.1,.4.2 (Slavery, Peasant Uprisings) Module 5: 5.5 (Agricultural and Textile Technology)	51	17

First Year General : No. of classes per week: 2

Paper I

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Unit II Module 1	22	11
Till Christmas	Unit II Module 2, 3.1	14	7
Till Study Leave	Unit II Module 3.2, 4, 5	34	17

Mrs. Krishnokoli Hazra

Department of History

Work Plan 2017-2018

The time allotted for each topic is approximate

Second Year Honours: No. of classes per week: 5+ 1(Tutorial)

Paper III (2 classes) & **Paper IV** (3 Classes) per week

Time Period	Topics to be Covered	No. of Classes	No. of Weeks
Till Puja Vacation	Paper IV Unit I Module 1, Unit II Module 3.1 Paper III Unit I Module 5.1, 5.2	55	11
Till Christmas	Paper IV Unit II Module 3.2,3.3 Paper III Unit I Module 5.3,5.4	35	7
Till Study Leave	Paper IV Unit II Module 4, Module 5 Paper III Unit II Module 4 , Module 5	60	12

DR (MS) SUKANYA MITRA

DEPARTMENT OF HISTORY

WORKPLAN FOR THIRD YEARS 2017-18

The time allotted for each topic is approximate

Third Year Honours: No of classes per week: 8

Paper VB: Aspects of Antiquity (4 classes per week)

Paper VII: History of Europe from 1789 to 1919 (4 classes per week)

Time Period	Topics to be covered	No of classes	No of weeks
Till Puja Vacation	Paper VB: Unit I Module 1.3, 5.1-5.4, Unit II, Module I (1.2) Paper VII: Unit I Module 1-5, Unit II Module 1 (1.3)		11
Till Christmas	Paper VB: Unit II Module 3.2, 3.3, Module 4.1, 4.2, 4.3 Paper VII: Unit II Module 2,3, 4.1		7
Till Study Leave	Paper VB: Unit II, Module 5.1, 5.2, 5.3 Paper VII: Unit II Module 4.2, Module 5 (5.1-5.3)		5

DR (MS) SUKANYA MITRA

DEPARTMENT OF HISTORY

WORKPLAN FOR SECOND YEARS 2017-18

The time allotted for each topic is approximate

SECOND YEAR HONOURS: No of classes per week: 2

Paper III: Transformation of Europe (15th-17th centuries)

Time Period	Topics to be covered	No of classes	No of weeks
Till Puja Vacation	Unit I, Module 6 (6.1-6.4)	1	
Till Christmas	Unit I, Module 6.5, Unit II Module 2 (2.1-2.3)		
Till Study Leave	Unit II Module 2 (2.4-2.7)		

SECOND YEAR GENERAL: IIA+ IIB

No of classes per week: 3+3 respectively

Paper III: Modern Europe from 1789 to 1939 A.D.

Time Period	Topics to be covered
Till Puja Vacation	Unit I Module I (1.1-1.4) Unit I Module II (2.1, 2.2) Unit I Module III (3.1,3.2) Unit I Module IV (4.1-4.4) Unit I Module V (5.1-5.4)
Till Christmas	Unit II Module I, II, III (3.1-3.3) Unit II Module IV (4.1-4.4)
Till Study Leave	Unit II Module V (5.1-5.5)

DR (MS) SUKANYA MITRA

Department of History

Work plan for First Years 2017-18

First Year Honours: No of Classes per week: 2

Paper I History of India from the earliest Times to 600 CE

Paper II: History of India from C 600 to C1500

(1 class each per week)

Time Period	Topics to be covered
Till Puja Vacation	Paper I: Unit II Module V (5.1, 5.3) Paper II: Unit II Module II (2.4)
Till Christmas	Paper I: Unit II Module V (5.3, 5.4) Paper II : Unit II Module II (2.4)
Till Study Leave	Paper II: Unit II Module 4.1, 4.2

First Year General: No of classes per week: 2

Paper I: Ancient and Medieval Indian History upto 1556

Time Period	Topics to be covered
Till Puja Vacation	Unit I Module I (1.1) Unit II Module I (1.1, 1.2, 1.3)
Till Christmas	Unit II Module III (3.1,3.2) Unit II Module IV (4.1)
Till Study Leave	Unit II Module IV (4.2) Unit II Module V

Psychology Honours - 1st Year
Time Plan 2015 -2016

July - October 2015			
	Paper I	**Paper II A**	**Paper II B**
SC	Learning Processes & Memory		Emotion
DJ	Variables, Major steps in Psychological research		Time Perception
SB	Emotion - Nature and Theories	PNS, CNS	Perceptual Reversibility
JP	Introduction - Methods and Branches, Schools & Attention		Fluctuation of Attention

November - February 2015			
	Paper I	**Paper II A**	**Paper II B**
SC		Neurophysiology of Learning and Memory	Emotion
DJ	Psychophysics	Biological foundation of Behaviour - Genetic bases	Time Perception
SB	Motivation	PNS, CNS	Perceptual Reversibility
JP	Sensation, perception	Physiology of Emotion	Fluctuation of Attention

March - May 2016			
	Paper I	**Paper II A**	**Paper II B**
SC	Processing data, central Tendency and dispersion		Emotion - Viva Voce
DJ		Neuron and Neurotransmitters	Time Perception - Viva Voce
SB	Levels of Measurement		Perceptual Reversibility - Viva Voce
JP	Intelligence	Physiology of Emotion ... Continued	Fluctuation of Attention - Viva Voce

Psychology Honours
2nd Year - Time Plan 2015 -2016

August - October 2015			
	Paper III	**Paper IV A**	**Paper IV B**
SC	Correlation		DL - (Constant and Gradation) Verification of Weber's Law
DJ	Normal Probability	Concept of development, role of gene and environment	RL - two point tactual threshold (Constant and Gradation)
SB	Problems and Hypothesis	Speech, Social, Personality and Cognitive Development	Memory - Retroactive and Proactive
JP	Statistical Inference, Assessment of Intelligence, Aptitude, Interest and Personality		Memory - Whole vs. Part

November 2015 - February 2016			
	Paper III	**Paper IV A**	**Paper IV B**
SC	Experimental Method and Field Study Design of Experiments	Pre-natal and Physical Development	DL - (Constant and Gradation) Verification of Weber's Law
DJ	Test Construction		RL - two point tactual threshold (Constant & Gradation)
SB	Concept of Parametric and non parametric statistics - t and chi square	Speech, Social, Personality and Cognitive Development ... Continued	Memory - Retroactive and Proactive
JP	Statistical Inference, Assessment of Intelligence, Aptitude, Interest and Personality	Emotional and Moral Development	Memory - Whole vs. Part

February - March 2016			
	Paper III	**Paper IV A**	**Paper IV B**
SC	Experimental Method and Field Study Design of Experiments ... Continued	Pre-natal and Physical Development ... Continued	DL - (Constant and Gradation) Verification of Weber's Law - Viva Voce
DJ	Test Construction ... Continued		RL - two point tactual threshold (Constant and Gradation)- Viva Voce
SB	Concept of Parametric and non parametric statistics - t and chi square ...		Memory - Retroactive and Proactive- Viva Voce
JP	Exceptional Children		Memory - Whole vs. Part- Viva Voce

Psychology Honours - 3rd Year
Time Plan 2015 -2016

August - October 2015

	THEORY				Practicals	
	Social Psychology	**Industrial Psychology**	**Psychopathology**	**Health and Counselling**	**Practical VI**	**Practical VIII**
SC		Introduction, Personnel Selection, Work Motivation			Attitude	Intelligence and Interst
DRJ			Normality and Abnormality, classification, concept of neurotic, psychotic and psychophysiological disorders, Signs and Symptoms and Classification Anxiety Disorders		Group - Problem Solving and Cohesiveness	DAT ans STAI
SB	Social Organization,social interaction,person perception and attribution. Attitude -Formation and Theories, Measurement and Change, Prejudice,				Determination of Simple and Complex Reaction Time a) discriminative b) Choice	Koh's and Knox
JP				Nature, Scope, Stress, Adjustment	Ethnic Prejudice	EPQ, Ergograph

November - December 2015						
SC		Working Condition, Human Resource Development and Training			Attitude	Intelligence and Interst
DRJ			Somatoform Schizophrenia		Group - Problem Solving and Cohesiveness	DAT ans STAI
SB	Self, group				Simple and Complex RT a) discriminative b) Choice	Koh's and Knox
JP				Theories of Personality	Ethnic Prejudice	EPQ, Ergograph

January - February 2016						
SC					Attitude	Intelligence and Interst
DRJ			Mood Disorders		Group - Problem Solving and Cohesiveness	DAT ans STAI
SB	Self, group... Continued				Simple and Complex Reaction Time a) discriminative b)	Koh's and Knox
JP				Counselling	Ethnic Prejudice	EPQ, Ergograph

Psychology Honours - 1st Year
Time Plan 2016 -2017

July - October 2016			
	Paper I	**Paper II A**	**Paper II B**
SC	Learning Processes and Memory		Emotion
DJ	Variables, Major steps in Psychological research		Time Perception
SB	Emotion - nature and theories	Genetic Basis, Structure -Function of Neuron, Brain	effect of suggestion on Rate of perceptual reversibility
JP	Introduction, Methods & Branches of Psychology, Schools of Psychology	Physiological correlates of emotion, Endocrine glands	Attention

November 2016 - February 2017			
	Paper I	**Paper II A**	**Paper II B**
SC	Need for Quantification in Psychology	Neurophysiology of Learning and Memory	Emotion
DJ	Psychophysics		Time Perception
SB	Motivation- definition, types, theories	Brain, ANS, PNS	effect of suggestion on Rate of perceptual reversibility
JP	Attention, Sensation, Perception	Role of cortex in emotion	Attention

March - May 2017			
	Paper I	**Paper II A**	**Paper II B**
SC	Tabulation, Classification and Processing data, central Tendency and dispersion. University Questions discussed.		Emotion - Viva Voce
DJ	Discussion of University questions		Time Perception - Discussion of University questions and Viva Voce
SB	Motivation - theories	ANS, PNS. University questions discussed	rate of perceptual reversibility - viva questions discussed
JP	Perception, Illusion, Intelligence, University questions discussed		Distraction, Viva voce - Attention

Psychology Honours - 2nd Year - Time Plan 2016 -2017

September - October 2016			
	Paper III	**Paper IV A**	**Paper IV B**
SC	Introduction to Correlation. Different computational techniques and uses.		DL - Gradation Method and Verification of Weber's Law
DJ	Normal Probability	Concept of development, role of gene and environment	RL - two point tactual threshold (Constant and Gradation)
SB	Research problem and hypothesis, Concept of parametric and non-parametric statistics, null hypothesis and testing,	Personality development, Social development	Effect R.I. on memory
JP	Statistical inference	Emotional development	Whole Vs Part Learning

November 2016 - February 2017			
	Paper III	**Paper IV A**	**Paper IV B**
SC	Experimental Method and Field Study	Pre-natal and Physical Development	DL-Gradation method ,Verification of Weber's Law and Constant Method
DJ	Test Construction		RL - two point tactual threshold (Constant and Gradation)
SB	concept of standard error, t-test and chi-square test	Cognitive development & Speech development	Effect of P.I. on memory
JP	Assessment of Intelligence, Aptitude, Interest and Personality	Moral Development	Spaced Vs Unspaced Learning

March - April 2017			
	Paper III	**Paper IV A**	**Paper IV B**
SC	Design of Experiments and University Questions discussed		DL - Constant method and Upper Difference Limen.and Viva Voce
DJ	Test Construction ... Continued		RL - two point tactual threshold (Constant and Gradation)- University questions discussions and Viva Voce
SB	t-test and chi-square test, Discussion of university questions	Discussion of university questions	Discussion of university questions - viva
JP	Assessment of Intelligence, Aptitude, Interest and Personality	Exceptional Children	Discussion of university questions - viva

Psychology Honours - 3rd Year
Time Plan 2016 -2017

July - October 2016

	THEORY				Practicals	
	Social Psychology	**Industrial Psychology**	**Psychopathology**	**Health and Counselling**	**Practical VI**	**Practical VIII**
SC		Introduction, Personnel Selection, Work Motivation.			Attitude	Intelligence and Interest
DRJ			Normality and Abnormality, classification, Concept of neurotic, psychotic and psychophysiological disorders, Signs and Symptoms and Classification Anxiety Disorders		Group - Problem Solving and Cohesiveness	DAT and STAI
SB	Social organization, social interaction, person perception& attribution; Self, Group psychology, Conformity, compliance, Leadership				Simple RT & Complex RT	Koh's Block design & Knox's cube construction
JP				Nature and scope of health psychology, Stress and health, frustration and conflict.	Ethnic Prejudice	Ergograph

November - December 2016

SC		Working Condition, Human Resource Development and Training			Attitude-continued	
DRJ			Somatoform Schizophrenia Mood Disorders		Group - Problem Solving and Cohesiveness	DAT and STAI
SB	Attitude & Prejudice				Complex RT	
JP				Freud, Eysenck, Counselling	EPQ	Ergograph

January - February 2017						
SC		University Questions-discussed			Attitude-Viva Voce	Intelligence and Interst-Viva Voce
DRJ			University Questions discussions		Group - Problem Solving and Cohesiveness - university Questions discussions and viva -	DAT and STAI - university Questions discussions and viva - voce
SB	University Questions-discussed				RT- Viva voce	Intelligence - Viva voce
JP				Mental Health, Mental Hygiene, Adjustment, University Questions	Viva Voce -Ethnic prejudice and EPQ	Ergograph, Viva voce

Psychology Honours
1st Year
Time Plan 2017 -2018

July - September 2017

	Paper I	Paper II A	Paper II B
SC	Learning Processes Memory and Forgetting		Emotion
DJ	Motivation		Time Perception
NT	Introduction, Methods & Branches of Psychology	Genetic Basis, Structure - Function of Neuron, Brain	effect of suggestion on Rate of perceptual reversibility
JP	Schools of Psychology	Physiological correlates of emotion, Endocrine glands	Attention

October 2017 - February 2018

	Paper I	Paper II A	Paper II B
SC	Memory and Forgetting-contd….	Neurophysiology of Learning and Memory	Emotion
DJ	Motivation		Time Perception
NT	Emotion-Nature and Theories	Brain, ANS, PNS	effect of suggestion on Rate of perceptual reversibility
JP	Attention, Sensation, Perception	Role of cortex in emotion	Attention

March - May 2018

	Paper I	Paper II A	Paper II B
SC	Information Processing Model		Emotion - Viva Voce
	Discussion of University questions		
DJ	Discussion of University questions		Time Perception - Discussion of University questions and Viva Voce
NT	Emotion-Nature and Theories	ANS, PNS. University questions discussed	rate of perceptual reversibility - viva questions discussed
JP	Perception, Illusion, Intelligence, University questions discussed		Distraction, Viva voce - Attention

Psychology Honours
2nd Year - Time Plan 2017 -2018

August-September, 2017

	Paper III	Paper IV A	Paper IV B
SC	Introduction to Correlation. Different computational techniques and uses.		DL - Gradation Method and Verification of Weber's Law
DJ	Normal Probability	Concept of development, role of gene and environment	RL - two point tactual threshold (Constant and Gradation)
NT	Research problem and hypothesis, Concept of parametric and non-parametric statistics, null hypothesis and testing,	Personality development, Social development	Effect R.I. on memory
JP	Statistical inference	Emotional development	Whole Vs Part Learning

October 2017 - February 2018

	Paper III	Paper IV A	Paper IV B
SC	Experimental Method and Field Study	Pre-natal Development	DL-Gradation method ,Verification of Weber's Law and Constant Method
DJ	Test Construction		RL - two point tactual threshold (Constant and Gradation)
NT	concept of standard error, t-test and chi-square test	Cognitive development & Speech development	Effect of P.I. on memory
JP	Assessment of Intelligence, Aptitude, Interest and Personality	Moral Development	Spaced Vs Unspaced Learning

March - April 2018

	Paper III	Paper IV A	Paper IV B
SC	Design of Experiments and University Questions discussed	Physical Development	DL - Constant method and Upper Difference Limen.and Viva Voce
DJ	Test Construction ... Continued		RL - two point tactual threshold (Constant and Gradation)- University questions discussions and Viva Voce
NT	t-test and chi-square test, Discussion of university questions	Discussion of university questions	Discussion of university questions - viva
JP	Assessment of Intelligence, Aptitude, Interest and Personality	Exceptional Children	Discussion of university questions - viva

Psychology Honours
3rd Year
Time Plan 2017 -2018

July - September 2017

	THEORY				Practicals	
	Social Psychology	**Industrial Psychology**	**Psychopathology**	**Health and Counselling**	**Practical VI**	**Practical VIII**
SC		Introduction, Personnel Selection, Work Motivation.			Attitude	Intelligence and Interest
DRJ			Normality and Abnormality, classification, Concept of neurotic, psychotic and psychophysiological disorders, Signs and Symptoms and Classification Anxiety Disorders		Group - Problem Solving and Cohesiveness	DAT and STAI
NT	Social organization, social interaction, person perception& attribution; Self, Group psychology, Conformity, compliance, Leadership				Simple RT & Complex RT	Koh's Block design & Knox's cube construction
JP				Nature and scope of health psychology, Stress and health, frustration and conflict.	Ethnic Prejudice	Ergograph

October- December 2017

SC		Working Condition, Human Resource Development and Training			Attitude-continued	
DRJ			Somatoform Schizophrenia Mood Disorders		Group - Problem Solving and Cohesiveness	DAT and STAI
NT	Attitude & Prejudice				Complex RT	
JP				Freud, Eysenck, Counselling	EPQ	Ergograph

January - February 2018

SC		University Questions-discussed			Attitude-Viva Voce	Intelligence and Interst-Viva Voce
DRJ			University Questions discussions		Group - Problem Solving and Cohesiveness - university Questions discussions and viva - voce	DAT and STAI - university Questions discussions and viva - voce
NT	University Questions-discussed				RT- Viva voce	Intelligence - Viva voce
JP				Mental Health, Mental Hygiene, Adjustment, University Questions	Viva Voce -Ethnic prejudice and EPQ	Ergograph, Viva voce

Psychology Honours
2nd Year - Time Plan 2018 -2019

August-October, 2018

	Paper III	Paper IV A	Paper IV B
SC	Introduction to Correlation. Different computational techniques and uses.		Psychophysics- DL
DJ	Normal Probability		RL - two point tactual threshold (Constant and
JP	Processing of data - FD, Central tendencies	Emotional development	Whole Vs Part Learning
SB	Concept of parametric & non-parametric,	Social development	Memory- Proactive inhibition
SM	Need for quantification in psychology, levels of	Concept and assessment of Intelligence	

November 2018 - February 2019

	Paper III	Paper IV A	Paper IV B
SC	Controlling techniques and Designing of Experiments	Development- genetic, environmental factors.Exceptional children	Psychophysics- DL
DJ	Test ConstructionVariables		RL - two point tactual threshold (Constant and Gradation)
JP	Processing of data ... continued	Moral Development; Personality development	Spaced Vs Unspaced Learning
SB	Computation of Chi-square and One-way Analysis of Variance	Cognitive development	Memory- Retroactive inhibition
SM	Statistical inference: concepts and steps.	Concept and assessment of Aptitude and	

March - April 2019

	Paper III	Paper IV A	Paper IV B
SC	Design of Experiments and University	Exceptional Children and University Questions	Discussion of University Questions and Viva Voce
DJ	Test Construction		RL - two point tactual threshold (Constant and Gradation)- University questions discussions and Viva Voce
JP	Sampling	Personality development	Discussion of university questions - viva
SB	Contd. computational statistics. Discussion of	Discussion of university questions	Discussion of university questions - viva
SM	Discussion of University questions	Discussion of University questions	

Psychology Honours
3rd Year
Time Plan 2018 -2019

July - October 2018

	THEORY				Practicals	
	Social Psychology	**Industrial**	**Psychopathology**	**Health and Counselling**	**Practical VI**	**Practical VIII**
SC		Introduction, Personnel			Attitude	Intelligence and
DRJ			Normality and Abnormality, classification, Anxiety Disorders, Schizophrenia		Group - Problem Solving	DAT
JP				Nature and scope of health	Ethnic Prejudice	Ergograph
SB	Self; Social organization,				Reaction time- simple	Intelligence - Koh's
SM		Working conditions: physical, temporal, psychological. Accident prevention	Current classification of mental disorders- concept of neurotic, psychotic, psycho-		Group cohesiveness	STAI

November- December 2018

SC		Work Motivation, Job			Attitude-continued	
DRJ			Somatoform			
SB	Group: definition, classification, structure & function. conformity & compliance. Leadership: definition, classification,					Intelligence: Knox
JP				Freud, Eysenck,	EPQ	Ergograph
SM		Human Resource				

January - February 2019

SC		University Questions-			Attitude-Viva Voce	Intelligence and
DRJ			University Questions		Group - Problem	DAT - university
JP				Mental Health, Mental	Viva Voce -Ethnic	Ergograph, Viva voce
SB	University questions discussed				Reaction time- viva voce & design variation discussed	concrete intelligence- viva voce & design variation discussed
SM					Group cohesiveness:	STAI: University

Psychology Honours
1st Year
Time Plan JULY-DECEMBER 2018

July - October 2018

	CORE PAPER I	CORE PAPER II	PRACTICAL-CC1/ CC2
SC	**Unit 4:** Memory and Forgetting	Unit 2: Measures of Central Tendency and Variability	**CC2 -** Graphical Representations, Central Tendency, Variability
DJ	**Unit 3: Learning and Motivation:** Perspectives on motivation, Types of motivation, Motivational conflicts	**Unit 3: Standard (z) Scores:** Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.	**CC2 -** On Skewness, Kurtosis, Normal Probability Curve- Areas and Z scores
JP	**Unit 2:** Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.	**Unit 1**: Frequency Distributions, Percentiles, and	**CC1** -Memory: a) Effect of spaced and unspaced method of learning on memorization capacity of the subject
SB	**Unit 3**: Learning and Motivation: Classical &	**Unit 4:** Correlation: historical perspective,	**CC1** - Rate of Perceptual reversibility using
SM	Introduction to Psychology: perspectives,	Introduction to psychological research.	

November - December 2018			
	CORE PAPER I	**CORE PAPER II**	**PRACTICAL-CC1/CC2**
SC	**Unit 4**: Memory and Forgetting	**Unit 2**: Measures of Central Tendency and	**CC2**-Graphical Representations, Central
DJ		The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	
JP	**Unit 2:** Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.	**Unit 1**: Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs (Skewness and Kurtosis).	**CC1** -Memory: b) Effect of retroactive inhibition on the memorization capacity of the subject
SB		Contd. **Unit 4:** Correlation: coefficient of	**CC2** - Pearson PM correlation coefficient
SM	Psychology in modern India	Random sampling and sampling distributions	

PSYCHOLOGY HONOURS TIME PLAN

	JANUARY- FEBRUARY 2019	
	CORE PAPER III	**CORE PAPER IV**
SC	Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.	
DJ	Structures & functions of neurons, neural conduction & synaptic transmission	
JP	Nature & scope, methods & ethics in biopsychology	
SB	Structure, functions and abnormalities of major glands- thyroid, adrenal, gonads, pituitary	
SM		Bandura's Social Learning Theory. Sankhya Perspective: Concept of Triguna

	MARCH-MAY 2019	
	CORE PAPER III	**CORE PAPER IV**
SC		Emotional intelligence. Self-determination theory; Enhancing cognitive potential, Self regulation & self enhancement
DJ		Heredity, environment & intelligence, group differences in intelligence extremes of intelligence
JP	Divisions of biopsychology	Nature of personality, biopsychosocial foundation of personality, cultural, gender, personality. Freud's theory of personality
SB		Fostering creativity, self & identity from indian perspective- nyaya, vedanta, buddhist views of self
SM	Organisation of Nervous System. Discussion of Univeristy Questions	Concept of Intelligence. Discussion of Univeristy Questions.

PRACTICAL CC3/CC4
Terman Merill Test of Intelligence
Simple Reaction Time
16PF test
Choice & Discriminative Reaction Time
On Arousal (pneumograph)

PRACTICAL CC3/CC4
Discussion of University Questions
Discussion of University Questions
Discussion of University Questions
Discussion of University Questions
Discussion of University Questions

BENGALI DEPARTMENT

Name: Amrita Dasgupta,

Teaching Plan: (2017-2018)

1st Year	**VERNACULAR BENGALI/** (Language & Literature)	
Time (2017-18)	**JULY-SEPTEMBER**	**OCT-DEC**
1st year	• Short stories • comprehension • Audio visual class • Class assignments	• Short story • Poribhasha • Short story writing competition • Poems

5	**ELECTIVE BENGALI /**	
Time (2017-18)	**JULY-SEPTEMBER**	**OCT-DEC**
Ist year / 1st SEMESTER	• Orientation in Bengali literature & Language • Introduction of Bengali Literature and history of pre-colonial period. • History of Bengali Prose & Essay Writing. • Class & Home assignments. • Tutorials / Internal /	• Special Audio Classes For Drama • Shamoyik Potro • History of Bengali prose & Short story (19th&20th Century) • Tutorials / Internal /

Time(2017-18)	JANUARY-March	APRIL-MAY
1st year /	• History of • History of Bengali drama & Indian Stage(19TH Century • History of Bengali poetry, 19TH Century • Chhanda • Tutorials / Internal /	• Rhetoric • Tutorials / Internal / • History of Bengali prose & Short story (19th&20th Century

Time (2017-18)	**JULY-SEPTEMBER**	**OCT-DEC**	**JAN-MARCH**
2nd Year **Paper- II &III**	• Meghnad bodh Kavya (II) • Vaisnav Padabali(II) • Sankalan(III) • Short story(III) • Paper presentation • Class & Home Assignments • Tutorials	• Raja o Rani (III) • Kapalkundola (III) • Sankalan • Tutorials	• Punascha • Modern poetry • Chhanda • Tutorials

	ELECTIVE BENGALI	
Time2015-16)	**JULY-SEPT**	**OCT-DECEMBER**

3rd Year **4th paper**	• Poribhasha • Translation • Linguistics • I.P.A • Report Writing • Class assignments	• Letter Writing • Proof Reading • Essay Writing • Advertisement writing • tutorials

BENGALI DEPARTMENT

Name: Amrita Dasgupta,

Teaching Plan: (2016-2017)

1st Year	**VERNACULAR BENGALI/** (Language & Literature)	
Time (2016-2017)	**JULY-SEPTEMBER**	**OCT-DEC**
1st year	• Short stories • comprehension • Audio visual class • Class assignments	• Short story • Poribhasha • Short story writing competition • Poems

5	**ELECTIVE BENGALI /**	
Time (2016-2017)	**JULY-SEPTEMBER**	**OCT-DEC**
Ist year / 1st SEMESTER	• Orientation in Bengali literature & Language • Introduction of Bengali Literature and history of pre-colonial period. • History of Bengali Prose & Essay Writing. • Class & Home assignments. • Tutorials / Internal /	• Special Audio Classes For Drama • Shamoyik Potro • History of Bengali prose & Short story (19th&20th Century) • Tutorials / Internal /

Time	JANUARY-March	APRIL-MAY
1st year /	• History of • History of Bengali drama & Indian Stage(19TH Century • History of Bengali poetry, 19TH Century • Chhanda • Tutorials / Internal /	• Rhetoric • Tutorials / Internal / • History of Bengali prose & Short story (19th&20th Century

Time	**JULY-SEPTEMBER**	**OCT-DEC**	**JAN-MARCH**
2nd Year **Paper- II &III**	• Meghnad bodh Kavya (II) • Vaisnav Padabali(II) • Sankalan(III) • Short story(III) • Paper presentation • Class & Home Assignments • Tutorials	• Raja o Rani (III) • Kapalkundola (III) • Sankalan • Tutorials	• Punascha • Modern poetry • Chhanda • Tutorials

	ELECTIVE BENGALI	
Time2015-16)	**JULY-SEPT**	**OCT-DECEMBER**

3rd Year **4th paper**	• Poribhasha • Translation • Linguistics • I.P.A • Report Writing • Class assignments	• Letter Writing • Proof Reading • Essay Writing • Advertisement writing • tutorials

BENGALI DEPARTMENT

Name: Amrita Dasgupta,

Teaching Plan: (Current academic session)2018-19

CBCS	**VERNACULAR BENGALI/ AECC1** (Language & Literature)	
Time (**2018-2019**)	**JULY-SEPTEMBER**	**OCT-DEC**
1st year	• Short stories • comprehension • Audio visual class • Class assignments	• Short story • Poribhasha • Short story writing competition • Poems

	ELECTIVE BENGALI / 1st SEMESTER	
Time (**2018-2019**)	**JULY-SEPTEMBER**	**OCT-DEC**
Ist year / 1st SEMESTER	• Orientation in Bengali literature & Language • Introduction of Bengali Literature and history of pre-colonial period. • History of Bengali Prose & Essay Writing • History of Bengali poetry, 19TH Century. • Class & Home assignments. • Tutorials / Internal / Project	• Special Audio Classes For Drama • History of Bengali drama & Indian Stage(19TH Century) • Shamoyik Potro • History of Bengali prose & Short story (19th&20th Century) • Tutorials / Internal / Project

Time (2019)	JANUARY-MARCH	APRIL-MAY
1st year / 2ND SEMESTER	• History of Indo Aryan language • Old Indo Aryan • Middle Indo Aryan • New Indo Aryan • Chhanda • Tutorials / Internal / Project	• Rhetoric • Tutorials / Internal / Project

Annual System			
Time (2018/2019)	**JULY-SEPTEMBER**	**OCT-DEC**	**JAN-MARCH**
2nd Year **Paper- II &III**	• Meghnad bodh Kavya (II) • Vaisnav Padabali(II) • Sankalan(III) • Short story(III) • Paper presentation • Class & Home Assignments • Tutorials	• Raja o Rani (III) • Kapalkundola (III) • Sankalan • Tutorials	• Punascha • Modern poetry • Chhanda • Tutorials

	ELECTIVE BENGALI	
Time (2018-2019)	**JULY-SEPT**	**OCT-DECEMBER**
3rd Year **4th paper**	• Poribhasha • Translation • Linguistics • I.P.A • Report Writing • Class assignments	• Letter Writing • Proof Reading • Essay Writing • Advertisement writing • tutorials

TEACHING PLAN
2016-2017
B.A 1st yr Hindi Elective Paper - 1

TOPIC	TARGET DATE
1. Surdas 2. Kabir 3. Tulsidas	July &Aug
4. Meerarbai 5. Bihari 6. Prasad	Sep & Oct
7. Nirala 8. Mahadevi	Nov & Dec
9. Agyey 10.Nagarjun	Jan & Feb

B.A 2nd yr Hindi Elective Paper 2 & 3

TOPIC	PAPER	TARGET DATE
1.Surdas 2. Kabir 3. Prasad 4. Niband 5. Bharatendu 6. Parsai	2nd 2nd 2nd 3rd 3rd 3rd	July & August
7 Nirala 8.Dhruvswamini {Natak} 9. Bihari 10.Mirabai 11. Sona 12. Bal Krishna Bhatt	2nd 3rd 2nd 2nd 3rd 3rd	Sept & Oct
13. Nagarjun 14.Gaban 15.Tulsidas 16. Agyey 17 Mere Ram Ka Mukut Bhig Raha Hai	2nd 3rd 2nd 2nd 3rd	Nov & Dec
18. Mahadevi Hazari Prasad Dwivedi 19. Kahaniyan 20. Amrit Lal Bengar	2nd 3rd 3rd	Jan & Feb

B.A 3rd Year Hindi Elective Paper - 4

TOPIC	TARGET DATE
1.Prayojan Mulak Hindi Ka Abhipray Aur Uski Upyogita. 2.Manak Hindi	July
3.Rashtra Bhasha, Rajbhasha Aur Sampark Bhasha. 4.Bhasha Prabhed	August
5. Anuvad 6.Karyaleyin Patra Lekhan 7. Jansanchar Madhyam	September & October
8.Smachar Aur Vigyapan 9.Vyakaran	November & December

Vernacular Hindi 1st Year

TOPIC	TARGET DATE
1. Peshola Ki Pratidwani{Kavita} 2. Dharmik Dangon ki Rajneeti {Kavita} 3.Pratdaivedan 4. Kya Nirash Hua Jaye {Nibandh}	July & August
5. Ho Gai Hai Pir Parbat Si {Kavita} 6. Unko Pranam {Kavita} 7. Bholaram Ka Jeev{Kahani} 8. Gheesa (Rekhachitra)	Sept & Oct
9. Mantra {Kahani} 10. Paitrik Sampatti {Kavita} 11. Trishanku (Mannu Bhandari) 12. Pryavaran Sanrakshan {Nibandh}	Nov & Dec

TEACHING PLAN
2017-2018
B.A 1st yr Hindi Elective Paper - 1

TOPIC	TARGET DATE
1. Surdas 2. Kabir 3. Tulsidas	July &Aug
4. Meerarbai 5. Bihari 6. Prasad	Sep & Oct
7. Nirala 8. Mahadevi	Nov & Dec
9. Agyey 10.Nagarjun	Jan & Feb

B.A 2nd yr Hindi Elective Paper 2 & 3

TOPIC	PAPER	TARGET DATE
1 Hindi Bhasha Ka Vikas 2. Hindi Sahitya Ke Itihas Ka Kal Vibhajan Aur Namkaran. 3.Adikal Ki Pravirtiyan 4. Yatra Vritant 5. Sona	3rd 3rd 3rd 3rd 2nd 2nd	July & August
7 Bhaktikal : Sagun aur Nirgun kavya 8 Ritibadh, Ritisidh, Ritimukt Kavya 9. Kahaniyan 10.Andher Nagri 11. Nirmala	3rd 3rd 2nd 2nd 2nd	Sept & Oct
11. Adhunik kal : Bhartendu Yug, Dwivedi Yug, Chayavad, Pragativad, Prayogvad, Satthottari sahitya. Dalit Sahitya, Stri Chetna. 12. Mere Ram Ka Mukut Bhig Raha Hai	3rd 2nd	Nov & Dec
13. Kutaj 14. Atmanirbharta 15.Gadya Vidhaon Ki Vikas 16. Parsai (Dharmshetre Kurukshetre) 17. Acharya Ramchandra Shukla (Utsah)	2nd 2nd 3rd 2nd 2nd	Jan & Feb

B.A 3rd Year Hindi Elective Paper - 4

TOPIC	TARGET DATE
1.Prayojan Mulak Hindi Ka Abhipray Aur Uski Upyogita. 2.Manak Hindi	July
3.Rashtra Bhasha, Rajbhasha Aur Sampark Bhasha. 4.Bhasha Prabhed	August
5. Anuvad 6.Karyaleyin Patra Lekhan 7. Jansanchar Madhyam	September & October
8.Smachar Aur Vigyapan 9.Vyakaran	November & December

Vernacular Hindi 1st Year

TOPIC	TARGET DATE
1. Peshola Ki Pratidwani{Kavita} 2. Dharmik Dangon ki Rajneeti {Kavita} 3.Pratdaivedan 4. Kya Nirash Hua Jaye {Nibandh}	July & August
5. Ho Gai Hai Pir Parbat Si {Kavita} 6. Unko Pranam {Kavita} 7. Bholaram Ka Jeev{Kahani} 8. Gheesa (Rekhachitra)	Sept & Oct
9. Mantra {Kahani} 10. Paitrik Sampatti {Kavita} 11. Trishanku (Mannu Bhandari) 12. Pryavaran Sanrakshan {Nibandh}	Nov & Dec

TEACHING PLAN HINDI 2018-2019

B.A 1st Year Semester 2 Paper – GE2

TOPIC	TARGET TIME
1.Kabirdas (Vyakhya evam Alochana) 2.Surdas (Vyakhya evam Alochana) 3. Meerabai (Vyakhya evam Alochana) 4. Tulsidas (Vyakhya evam Alochana) 5. Bihari (Vyakhya evam Alochana)	Jan 2019 3 + 2 classes 3 + 2 classes 3 + 2 classes 3 + 2 classes 3 + 2 classes
6. Raskhan (Vyakhya evam Alochana)	Feb 2019 3 + 2 classes
7. Assignments on Vyakhya and Topics taught in Class	March 2019
8. Discussion on tutorial and assignments as per student's need	April & May 2019

B.A 2nd Year Hindi Elective Paper 2 & 3

TOPIC	PAPER	TARGET TIME
1.Hindi Sahitya Ke Itihas Ka Kal Vibhajan Aur Namkaran. 2..Adikal Ki Pravirtiyan 3. Bhaktikal : Sagun aur Nirgun kavya Dharayen 4. Ritikal : Ritibadh, Ritisidh, Ritimukt Kavyadharayen	3rd 3rd 3rd 3rd	July & August 2018
5. Atmanirbharta 7. Sona 8. Mere Ram Ka Mukut Bhig Raha 9. Adhunik kal : Bhartendu Yug, Dwivedi Yug, Chayawad	2nd 2nd 2nd 3rd	Sept & Oct 2018
10. Upanayas, Natak, Kahani Ka Vikas 11. Hindi Kahaniyan 12. Nirmala 13. Andher Nagri	3rd 2nd 2nd 2nd	Nov & Dec 2018
14. Hindi Ki Utpatti	3rd	Jan & Feb 2019

15. Khadi Boli Hindi Ka Vikas 16. Hindi Gadya Ka Vikas 17. Dalit Aur Stri Vimarsh 18. Kutaj 19. Utsah 20. Kinnar Desh Aur Dharamshetre, Kurushetre	3rd 3rd 3rd 2nd 2nd 2nd	Jan & Feb 2019

B.A 3rd Year Hindi Elective Paper - 4

TOPIC	TARGET DATE
1.Prayojan Mulak Hindi Ka Abhipray Aur Uski Upyogita. 2.Manak Hindi	July 2018
3.Rashtra Bhasha, Rajbhasha Aur Sampark Bhasha. 4.Bhasha Prabhed	August 2018
5. Anuvad 6.Karyaleyin Patra Lekhan 7. Jansanchar Madhyam	September & October 2018
8.Smachar Aur Vigyapan 9.Proof sanshodhan	November & December 2018
10. Revision and assignments	Jan & Feb 2019

Vernacular Hindi 1st Year 2018-2019

TOPIC	TARGET DATE
1. Biti Bibhavari Jag Ri {Kavita} 2. Paitrik Sampatti {Kavita} 3.Mantra {Kahani} 4. Pryavaran Sanrakshan {Nibandh}	July & August
5. Dhumketu {Nibandh} 6. Bholaram Ka Jeev {Kahani} 7. Darmik Dangon ki Rajniti {Kavita} 8. Nakhoon Kyon Badhte Hain {Nibandh} 9. Trishanku{Kahani} 10.Gheesa {Rekhachitra}	Sept & Oct
11.Ho Gai Hai Pir Parbat Si {Kavita} 13. Pali {Kahani} 14. Unko Pranam {Kavita}	Nov

TEACHING PLAN 2019- 2020
B.A 1st yr GE -1, HINDI, Semester-1

Topic	Hours allotted	Sub Topics	Teaching method	Learning Outcome	Assessment
1.Hindi Sahitya Ka Itihas	4	Naamkaran Aur Kaal Vibhajan	Lecture and assignment	Understanding about the concept of Naamkaran aur Kaal Vibhajan	Through written assignment & Tutorials
2. Adikaaleen Kavya Dharayen	3	Siddh, Nath Aur Jain Sahitya, Pramukh Raso Kavya, Samanya Visheshtayen	Lecture and assignment	Understanding about the concept of Adikal	Through written assignment & Tutorials
3. Bhakti Andolan	5	Samajik-Sanskritik Prishthboomi, Nirgun Kavi, Pramukh Sagun Kavi, Samanya Visheshtayen	Lecture and assignment	Understanding about the concept of Bhakti Andolan	Through written assignment & Tutorials
4. Ritikaal	2	Ritibadh, Ritisiddh, Ritimukt Kavi	Lecture and assignment	Understanding about the concept of Ritikaal	Through written assignment & Tutorials
5. Swatantrata Sangharsh Aur Hindi Navjagran	1	1857 Ka Swatantrata Sangharsh Aur Navjagran	Lecture and assignment	Understanding about the concept of Navjagaran	Through written assignment & Tutorials
8. Bharatendu Yug	3	Bharatendu Yugin Sahitya Ki Samanya Visheshtayen	Lecture and assignment	Understanding about the concept of Bharatendu Yug	Through written assignment & Tutorials
9. Dwivedi Yug	3	Mahavir Prasad Dwivedi Aur Unka Yug, Yug Ke Pramukh Lekhak Aur Kavi	Lecture and assignment	Understanding about the concept of Dwivedi Yug	Through written assignment & Tutorials
10. Maithilisharan Gupt Aur Rashtriya Kavya Dhara	1	Maithilisharan Gupt Aur Rashtriya Kavya Dhara	Lecture and assignment	Understanding about the contribution of Maithilisharan Gupt	Through written assignment & Tutorials
11. Gadya Vidhayon Ka Vikas	4	Natak, Kahani, Upanyas Ka Vikaas	Lecture and assignment	Understanding about the concept of Gadya Vidhayen	Through written assignment & Tutorials

B.A 3rd Year, Hindi Elective Paper – 4, Teaching Plan 2019- 2020

Topic	Hours allotted	Sub Topics	Teaching method	Learning Outcome	Assessment
1.Prayojan Mulak Hindi Ka Abhipray Aur Uski Upyogita.	2	Tatparya Upyogita Prayogshetra	Lecture and assignment	Understanding about the concept of Prayojanmulak Hindi	Through written assignment & Tutorials
2.Manak Hindi	2	Rashtrabhasha Adhiniyam 1963 Rashtrabhasha Adhiniyam 1968 Rashtrabhasha Adhiniyam 1976	Lecture and assignment	Understanding about the Rajbhasha Adhiniyam	Through written assignment & Tutorials
3.Rashtra Bhasha, Rajbhasha Aur Sampark Bhasha.	3	Tatparya Hindi Ka Sthan	Lecture and assignment	Understanding about Hindi ke vividh roop	Through written assignment & Tutorials
5. Anuvad	3	Paribhasha, Samasyayen, Karyalayin Evam Sahityik Anuvad	Lecture and assignment	Understanding about the concept of Anuwad	Through written assignment & Tutorials
6. Karyaleyin Patra Lekhan	2	Prashashnik Patrachaar Ke Prakar	Lecture and assignment	Understanding about the Karyalayon me patrachaar ke prakaar	Through written assignment & Tutorials
7. Jansanchar Madhyam	3	Report, Reporter ke dayitwa, fichar, Fichar ayr lekh me antar	Lecture and assignment	Understanding about the report and fichar	Through written assignment & Tutorials
8.Smachar Aur Vigyapan	3	Samachar ke tatwa, Prakar, Vigyapan lekhan	Lecture and assignment	Understanding about the concept of Samachar and Vigyapan	Through written assignment & Tutorials
9.Proof Sanshodhan	2	Proof chinha evam unka prayog	Lecture and assignment	Understanding about the concept of Proof sanshodhan	Through written assignment & Tutorials

TEACHING PLAN 2019- 2020
AECC Hindi Semester 1

TOPIC	Hours Allotted	Sub Topic	Teaching Method	Learning Outcome	Assessment
1. Biti Vibhawari Jaag ri (Kavita)	1	Kavi Parichay Prishtabhumi,Kavyarth	Lecture	Understanding about the concept of the chapter	Through Revision
2. Dharmik Dango Ki Rajniti Unko Pranam {Kavita}	1	Kavi Parichay Prishtabhumi,Kavyarth	Lecture	Understanding about the concept of the chapter	Through Revision
3. Ho Gai Hai Pir Parbat Si {Kavita}	1	Kavi Parichay Prishtabhumi,Kavyarth	Lecture	Understanding about the concept of the chapter	Through Revision
4. Unko Pranam (Kavita)	1	Kavi Parichay Prishtabhumi,Kavyarth	Lecture	Understanding about the concept of the chapter	Through Revision
5. Mantra (kahani)	1	Lekhak Parichay Prishtabhumi,Gadyartharth	Lecture	Understanding about the concept of the chapter	Through Revision
6. Ghisa (Rekhachitra)	1	Lekhak Parichay Prishtabhumi,Gadyartharth	Lecture	Understanding about the concept of the chapter	Through Revision
7. Trishanku (Kahani)	1	Lekhak Parichay Prishtabhumi,Gadyartharth	Lecture	Understanding about the concept of the chapter	Through Revision
8. Paitrik Sampatti (Kavita)	1	Kavi Parichay Prishtabhumi,Kavyarth	Lecture	Understanding about the concept of the chapter	Through Revision
9. Bholaram Ka Jeev (Kahani)	1	Lekhak Parichay Prishtabhumi,Gadyartharth	Lecture	Understanding about the concept of the chapter	Through Revision

10. Pali (Kahani)	1	Lekhak Parichay Prishtabhumi,Gadyartharth	Lecture	Understanding about the concept of the chapter	Through Revision
11. Pryavaran Sanrakshan {Nibandh}	1	Path Parichay	Assignment in Question Answer form	Understanding about the concept of the chapter	Through Revision
12. Doom Ketu	1	Path Parichay	Assignment in Question Answer form	Understanding about the concept of the chapter	Through Revision
13. Nakhoon Kyon Badhte hain (Nibandh)	1	Lekhak Parichay Prishtabhumi,Gadyartharth	Lecture	Understanding about the concept of the chapter	Through Revision

TEACHING PLAN 2019- 2020
B.A 2nd Yr. GE -3, HINDI, Semester-III

Topic	Hours allotted	Sub Topics	Teaching method	Learning Outcome	Assessment
Adunik Hindi Kavita	6	Jaishankar Prasad Ki Kavyagat Prishthboomi Kavitayen Evan Kavyagat Visheshtayen	Lecture and assignment	Understanding the vision of Jaishankar Prasad	Through written assignment & Tutorials
Adunik Hindi Kavita	6	Nirala Ki Kavyagat Prishthboomi Kavitayen Evan Kavyagat Visheshtayen	Lecture and assignment	Understanding the vision of Jaishankar Nirala	Through written assignment & Tutorials
Adunik Hindi Kavita	5	Nagarjun Ki Kavyagat Prishthboomi Kavitayen Evan Kavyagat Visheshtayen	Lecture and assignment	Understanding the vision of Nagarjun	Through written assignment & Tutorials
Adunik Hindi Kavita	6	Agey Ki Kavyagat Prishthboomi Kavitayen Evan Kavyagat Visheshtayen	Lecture and assignment	Understanding the vision of Agey	Through written assignment & Tutorials
Adunik Hindi Kavita	4	Maithilisharan Gupt Ki Yashodhara	Lecture and assignment	Understanding the vision of Maithilisharan Gupt About Yashodhara	Through written assignment & Tutorials
Adunik Hindi Kavita	4	Bharatendu Harishchandra Ki Naye Zamaane ki 14 Mukariyan	Lecture and assignment	Understanding the vision of Bharatendu Harishchandra	Through written assignment & Tutorials

Journalism and Mass Communication Teaching Plan First Years

2015-2016

There will be tutorials to assess the preparedness of the topics

July-October

Newspaper as recorder of news and events; Newspaper as an organ of public opinion; Newspaper as an instrument of social service and as a promoter of democracy; Impact of newspaper on society; Newspaper and socio-economic and cultural development. News: Definition; Elements of news; News Sources; Different types of news. The Editor: functions and responsibilities; Editorial freedom; The role of the editor in recent perspective. The News Editor: Functions; duties and qualities. Chief Sub-Editor; Sub-Editors; Their duties and qualities. The Reporter; Duties and Responsibilities of a reporter; Duties responsibilities & qualities of a chief reporter; Foreign correspondent; Special correspondent.

November-January

Bureau Chief; Duties and responsibilities of a district correspondent; Crime and legal reporting; Science and financial reporting. News writing; Different structures of news writing (inverted pyramid structure); Intro; Lead; Language of news writing; Objectivity; Writing techniques on society, fashion, music and arts, education, employment opportunities, health, environment etc.; financial reporting. Feature: Definition, special kind of reporting, Different types, important branch of modern Journalism.Editorial: Importance, Choice of subjects, Arrangement, Style of presentation. Editing; Principles of Editing; Copy Testing; Processing Copies; Computer Editing; Making headlines of news stories; Importance; Rules to be followed; Different types of headlines; Computer applications.

Feb-May

Page Make-up; Front page and other pages; Principles to be followed; Typography; Main type groups; Recent changes and development; Photo journalism; Definition; Importance; Duties, responsibilities and qualities of a news photographer; How to edit news photos; Caption writing; Photo printing process; Dark room processing; Column and columnist; Importance of column; Different types; Qualities of a good columnist; Letters to the Editor; Importance; How to edit; Proof reading; Symbols of proof reading; Duties and responsibilities of proof readers;The News Agencies; Their services; functions; Importance in today's journalism; Styles of Agency reporting; How does it differ from reporting in other media; Different international News Agencies.

Revisions and Discussions based on CU Question Formats

Journalism and Mass Communication Teaching Plan Second Years

2015-2016

There will be tutorials to assess the preparedness of the topics

August-October

Newspaper as a business enterprise and its public service role; Indian experience; Ownership of Newspapers; Different types in India; Main features; Sources of revenue of newspapers; Scope in India, Circulation of newspapers; Circulation factors: Geographical factor, Social Factor, Economic, Technological factor; Promoting circulation; Newspaper's policy; Circulation department; Organization; Functions; Duties and responsibilities of the circulation manager; Audit Bureau of Circulation (ABC); Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display, Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement

Practicals: Writing News Reports; Headlines; Intro. Writing Short Feature

November-February

Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement; Advertising: Definition; Different types; Classified and display; Advertisement medium; different types; relative advantages; Selection criteria; Ethics of Advertising; Market research; Brand positioning; Creative strategy; Market and its segmentation; Sales promotion Advertising agency: structure, functions, important functionaries; Client; Agency relationship; Copy writing; Types of Copy; How to prepare; Principles of writing; Main features; Copy writer: qualities, duties and responsibilities; Copy for electronic media and print media; Ad-administration and Video production; Public Relations: Definition; Publics inPR; Importance of PR; PRO: Qualities and Duties; PR in Public Sector; PR for Private Sector; PR tools; Press Release; Press Conference; Press Rejoinder; Corporate PR;House Journal: Planning; Data collection; Editing principles; Production and distribution; PR as a management function; PR institutions; PR and new technology, Indian Constitution; Main features; Fundamental Rights; President of India: Power and position; Prime Minister: power and position; Chief Minister: Power and position; Governor: Power and position; Parliament; Supreme Court; and High Court; Local governments;Indian Foreign Policy; National Economic policy; New trends; Industrial policy; New trends; Finance Commission and its functions; Five Year Plans: Objectives; Economic policy and its impact on society.

Practicals: Page Make-up and Design; Editing news copy (Computer part), Editorial Writing, Film and Book Review

March-April

Press Laws: Defamation, Contempt of Court; Parliamentary Privileges; Article 19(1)A and freedom of press; Copyright Act; Official Secrets Act; Working Journalists' Act; Ethics of Journalism; Freedom and responsibility of the press; Press Council of India: Constitution, objectives and guidelines; Media Council of India.

Revisions and Discussions based on CU Question Formats

Journalism and Mass Communication Teaching Plan
First Years 2016-2017

There will be tutorials to assess the preparedness of the topics

July-October

Newspaper as recorder of news and events; Newspaper as an organ of public opinion; Newspaper as an instrument of social service and as a promoter of democracy; Impact of newspaper on society; Newspaper and socio-economic and cultural development. News: Definition; Elements of news; News Sources; Different types of news. The Editor: functions and responsibilities; Editorial freedom; The role of the editor in recent perspective. The News Editor: Functions; duties and qualities. Chief Sub-Editor; Sub-Editors; Their duties and qualities. The Reporter; Duties and Responsibilities of a reporter; Duties responsibilities & qualities of a chief reporter; Foreign correspondent; Special correspondent.

November-January

Bureau Chief; Duties and responsibilities of a district correspondent; Crime and legal reporting; Science and financial reporting. News writing; Different structures of news writing (inverted pyramid structure); Intro; Lead; Language of news writing; Objectivity; Writing techniques on society, fashion, music and arts, education, employment opportunities, health, environment etc.; financial reporting. Feature: Definition, special kind of reporting, Different types, important branch of modern Journalism.Editorial: Importance, Choice of subjects, Arrangement, Style of presentation. Editing; Principles of Editing; Copy Testing; Processing Copies; Computer Editing; Making headlines of news stories; Importance; Rules to be followed; Different types of headlines; Computer applications.

Feb-May

Page Make-up; Front page and other pages; Principles to be followed; Typography; Main type groups; Recent changes and development; Photo journalism; Definition; Importance; Duties, responsibilities and qualities of a news photographer; How to edit news photos; Caption writing; Photo printing process; Dark room processing; Column and columnist; Importance of column; Different types; Qualities of a good columnist; Letters to the Editor; Importance; How to edit; Proof reading; Symbols of proof reading; Duties and responsibilities of proof readers;The News Agencies; Their services; functions; Importance in today's journalism; Styles of Agency reporting; How does it differ from reporting in other media; Different international News Agencies.

Revisions and Discussions based on CU Question Formats

Journalism and Mass Communication Teaching Plan
Second Years 2016-2017

There will be tutorials to assess the preparedness of the topics

August-September

Newspaper as a business enterprise and its public service role; Indian experience; Ownership of Newspapers; Different types in India; Main features; Sources of revenue of newspapers; Scope in India, Circulation of newspapers; Circulation factors: Geographical factor, Social Factor, Economic, Technological factor; Promoting circulation; Newspaper's policy; Circulation department; Organization; Functions; Duties and responsibilities of the circulation manager; Audit Bureau of Circulation (ABC); Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display, Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement

Practicals: Writing News Reports; Headlines; Intro. Writing Short Feature

October-February

Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement; Advertising: Definition; Different types; Classified and display; Advertisement medium; different types; relative advantages; Selection criteria; Ethics of Advertising; Market research; Brand positioning; Creative strategy; Market and its segmentation; Sales promotion Advertising agency: structure, functions, important functionaries; Client; Agency relationship; Copy writing; Types of Copy; How to prepare; Principles of writing; Main features; Copy writer: qualities, duties and responsibilities; Copy for electronic media and print media; Ad-administration and Video production; Public Relations: Definition; Publics inPR; Importance of PR; PRO: Qualities and Duties; PR in Public Sector; PR for Private Sector; PR tools; Press Release; Press Conference; Press Rejoinder; Corporate PR;House Journal: Planning; Data collection; Editing principles; Production and distribution; PR as a management function; PR institutions; PR and new technology, Indian Constitution; Main features; Fundamental Rights; President of India: Power and position; Prime Minister: power and position; Chief Minister: Power and position; Governor: Power and position; Parliament; Supreme Court; and High Court; Local governments;Indian Foreign Policy; National Economic policy; New trends; Industrial policy; New trends; Finance Commission and its functions; Five Year Plans: Objectives; Economic policy and its impact on society.

Practicals: Page Make-up and Design; Editing news copy (Computer part), Editorial Writing, Film and Book Review

March-April

Press Laws: Defamation, Contempt of Court; Parliamentary Privileges; Article 19(1)A and freedom of press; Copyright Act; Official Secrets Act; Working Journalists' Act; Ethics of Journalism; Freedom and responsibility of the press; Press Council of India: Constitution, objectives and guidelines; Media Council of India.

Revisions and Discussions based on CU Question Formats

Journalism and Mass Communication Teaching Plan
First Years 2017-2018

There will be tutorials to assess the preparedness of the topics

July-September

Newspaper as recorder of news and events; Newspaper as an organ of public opinion; Newspaper as an instrument of social service and as a promoter of democracy; Impact of newspaper on society; Newspaper and socio-economic and cultural development. News: Definition; Elements of news; News Sources; Different types of news. The Editor: functions and responsibilities; Editorial freedom; The role of the editor in recent perspective. The News Editor: Functions; duties and qualities. Chief Sub-Editor; Sub-Editors; Their duties and qualities. The Reporter; Duties and Responsibilities of a reporter; Duties responsibilities & qualities of a chief reporter; Foreign correspondent; Special correspondent.

October-January

Bureau Chief; Duties and responsibilities of a district correspondent; Crime and legal reporting; Science and financial reporting. News writing; Different structures of news writing (inverted pyramid structure); Intro; Lead; Language of news writing; Objectivity; Writing techniques on society, fashion, music and arts, education, employment opportunities, health, environment etc.; financial reporting. Feature: Definition, special kind of reporting, Different types, important branch of modern Journalism.Editorial: Importance, Choice of subjects, Arrangement, Style of presentation. Editing; Principles of Editing; Copy Testing; Processing Copies; Computer Editing; Making headlines of news stories; Importance; Rules to be followed; Different types of headlines; Computer applications.

Feb-May

Page Make-up; Front page and other pages; Principles to be followed; Typography; Main type groups; Recent changes and development; Photo journalism; Definition; Importance; Duties, responsibilities and qualities of a news photographer; How to edit news photos; Caption writing; Photo printing process; Dark room processing; Column and columnist; Importance of column; Different types; Qualities of a good columnist; Letters to the Editor; Importance; How to edit; Proof reading; Symbols of proof reading; Duties and responsibilities of proof readers;The News Agencies; Their services; functions; Importance in today's journalism; Styles of Agency reporting; How does it differ from reporting in other media; Different international News Agencies.

Revisions and Discussions based on CU Question Formats

Journalism and Mass Communication Teaching Plan
Second Years 2017-2018

There will be tutorials to assess the preparedness of the topics

August-October

Newspaper as a business enterprise and its public service role; Indian experience; Ownership of Newspapers; Different types in India; Main features; Sources of revenue of newspapers; Scope in India, Circulation of newspapers; Circulation factors: Geographical factor, Social Factor, Economic, Technological factor; Promoting circulation; Newspaper's policy; Circulation department; Organization; Functions; Duties and responsibilities of the circulation manager; Audit Bureau of Circulation (ABC); Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display, Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement

Practicals: Writing News Reports; Headlines; Intro. Writing Short Feature

November-February

Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement; Advertising: Definition; Different types; Classified and display; Advertisement medium; different types; relative advantages; Selection criteria; Ethics of Advertising; Market research; Brand positioning; Creative strategy; Market and its segmentation; Sales promotion Advertising agency: structure, functions, important functionaries; Client; Agency relationship; Copy writing; Types of Copy; How to prepare; Principles of writing; Main features; Copy writer: qualities, duties and responsibilities; Copy for electronic media and print media; Ad-administration and Video production; Public Relations: Definition; Publics inPR; Importance of PR; PRO: Qualities and Duties; PR in Public Sector; PR for Private Sector; PR tools; Press Release; Press Conference; Press Rejoinder; Corporate PR;House Journal: Planning; Data collection; Editing principles; Production and distribution; PR as a management function; PR institutions; PR and new technology, Indian Constitution; Main features; Fundamental Rights; President of India: Power and position; Prime Minister: power and position; Chief Minister: Power and position; Governor: Power and position; Parliament; Supreme Court; and High Court; Local governments;Indian Foreign Policy; National Economic policy; New trends; Industrial policy; New trends; Finance Commission and its functions; Five Year Plans: Objectives; Economic policy and its impact on society.

Practicals: Page Make-up and Design; Editing news copy (Computer part), Editorial Writing, Film and Book Review

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Revisions and Discussions based on CU Question Formats

Teaching Plan for 1st Year (PART – 1)

Film Studies (General)

JUL – AUG - SEP

PAPER - 1

SOCIOLOGICAL HISTORY OF CINEMA

Persistence of Vision, Short Synopsis of technological development

EARLY CINEMA – Characteristics of PMR ; Lumiere ; Melies , Porter

AMERICAN CINEMA : D. W. Griffith

Early Comedy : Chaplin, Keaton

Introduction : Construction of shots, scene, sequence, Camera angles, Focus, Continuity, Editing.

Hollywood Studio System 1920's -50's

OCT- NOV - DEC

Hollywood-Genre : Auteur Relationship, Psycho

EUROPEAN CINEMA : ITALY – Neo-Realism-De sica,Visconti,Rossellini

RUSSIA - Soviet Socialist Realism - Eisenstein, Pudovkin

GERMANY - Expressionist cinema-Weine, Lang, Murnau

JAN-FEB

FRANCE : Renoir to New Wave : Truffaut, Godard and Resnais

ASIAN AND LATIN AMERICAN CINEMA :

CINEMA OF JAPAN : Kurosawa, Mizoguchi

LATIN AMERICA : Third Cinema of Argentina

Cinema Novo of Brazil

Revolutionary cinema of Cuba

MAR-APR

CINEMA OF INDIA –

Silent Era

Sound era and the studio system

Popular Indian Cinema

New India Cinema Movement

REVISION

==========

Teaching Plan for 2nd Year (PART – II)

Film Studies (General)

JUL – AUG - SEP

REVISION OF PAPER - 1

Early Technological Inventions

Persistence of Vision

1. Magic Lantern to Kinetoscope to Motion Picture

2. VISUAL COMPONENTS

Construction of shots, scene, sequence, angle, movement, lens and focus

3. EDITING COMPONENTS

Editing continuity

Spatial continuity

Temporal Continuity

Text Film : CITIZEN KANE, PATHER PANCHALI

OCT-NOV-DEC

Paper – II

AUDIO COMPONENTS

SOUND – Synch / Non-Synch / Speech Effects

ELEMENTS OF COMPOSITION AND LIGHTING

PAPER – III

Characteristic of Non-Fiction Cinema ; types

DOCUMENTARY: Lyrical, Documentary of social concern, Kino pravda

Text – Nanook of the North

JAN-FEB

PAPER – II

FILM AND OTHER ARTS -

Relationship with:

Music

Literature

Painting

Theatre

FILM LANGUAGE : Role of sound, music, colour as structural element in cinema, Filmic Time, Filmic Space

NARRATIVE

Russian School's Concept of MONTAGE

MARCH-APRIL

Free Cinema , cinema verite , direct cinema

Analysis of BATTLESHIP POTEMKIN, THE GREAT DICTATOR, LAGAAN

Review Writing of Contemporary Cinema

Scholarly – Writing of Text Films

Indian Documentary

MAY-JUNE

PAPER – II

Script Writing – Idea, Treatment to Shooting Script

Preparing to shoot a silent continuity film – max 10 shots, 3 characters , 3 minutes

Planning – 1) Action Into Shots

2) Movements

3) Framing

4) Continuity

Shooting

Digital Production and Post – Production

Preparing for viva-voce

Project Files

REVISION

Teaching Plan for 1st Year (PART – 1)

Film Studies (General)

JUL – AUG - SEP

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Hollywood Studio System 1920's -50's

JAN-FEB

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Revolutionary cinema of Cuba

MAR-APR

CINEMA OF INDIA –

Silent Era

Sound era and the studio system

Popular Indian Cinema

New India Cinema Movement

REVISION

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Teaching Plan for 2nd Year (PART – II)

Film Studies (General)

JUL – AUG - SEP

REVISION OF PAPER - 1

Early Technological Inventions

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Text Film : CITIZEN KANE, PATHER PANCHALI

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ELEMENTS OF COMPOSITION AND LIGHTING

OCT-NOV-DEC

Paper – II

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3. EDITING COMPONENTS

Editing continuity

Spatial continuity

Temporal Continuity

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REVISION

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Film Studies (General)

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REVISION

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Teaching Plan for 2nd Year (PART – II)

Film Studies (General)

JUL – AUG - SEP

REVISION OF PAPER - 1

Early Technological Inventions

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PAPER – II

Text Film : CITIZEN KANE, PATHER PANCHALI

AUDIO COMPONENTS

SOUND – Synch / Non-Synch / Speech Effects

ELEMENTS OF COMPOSITION AND LIGHTING

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REVISION

FIRST YEAR, ACADEMIC SESSION, 2016-17

DEPARTMENT OF HUMAN RIGHTS

PAPER I

LESSON PLAN

JULY – AUGUST:

PAPER I: INTRODUCTION TO HUMAN RIGHTS

- MEANING OF HUMAN RIGHTS
- NATURE OF HUMAN RIGHTS
- FEATURES/CHARACTERISTICS OF HUMAN RIGHTS
- CLASSIFICATION OF HUMAN RIGHTS
- CRITICISM

HISTORICAL DEVELOPMENT OF HUMAN RIGHTS

THEORY OF HUMAN RIGHTS

- NATURAL RIGHTS THEORY
- UTILITARIANISM THEORY
- POSITIVISM THEORY

CLASS TUTORIAL ON TOPIC TAUGHT

(SURPRISE TEST WILL ALSO BE CONDUCTED)

PLEASE NOTE – REFERENCE WORK IS MANDATORY FOR EVERYONE. DO NOT JUST RELY ON CLASS NOTES.

SEPETEMBER – OCTOBER

PAPER I:

LAWS

UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (1966)

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (1966)

CHARTER OF UNITED NATIONS (1945)

UN AND HUMAN RIGHTS

PURPOSE AND PRINCIPLES OF UN

UN ORGANS

- GENERAL ASSEMBLY
- SECURITY COUNCIL
- ECONOMIC AND SOCIAL COUNCIL
- TRUSTEESHIP COUNCIL
- INTERNATIONAL COURT OF JUSTICE
- SECRETARIAT

MID-TERM EXAMINATION (AS PER COLLEGE CALENDAR)

CLASS TUTORIAL

NOVEMBER – DECEMBER

MID-TERM EXAMINATION (AS PER COLLEGE CALENDAR)

UN AND HUMAN RIGHTS

- CHARTER-BASED BODIES
- TREATY-BASED BODIES
- LIST OF UN CONVENTION
- LIST OF UN SPECIALIZED AGENCIES

SUSTAINABLE DEVELOPMENT GOALS (2030)

JANUARY – FEBRUARY

RIGHT TO DEVELOPMENT AND HUMAN RIGHTS

SELECTION EXAMINATION

CLASS TUTORIAL

MARCH – APRIL/MAY

HUMAN RIGHTS MOVEMENT AND ACHIEVEMENT

MILLENIUM DEVELOPMENT GOALS (2015)

CLASS TUTORIAL

DISCUSSION OF PREVIOUS YEARS QUESTION PAPER

REVISION

(PLEASE NOTE PREVIOUS YEARS QUESTION PAPER PHOTOCOPY WILL BE DISTRIBUTED IN CLASS, IT IS YOUR RESPONSIBILITY TO KEEP A COPY FOR RECORD PURPOSE)

ALL THE BEST!!!

LESSON PLAN FOR THE ACADEMIC YEAR 2015 – 2016

FIRST YEAR, HUMAN RIGHTS GENERAL

PAPER 1

MONTH:

August – September

1. **Introduction to Human Rights**
    - **Introduction – brief background**
    - **What is 'Human Rights'?**
    - **Feature/Nature of Human Rights**
    - **Scope of Human Rights**
    - **Classification of Human Rights**
    - **Criticism**
2. **Theory of Human Rights**
    - **Natural Rights Theory**
    - **Positivist Theory**
    - **Utilitarian Theory**

Class Assignment, Debate, Reference Work

MONTH:

October – November

3. **Origin and Historical Development of Human Rights**
4. **Laws – Universal Declaration of Human Rights***

    International Covenant on Civil and Political Rights

    International Covenant on Economic, Social and Cultural Rights

    International Human Rights Law

***(Each of these will be analyzed and studied thoroughly)**

5. Mechanism and Instrument (United Nations Treaty bodies, Committees, Human Rights Council, UNHCR…)

Revision, Reference Work

MONTH:

December – January

6 United Nations and Human Rights – Structure, composition and functions

7. Right to Development and Human Rights

Class Assignment, Reference Work, Debate, Revision

MONTH:

February – March

8. Human Rights Movement and Achievement in India

Class Assignment, Revision, Reference Work

MONTH:

April – May

Study the Human Rights Situation in India

Millennium Development Goals (MDGs)

Sustainable Development Goals (SDGs)

Revision of Syllabus

DEPARTMENT OF HUMAN RIGHTS

FIRST YEAR, SEM-1

LESSON PLAN

JULY TO DECEMBER, 2018

JULY TO AUGUST –

1. Introduction to Human Rights and Duties:
    - Concept and Classification of Human Rights and Duties
    - Importance of internalizing Human Rights and Duties

2. Historical Evolution of Human Rights:
    - Philosophical and Historical Foundation of Human Rights and Duties
    - Evolution of Human Rights and Duties on the international plane

3. Theories of Human Rights:
    - Natural Rights Theory
    - Positivist Theory/Theory of Legal Rights
    - Utilitarianism Theory/Theory of Social Rights
    - Theory of Historical Rights
    - Theory of Economic Rights/Marxist Theory

4. Development of Human Rights provisions at international level:
    - United Nations Charter (throw light on history of UN)
    - Universal Declaration of Human Rights, 1948

5. Weekly Tutorials (Every Monday or Saturday) – MANDATORY

6. Monthly Revision Classes (on topics taught)

SEPTEMBER –

7. Development of human rights provisions at international level:
    - International Covenant on Civil and Political Rights, 1966
    - International Covenant on Economic, Social and Cultural Rights, 1966

8. Major UN Human Rights Instruments (Important treaties/convention):
    - CERD
    - CEDAW

- CRC

9. Human Rights and Duties:
    - Correlation of rights and duties/responsibilities
    - Tension between rights inter se/,duties inter se and rights and duties

10. Weekly Tutorial (Every Monday or Saturday) – MANDATORY

11. Monthly Revision Classes

12. Topics to be assigned for Practical presentation (to be held in the month of November)

OCTOBER –

13. Major UN Human Rights Instruments (Contd.):
    - CRPD
    - CPED
    - CAT
    - CMW

14. Role of Committee in monitoring human rights provisions –
    - Reporting
    - General Comments
    - Complaint Procedure

15. Weekly Tutorial (Every Monday or Saturday) – MANDATORY

PUJA VACATION (from 14th October onwards)

NOVEMBER-

College reopens on 15th November

16. Special Lecture on "Urgent need for only sensitizing others of human rights and duties, but of practicing oneself those values".
17. REVISION CLASSES ON TOPICS COVERED
18. Practical – Presentation by students on topics assigned

DECEMBER –

19. CU Sem-1 Theory (dates not yet announced)

20. Human Rights Day

NOTE:

a) **Weekly tutorials are MUST for every student.**
b) **LIBRARY REFERENCE is MUST.**
c) **Mobile Phones are to kept in SILENT MODE/SWITICHED OFF during class lecture**
d) **Keep the classroom neat and clean**
e) **Switch off lights and fan when the class lectures are not taking place**
f) **Maintain discipline**

ALL THE BEST!

DEPARTMENT OF HUMAN RIGHTS

SECOND YEAR

ACADEMIC SESSION, 2017-18

LESSON PLAN

AUGUST – SEPTEMBER

PAPER II:

1) ENVIRONMENT AND HUMAN RIGHTS
2) EDUCATION AND HUMAN RIGHTS
3) HEALTH AND HUMAN RIGHTS

PAPER III:

1) NATIONAL HUMAN RIGHTS COMMISSION
2) STATE HUMAN RIGHTS COMMISSION
3) WOMEN AND HUMAN RIGHTS

TUTORIAL

OCTOBER – NOVEMBER

PAPER III:

1) CONSTITUTION OF INDIA
    - PREAMBLE
    - FUNDAMENTAL RIGHTS
    - DIRECTIVE PRINCIPLES OF STATE POLICY
    - FUNDAMENTAL DUTIES
    - PUBLIC INTEREST LITIGATION
    - JUDICIAL ACTIVISM

2) CHILDREN AND HUMAN RIGHTS
3) REFUGEES AND HUMAN RIGHTS
4) DISABLED PERSONS AND HUMAN RIGHTS

PAPER II:

1) CONSUMER RIGHTS IN INDIA
2) GLOBALIZATION AND HUMAN RIGHTS

TUTORIAL

DECEMBER

PAPER II:

1) TERRORISM AND HUMAN RIGHTS
2) DEMOCRACY, PEACE AND HUMAN RIGHTS

PAPER III:

1) DALIT AND HUMAN RIGHTS
2) INDIGENOUS PEOPLES AND HUMAN RIGHTS
3) TERRORISM IN INDIA

REVISION FOR SELECTION EXAMINATION

JANUARY – FEBRUARY

SELECTION EXAMINATION

PAPER II:

1) MILITARIZATION AND HUMAN RIGHTS

PAPER III:

1) RELIGION, COMMUNALISM AND HUMAN RIGHTS
2) MIGRANT WORKERS AND HUMAN RIGHTS
3) DISPLACED PERSONS AND HUMAN RIGHTS

MARCH – APRIL

PAPER III:

1) ETHINC MINORITIES AND HUMAN RIGHTS
2) ELDERLY PERSONS AND HUMAN RIGHTS

REVISION FOR UNIVERSITY EXAMINATION

PREVIOUS YEARS' QUESTION PAPER WILL BE DISTRIBUTED AND DISCUSSED

TUTORIAL

ALL THE BEST SECOND YEARS!!!

LESSON PLAN FOR THE ACADEMIC YEAR 2015-16

SECOND YEAR, HUMAN RIGHTS GENERAL

AUGUST – OCTOBER

PAPER II:

1. HUMAN RIGHTS AND ENVIRONMENT
2. HUMAN RIGHTS AND HEALTH
3. HUMAN RIGHTS AND EDUCATION

PAPER III:

1. NATIONAL HUMAN RIGHTS COMMISSION

    - STATE HUMAN RIGHTS COMMISSION
      (Powers, functions and composition)

2. HUMAN RIGHTS IN INDIA (CONSTITUTIONAL ASPECT)

NOVEMBER – DECEMBER

PAPER II:

1. HUMAN RIGHTS AND TERRORISM
2. HUMAN RIGHTS AND CONSUMERS (SPECIAL FOCUS ON CONSUMER PROTECTION ACT, INDIA)
3. GLOBALIZATION AND HUMAN RIGHTS (SELF STUDY)

PAPER III:

1. HUMAN AND RIGHTS AND TERRORISM IN INDIA
2. HUMAN RIGHTS AND DISADVANTAGED PEOPLE –

    - CHILDREN
    - REFUGEE
      (CLASS ASSIGNMENT ON TOPICS COVERED)

JANUARY – FEBRUARY

PAPER II:

1. HUMAN RIGHTS, DEMOCRACY AND PEACE
2. MILITARIZATION
3. GLOBALIZATION AND HUMAN RIGHTS (SELF STUDY & CLASS LECTURE)

PAPER III:

1. HUMAN RIGHTS AND DISADVANTAGED

    - WOMEN
    - DISABLED
    - DALIT

(Class Assignment on Topics covered and Selection Examination)

MARCH

PAPER III:

1. HUMAN RIGHTS AND DISADVANTAGED SECTION

    - DISPLACED PERSON
    - ETHNIC MINORITIES
    - INDIGENOUS PEOPLE

2. RELIGION, COMMUNALISM AND HUMAN RIGHTS

REVISION OF SYLLABUS

SECOND YEAR, ACADEMIC SESSION 2016-17

DEPARTMENT OF HUMAN RGHTS

PAPER II AND PAPER III

LESSON PLAN

AUGUST – SEPTEMBER

PAPER II: ENVIRONMENT AND HUMAN RIGHTS

HEALTH AND HUMAN RIGHTS

EDUCATION AND HUMAN RIGHTS

PAPER III: NATIONAL HUMAN RIGHTS COMMISSION

STATE HUMAN RIGHTS COMMISSION

GLOBALIZATION AND HUMAN RIGHTS (SELF –STUDY AND REFERENCE WORK)

WOMEN AND HUMAN RIGHTS

CHILDREN AND HUMAN RIGHTS

CLASS TUTORIAL ON TOPICS TAUGHT

OCTOBER – DECEMBER

PAPER II: CONSUMER RIGHTS IN INDIA

PEACE, DEMOCRACY AND HUMAN RIGHTS

PAPER III: CONSTITUTION OF INDIA (FUNDAMENTAL RIGHTS; DIRECTIVE PRINCIPLES OF STATE POLICY AND FUNDAMENTAL DUTIES)

DISBALED PERSONS AND HUMAN RIGHTS

REFUGESS AND HUMAN RIGHTS

DALIT AND HUMAN RIGHTS (SELF STUDY AND REFERENCE WORK)

INDIGENOUS PEOPLES AND HUMAN RIGHTS (SELF STUDY AND REFERENCE WORK)

TERRORISM AND HUMAN RIGHTS (SELF STUDY WITH REFERENCE TO CLASS NOTES AND DISCUSSION)

CLASS TUTORIAL ON TOPIC TAUGHT

JANUARY – FEBRUARY

SELECTION EXAMINATION

PAPER II: MILITARIZATION

PAPER III: RELIGION, COMMUNALISM AND HUMAN RIGHTS (SELF STUDY AND REFERENCE WORK)

ETHNIC MINORITIES AND HUMAN RIGHTS

MIGRANT WORKERS AND HUMAN RIGHTS

RIGHTS OF ELDERY PERSONS (NOT PART OF SYLLABUS – JUST DISCUSSION)

MARCH – APRIL/MAY

CLASS TUTORIAL

REVISION WORK

DISCUSSION OF PREVIOUS YEARS QUESTION PAPER

(NOTE: PREVIOUS YEARS QUESTION PAPER PHOTOCOY WILL BE DISTRIBUTED IN CLASS, IT IS YOUR RESPONSIBILITY TO KEEP A COPY WITH YOURSELF)

DOUBT CLEARING CLASS

ALL THE BEST!!!

DEPARTMENT OF B.ED.
TEACHING PLAN
2015 – 2016

Dr. Debika Guha

B.ED. SEMESTER I
Course: I (I.I.I) Childhood and Growing Up (1ST Half)

JULY- OCTOBER
UNIT II: Stage of Development
1. Adolescence- Physical Development, Emotional Development and Cognitive Development and their Educational Implications
2. Needs and Problems of adolescents- their guidance and counselling

NOVEMBER-DECEMBER
UNIT III: Different Types of Development
1. Psycho Sexual Development- Freud's Theory
2. Moral and Pro social Development- Kohlberg's theory

B.ED. SEMESTER I
Name of Teacher : Dr. Debika Guha
Course II (I.I.2) Contemporary India and Education

JULY- OCTOBER
UNIT III: Equalization and Universalization of Elementary Education
1. Concept, Problems and Probable Solutions

NOVEMBER-DECEMBER
UNIT V: National Values
1. Views of Swami Vivekananda in case of the followings:
a) Mass Education
b) Women Education
c) Technical and Vocational Education
d) Culture and Education

B.ED. SEMESTER II

Course IX (I.2.9) Assessment for Learning (1ST HALF)

JANUARY- FEBRUARY
UNIT I : Concept of Evaluation and Assessment

1. Meaning of Test. Measurement, Assessment and Evaluation
2. Distinguish among Measurement. Assessment and Evaluation
3. Nature and Purpose of Evaluation

UNIT II: Approaches and Techniques of Evaluation and Criteria of Assessment Procedure
1. Approaches- Formative and Summative: NRT and CRT
2. Validity- Meaning, Types and Measurement
3. Reliability- Meaning, Types and Measurement
4. Norm and Usability

MARCH- MAY
UNIT IV: Evaluation:
1. Types of Tests: Written Test, Oral Test, NRT,CRT, Summative Test, Formative Test
2. Scoring and Grading- Tabulation of data, Central Tendency(Mean, Median and Mode), Standard Deviation

B.ED. SEMESTER IV
Course X (I.4.I0) Creating an Inclusive School

JANUARY- MARCH
UNIT I: Introduction to Inclusive Education:
1. Concept and History of Special Education, Integrated Education and Inclusive Education and their relation
2. Philosophical, Sociological, Economic and Humanitarian Dimensions of Inclusive Education
3. Advantages of Inclusive Education for the Individual and Society
4. Factors affecting Inclusion
UNIT II: Legal and Policy Perspectives
1. Important International Declarations/ Conventions/Proclamations-BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action(1994), UNCRPD(2006).
2. National Initiatives for Inclusive Education: National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE ACT (2009)
3. Special role of Institutions for the Education of children with disabilities – RCI, National Institutes of Different Disabilities
APRIL- MAY
UNIT III: Defining Learners and Special Needs
1. Understanding differently abled learners- concepts, definitions, characteristics, classifications, causes, and preventive measures of Visually Impaired and Hearing Impaired

Dr. Neeta Dang

COURSE DETAILS: SEMESTER 1
Course 1 (1.1.1) Child and Growing Up
1st Half: Development and its Characteristics

July- October

Unit 1: Growth and Development Pattern of Learners
Concept of Growth and Development
General Characteristics of Growth and Development
Stages and sequence of Growth and Development
Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit 11: Stages of development
Different stages of development-infancy, childhood.

Unit 111: Different types of development
Cognitive development-Piaget's theory and its educational implications
Psycho-sexual development-Freud's theory
Moral and pro-social development-Kohlberg's theory

November- December

Unit 1V: Individual differences
Role of heredity, environment including physical and socio-cultural factors
Nutrition
Child rearing practices and family

2nd Half: Aspects of Development
July- October

Unit 1: Various aspects related to development
Emotional Intelligence
Unit 11: Motivation
Extrinsic and Intrinsic Motivation
Theories of Motivation-Maslow, Weiner and McClelland
Factors affecting Motivation-Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom applications.
Unit 111: Attention and Interest

Concept of attention, determinants of attention and their classroom application
Attention span and its fluctuation, distraction, Interest and its relation with attention
Unit 1V: Intelligence
Concept and nature, its distribution across population
Factor theories of intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligences)
Measurement of Intelligence (Verbal and non-verbal tests of intelligence)
Intelligence quotient and education
Unit V: Creativity
Concept of creativity
The components of creativity
Its identification and nurturance.

November- December

Instincts and Emotions
Attitude and Attachment
Course-11 (1.1.2) Contemporary India and Education
2nd Half : Policy Framework for Education in India

November- December

Unit 1V : Community participation and development
Women's Education

COURSE DETAILS: SEMESTER 11

Course 111 (1.2.3) Learning and Teaching

1st Half: Learning

January- March

Unit 1: Understanding Learning:
Nature of Learning: Learning as a process and learning as an outcome
Types of Learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval. Information-Processing Approach; Causes of forgetting; strategies for effective memorization.

Unit 11: Factors influencing learning:
Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
Role of teacher in addressing various factors influencing learning – a few strategies- co-operative learning, peer tutoring, collaborative learning.
Unit 111: Learning Paradigms:
Behaviouristic Learning – Concept of Connectionism (Thorndike) and Conditioning(Pavlov & Skinner) and their educational implications.
Cognitive Learning – Concept of Gestalt and its educational implications; Discovery Learning (Bruner), Cognitive Constructivist Learning (Piaget).
Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.

Social Constructivist Learning – Concept of Vygotsky, nature and implications.
Humanistic viewpoint of Learning – Carl Rogers (Self Concept Theory)
Unit 1V: Transfer of learning
Concept, Importance, Nature and Types of Transfer of Learning
Theories of Transfer of Learning
Methods of enhancing Transfer of Learning

April- May
Unit V : Organization of Learning Experiences: Issues and Concerns:
Role of School – Co-curricular activities.
Strategies for organising learning for diverse learners – Brainstormimg, Within class grouping, Enrichment programme.

COURSE DETAILS: SEMESTER 1
Course 1 (1.1.1) Child and Growing Up
1st Half: Development and its Characteristics
2016 - 2017
July- October

Unit 1: Growth and Development Pattern of Learners
Concept of Growth and Development
General Characteristics of Growth and Development
Stages and sequence of Growth and Development
Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit 11: Stages of development
Different stages of development-infancy, childhood.

Unit 111: Different types of development
Cognitive development-Piaget's theory and its educational implications
Psycho-sexual development-Freud's theory
Moral and pro-social development-Kohlberg's theory

November- December
Unit 1V : Individual differences
Role of heredity, environment including physical and socio-cultural factors
Nutrition
Child rearing practices and family

2nd Half: Aspects of Development
July- October

Unit 1: Various aspects related to development
Emotional Intelligence
Unit 11: Motivation
Extrinsic and Intrinsic Motivation
Theories of Motivation-Maslow, Weiner and McClelland
Factors affecting Motivation-Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom applications.
Unit 111: Attention and Interest
Concept of attention, determinants of attention and their classroom application
Attention span and its fluctuation, distraction, Interest and its relation with attention
Unit 1V: Intelligence
Concept and nature, its distribution across population
Factor theories of intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligences)
Measurement of Intelligence (Verbal and non-verbal tests of intelligence)
Intelligence quotient and education
Unit V: Creativity
Concept of creativity
The components of creativity
Its identification and nurturance.
November- December
Instincts and Emotions
Attitude and Attachment

Course-11 (1.1.2) Contemporary India and Education
2nd Half : Policy Framework for Education in India
November- December
Unit 1V : Community participation and development
Women's Education

COURSE DETAILS: SEMESTER 11
Course 111 (1.2.3) Learning and Teaching
1st Half: Learning
January- March
Unit 1: Understanding Learning:
Nature of Learning: Learning as a process and learning as an outcome
Types of Learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval. Information-Processing Approach; Causes of forgetting; strategies for effective memorization.

Unit 11: Factors influencing learning:

Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
Role of teacher in addressing various factors influencing learning – a few strategies- co-operative learning, peer tutoring, collaborative learning.
Unit 111: Learning Paradigms:
Behaviouristic Learning – Concept of Connectionism (Thorndike) and Conditioning(Pavlov & Skinner) and their educational implications.
Cognitive Learning – Concept of Gestalt and its educational implications; Discovery Learning (Bruner), Cognitive Constructivist Learning (Piaget).
Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
Social Constructivist Learning – Concept of Vygotsky, nature and implications.
Humanistic viewpoint of Learning – Carl Rogers (Self Concept Theory)
Unit 1V: Transfer of learning
Concept, Importance, Nature and Types of Transfer of Learning
Theories of Transfer of Learning
Methods of enhancing Transfer of Learning

April- May
Unit V: Organization of Learning Experiences: Issues and Concerns:
Role of School – Co-curricular activities.
Strategies for organising learning for diverse learners – Brainstormimg, Within class grouping, Enrichment programme.

COURSE DETAILS: SEMESTER - 1V
Course – EPC4 (1.4EPC4)
Understanding the Self

January to March
Unit 11: Self-esteem :
Meaning and concept of self esteem
Importance of self esteem
Types of self esteem
Strategies for positive behaviour
Keys to Increasing Self-Esteem

Unit V: Emotional Intelligence:
Meaning and concept of Emotional Intelligence
Components of emotional intelligence differentiating EQ, IQ and SQ
Emotional Intelligence for personal and professional development

April – May
Unit 1V: Interpersonal Intelligence:
Concept of Interpersonal Behaviour
Need and Importance of Interpersonal Behaviour

Strategies to develop Interpersonal Relationship

The following topics were also taught in Semester IV in the light of a teacher's retirement.
Course VIII B 1.4.7B Units 2& 3
Unit II Relationship between Curriculum and Syllabi

- Relationship between curriculum framework and syllabi
- Process of translating syllabus into textbooks
- Representation and non-representation of various social groups in curriculum framing

Dr. Suparna Ghosh

Semester: First

Months	**Units**
July- October 2015	(A). **Course V (1.1.5) Understanding Discipline and Subjects**- Engagement with Field/Practicum- Seminar Paper Presentation (B). **Course VII A (1.2.7 A) Pedagogy of a School Subject Part-I** Teaching of various teaching skills and simulations
November-December 2015	(C). Other Practicum for different courses- **EPC-1 (1.1 EPC1)**

Semester: Second

Months	
January- March 2016	(A) **Course VII A (1.2.7A) Pedagogy of a School Subject Part-I** Unit –I- Foundation of Social Science Teaching (a-e) Unit- II- Strategies of Social Science Teaching (a-h) Unit-III- Learning Resource in Social Science Teaching (a-e) Unit- IV- Social Science Teacher (a-b) Unit-V- Evaluation in Social Science Education (a-b) (B) **Other Practicum for different courses- Course- IX (1.2.9)** {Framing Different Types of Questions}
April-June 2016	(C) **Engagement with Field/Practicum-** Visit to Historical Places (D) **School Internship** Begins From Mid- April (E) **Other Practicum for different courses- Course- III (1.2.3)** **{**Simulated Teaching Practical (5 lessons);

Semester: Third

Months	
July- October 2016	(A) **Course VII B (1.3.7 B) Pedagogy of a School Subject Part-II** Unit-1- Pedagogical Analysis (a-b-i-vii Unit-II- Teaching Skill (as per concerned subject) (a-c) Unit-III- Learning Designing (a-c) Unit- IV- Activities in Social Science (a-e) Unit- V- Assessment of Social Science Learning (a-c) (B) **School Internship** (August- November) 40 Learning Designs- Old Learning Design Technique/ Icon Model/ New Learning Design Assessment of Student Teachers Assessment of various individual and group activities of teacher trainees
November- December	

2016

(C) **Engagements with Field/Practicum**
Preparation of Learning Design and achievement Test
Development of skill of Map/ Timeline/Case Study/ Project
Individual Activity– Term Paper/ Preparation of Learning Resources

Semester: Fourth
Months
January- May
2017

(A) **Course VI (1.4.6) Gender, School and Society**
Unit- II - Gender Studies: Paradigm Shifts (b- A, B)

- Historical Backdrop

Unit-IV- Gender Issues in Curriculum (a-e)

Unit-V- Gender, Sexuality, Sexual Harassment and Abuse (a-e)

(C) Engagement with Field/Practicum—
Visit to NGO working on
Gender issues
Group Activities on Domestic Violence and other issues
Prepare presentations on laws related to gender issues
Develop an awareness programme for gender issues - PPT, Street play, Poster, Documentary
(B) **Other Practicum for different courses- Course-VIII (B) (1.4.7B)** {Text Book Analysis}

Dr. Ranjita Dawn

July to November
Semester I
Course 1.1.5: Unit 1: Understanding Discipline and Subjects
Months
July- October
UNIT I: Discipline and Subject
Education as Inter-disciplinary Field of Study
Nature and Characteristics of a Discipline

- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education

November- December
Interrelation and Interdependence amongst Various School Subjects
Practicum: 2 Assignments: Term Paper and Seminar Presentation

Semester II
Course: Course III (1.2.3): Learning and Teaching 2nd Half
January- March
UNIT I: Understanding Teaching:
Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
Relation between Teaching, Instruction and Training.
Maxims of teaching. Role of teacher in effective teaching.
UNIT II: Models of Teaching:
Concept Attainment Model (CAM)
Advance Organizer Model (AOM)
Inquiry Training Model (ITM)
UNIT III: Task of Teaching:
Task of teaching: meaning, definition and variables in teaching task.
Phases of teaching task: pre - active, inter-active and post-active.
Essentials of effective teaching
UNIT IV: Levels & Approaches of Teaching:
Levels of Teaching: memory, understanding and reflective levels of teaching
Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.
Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

April- May
UNIT V: Skills of Teaching:
Skills of Teaching: Concepts, definition.
Micro-teaching: Meaning and Procedure
Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.
Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS

Mrs. Archita Roy Biswas

July to December: Education paper

Semester I First year

Course-II (1.1.2) –Contemporary India and Education

January to June: Education paper

Semester II First year

Course-VIII (1.2.8A) –Knowledge and Curriculum-part I (1/2)

B.Ed (English method) Semester I

July to - December

- Simulated Lessons. (All six skills).

January to June: Semester II

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS
- Simulated lessons.

Dr. Dinaz R. Jeejeebhoy

Course I **1.1.1** **Child and Growing Up**	
THEORY	
	Unit III: Different Types of Development
SEPTEMBER	Development of Self Concept and Personality Communication and Speech Development - Paralinguistic and Linguistic Stages of Development.
	Unit V: Development of Personality
JULY - AUIGUST	Concept of Personality, Types and Traits of Personality Trait Theories (Eysenck, Cattell's 16 factor, Five Factor) Measurement of Personality (Self Report and Projective Techniques).
Course IV **1.1.4** **Language Across the Curriculum**	
	Unit III: Language as a sublect and Discipline
OCTOBER - NOVEMBER	Role of Language in Children's intellectual development and Learning Phases of Language Development
PRACTICUM	
JULY - NOVEMBER	Observe the various age group children (Early Childhood, Later Childhood and Adoloscence) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.

Course IX **1.2.9** **Assessment for Learning**	
THEORY	
JANUARY - FEBRUARY	**Unit III: Psychological Test** Meaning and Concept Preliminary idea about - Intelligence Test, Aptitude Test, Interest Inventory, Attitude Test, Creativity and Personality. Achievement Test - Meaning, characteristics, steps of construction and Uses. Diagnostic and Prognostic Test
MARCH - APRIL	**Unit V: Problem Learner** Problem Learner - Concept and Types Identification of Problem Learner - Observatuion, Case Study, Sociometric and Testing (Educational and Psychological) Techniques Remidial measures - Guidance and Counselling, Life Skill Training
Course III **1.2.3** **Assessment for Learning**	
	Unit V: Organisation of Learning Experiences: Issues and Concerns Guidance, Mental Health Remidial Teaching
PRACTICUM	
JANUARY - MAY	Prepare Graphs and use statistics for Analysis of Test Results

Semester 3
July - November
PRACTICUM
Conducting of Action Research for selected problems Observation of 7 lesson Plans each of 8 Teacher Trainees placed in St. Teresa Secondary School and Loreto Day School (Dharamtalla)

Semester 4 **January - May**	
Course XI **1.4.11** **Guidance and Counselling**	
THEORY	
JANUARY	Unit I: Overview of Guidance and Counselling
FEBRRUARY	Unit II: Mental Health
MARCH	Unit III : Adjustment and Maladjustment
APRIL	Unit IV: Tools and Techniques
APRIL AND MAY	Unit V: Abnormal Behaviour and Mental Illness
PRACTICUM	
JANUARY - MAY	Project on mal adjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal Tendency, Substance Abuse Disorder, Anti - Social Behaviour

Course EPC IV **1.4. EPC 4** **Understanding the Self**	
THEORY	
JANUARY - FEBRUARY	Unit I: Self Concept
MARCH - APRIL	Unit II: Self Esteem

Ms. Kaustuva Banerjee

Department of B.Ed

July- September

Semester I

Course 1.1.5: Understanding Discipline and Subjects

UNIT II: Science as a Subject and Discipline

: • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum

Practicum: 2 Assignments: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph.

November- December

Semester I

UNIT II: Science as a Subject and Discipline

• Study of emergence of school science in relation to the social political and intellectual and historical context.• Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science

Practicum: 2 Assignments: Continuing with Term Paper and Seminar Presentation

Course EPC –1Engagement with Field / Practicum

v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

January-March

Semester II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum : Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I
Unit I- Foundation of Social Science Teaching:
□□Aims and objectives of Social Science Teaching. □□Social Science Curriculum, Values of Social Science Teaching. □□Inter relationship of various branches of Social Science □□Innovations in Social Science teaching □□Inculcation of National Integrity through social science teaching.
Unit II Strategies of Social Science Teaching:
□□Features, Limitations and comparison of different methods □□Lecture Method, □□Interactive Method □□Demonstration- observation method, □□Regional Method □□Heuristic Method, □□Project Method □□CAI
Unit III Learning Resource in Social Science Teaching:
□□Meaning, type and importance of Learning Resources. □□Quality of good social science text book.□□□Teaching aids in Social Science. □□Improvisation of Teaching Aids. □□Planning and organization of Social Science Laboratory
Engagement with Field /Practicum Ecological Places

April- May
Semester-II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum

Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I
Unit IV Social Science Teacher:
□□Qualifications and qualities of social science Teachers.□□Professional growth of Social Science Teacher.
Unit V Evaluation in Social Science Education:
□□Evaluation devices, evaluation programme in social studies □□Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Engagement with Field /Practicum Demonstration of Lab-based activities wherever applicable.

Course-IX (1.2.9) Assessment for Learning
Engagement with Field / Practicum Framing Different types of questions

Mrs. Rupa Ghosh

July- September

Semester I

Course 1.1.5: Understanding Discipline and Subjects

UNIT IV: Mathematics as a Subject and Discipline

- Nature and history of Mathematics
- Place of Mathematics in School Curriculum

Practicum: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph.

November- December

Semester I

UNIT IV: Mathematics as a Subject and Discipline

- Knowledge, understanding and science
- Mathematics in day to day life
- Relationship of Mathematics with other subjects

Practicum: Assignments: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

January-March: Semester II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum: Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Unit I- Foundation of Social Science Teaching:

- Aims and objectives of Social Science Teaching.
- Social Science Curriculum, Values of Social Science Teaching.
- Inter relationship of various branches of Social Science
- Innovations in Social Science teaching
- Inculcation of National Integrity through social science teaching.

Unit II Strategies of Social Science Teaching:

Features, Limitations and comparison of different methods Lecture Method, Interactive Method, Demonstration- observation method, Regional Method, Heuristic Method, Project Method, CAI

Unit III Learning Resource in Social Science Teaching:

Meaning, type and importance of Learning Resources. Quality of good social science text book. Teaching aids in Social Science. Improvisation of Teaching Aids. Planning and organization of Social Science Laboratory

Engagement with Field /Practicum: Visit to Commercial Places.

April- May: Semester-II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum :Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Unit IV Social Science Teacher:

Qualifications and qualities of social science Teachers. Professional growth of Social Science Teacher.

Unit V Evaluation in Social Science Education:

Evaluation devices, evaluation programme in social studies, Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Course-IX (1.2.9) Assessment for Learning

Engagement with Field / Practicum Framing Different types of questions.

Ms. Sanghita Sanyal

Class	July-Sept	Oct-Dec	Jan-Mar	Apr-May
Semester 1	Language Across Curriculum (1.1.4) Unit 1: Theoretical Background of Language Usage Unit 2: Understanding Language Background Unit 3: Different Strategies of Language Development Unit 4: Language Interaction in the Classroom (1.1.5) Language and its Impact on Education, Theories of Language Acquisition EPC-1 : Reading and Reflection of Texts Unit 1: Introduction to Reading Unit 2: Reading Skills Unit 3: Reading the Texts Unit 4: Developing Reading Skills	Language Across Curriculum Unit 5: Nature of Reading Comprehension Practicums EPC-1 : Reading and Reflection of Texts Unit 5: Reading Comprehension and Practicum Seminar Presentations Mentoring		
Semester 2			Lesson Plans Correction, Simulation Practicum 1.2.7 Theory Unit 1: Foundation of Language Teaching Unit 2: Strategies of Language Teaching Unit 3: Methods and Approaches Unit 4: Assessment of Language Teaching	1.2.7 Theory Unit 5: Learning Resources Practicums EPC-2: Drama and Arts in Education Unit 5: Creative Art And Practicum

			EPC-2: Drama and Arts in Education Unit 1: Drama Unit 2: Painting Unit 3: Music Unit 4: Dance	
Semester 3	Lesson Plans and School Internship Coordination School Internship Practicums	1.2.7A (II) Theory Unit 1: Pedagogy Unit 2: Skills of Teaching Unit 3: Learning Designs Unit 4: Activities in Language Unit 5: Teaching Learning Material Practicum		
Semester 4			1.4.3 Gender and Education Unit 1: Key Concepts Unit 2: Gender Studies Unit 5: Gender, Sexuality, Abuse	1.4.3 Gender and Education Practicum and writing practice Visit to a Civil Service Organisation

Ms. Chandrani Sengupta

SEMESTER I

July – September:

COURSE- WINDOWS 2010 PROFESSIONALS AND INTERNET

Unit-1: Introduction To Computers: Objectives, What is a Computer? Parts of a Computer, Data Processing Cycle, Hardware versus Software, Operating System

Unit-2: Windows 2010 Interface: Introduction, Objectives, Windows 2010 Interface, Windows Properties, Working with multiple Windows, Control panels

Unit-3: Windows Explorer and Applications: Introduction, Objectives, Explorer and My Computer, Windows Applications, Systems Tools

Unit-4: Introduction to Internet: Introduction, Objectives, Internet Architecture, Internet Tools, Browser Configuration, Accessing through Inter Explorer, MS Outlook

COURSE - MS WORD

Unit-1: Introduction to MS-Word: Introduction, Objectives, Starting MS-Word, Document Window, Manipulating Text, Getting Help with MS-Word

Unit-2: Formatting Documents: Introduction, Objectives, File Menu, Edit Menu, Insert Menu, Viewing Documents, Formatting Text, Formatting Paragraphs, Formatting Pages, Advance Formatting Features

November – December:

Unit-3: Desktop Publishing Features: Introduction, Objectives, Proofreading a Document, Printing Documents

Unit-4: Advance Features in WORD: Introduction, Objective, Mail Merger, Tables

SEMESTER II

January – March:

COURSE: MS Excel

Unit-1: Introduction to Microsoft Excel: Introduction, Objectives, Starting Excel, Navigating Worksheet, Entering Data, Excel Functions, Selecting Cell Ranges, Creating Text Number and data Series, Editing Worksheet data, Worksheet Formatting, Changing Column width and Row width, Auto Formats, Alignment data, working with Graphic Objects, Charts

Unit-2: Advanced features of Microsoft Excel: Introduction, Objectives, Using Formulas, Function & Macros, Entering Functions, Macros, Printing Worksheet Data, Creating Headers and Footers, Protecting data within Workbooks, Sharing adapt with other applications, working with data forms using Lists

April –May:

COURSE: MS PowerPoint

Unit-: Introduction to MS-PowerPoint: Introduction, Objectives, Starting PowerPoint, Creating a new presentation, Inserting and deleting slides in a presentation, Viewing a presentation, Entering and editing text, Enhancing text presentation, working with color and Line Style, Adding headers and Footers

Unit-2: Advanced Features of Microsoft PowerPoint: Introduction, Objectives, Inserting objects in a presentation, Adding Movies and Sounds, Inserting Word table or an excel Worksheet, Checking Slides, Choosing a Setup for presentation component, Printing presentation components, Setting up and running a slide show on screen

COURSE: MS ACCESS

UNIT 1: Getting Started with Access: Understanding Microsoft Access, Create a Simple Access Database, Get Help and Configure Options in Microsoft Access

UNIT 2: **Working with Table Data:** Create a Table, Modify Table, Working with Table data or Records, Sort and Filter Records

UNIT 3: **Querying a Database:** Create Basic Queries, Sort and Filter Data in a Query, Working with a query, Querying Techniques, Multi table queries

UNIT 4: **Using Forms:** Create Basic Access Forms, Work with Data on Access Forms Editing records in a form, Modifying Forms

UNIT 5: **Generating Reports:** Create a Report, Working with existing reports, Prepare a Report

UNIT 6: **Designing a Relational Database:** Relational Database Design, Create a Table, Create Table Relationships

UNIT 7: **Sharing Data across Applications:** Import Data into Access, Export Data from Access, Linking to an external source, Create a Mail Merge

DEPARTMENT OF B.ED.
TEACHING PLAN
2016 – 2017

Dr. Debika Guha
B.ED. SEMESTER I
Course: I (I.I.I) Childhood and Growing Up (1ST Half)

JULY- OCTOBER
UNIT II: Stage of Development
1. Adolescence- Physical Development, Emotional Development and Cognitive Development and their Educational Implications
2. Needs and Problems of adolescents- their guidance and counselling

NOVEMBER-DECEMBER
UNIT III: Different Types of Development
1. Psycho Sexual Development- Freud's Theory
2. Moral and Pro social Development- Kohlberg's theory

B.ED. SEMESTER I
Name of Teacher : Dr. Debika Guha
Course II (I.I.2) Contemporary India and Education

JULY- OCTOBER
UNIT III: Equalization and Universalization of Elementary Education
1. Concept, Problems and Probable Solutions

NOVEMBER-DECEMBER
UNIT V: National Values
1. Views of Swami Vivekananda in case of the followings:
a) Mass Education
b) Women Education
c) Technical and Vocational Education
d) Culture and Education

B.ED. SEMESTER II

Course IX (I.2.9) Assessment for Learning (1ST HALF)

JANUARY- FEBRUARY
UNIT I : Concept of Evaluation and Assessment
1. Meaning of Test. Measurement, Assessment and Evaluation

2. Distinguish among Measurement. Assessment and Evaluation
3. Nature and Purpose of Evaluation

UNIT II: Approaches and Techniques of Evaluation and Criteria of Assessment Procedure
1. Approaches- Formative and Summative: NRT and CRT
2. Validity- Meaning, Types and Measurement
3. Reliability- Meaning, Types and Measurement
4. Norm and Usability

MARCH- MAY
UNIT IV: Evaluation:
1. Types of Tests: Written Test, Oral Test, NRT,CRT, Summative Test, Formative Test
2. Scoring and Grading- Tabulation of data, Central Tendency(Mean, Median and Mode), Standard Deviation

B.ED. SEMESTER IV
Course X (I.4.I0) Creating an Inclusive School

JANUARY- MARCH
UNIT I: Introduction to Inclusive Education:
1. Concept and History of Special Education, Integrated Education and Inclusive Education and their relation
2. Philosophical, Sociological, Economic and Humanitarian Dimensions of Inclusive Education
3. Advantages of Inclusive Education for the Individual and Society
4. Factors affecting Inclusion
UNIT II: Legal and Policy Perspectives
1. Important International Declarations/ Conventions/Proclamations-BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action(1994), UNCRPD(2006).
2. National Initiatives for Inclusive Education: National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE ACT (2009)
3. Special role of Institutions for the Education of children with disabilities – RCI, National Institutes of Different Disabilities
APRIL- MAY
UNIT III: Defining Learners and Special Needs
1. Understanding differently abled learners- concepts, definitions, characteristics, classifications, causes, and preventive measures of Visually Impaired and Hearing Impaired

Dr. Neeta Dang

COURSE DETAILS: SEMESTER 1
Course 1 (1.1.1) Child and Growing Up
1st Half: Development and its Characteristics
July- October

Unit 1: Growth and Development Pattern of Learners
Concept of Growth and Development
General Characteristics of Growth and Development
Stages and sequence of Growth and Development
Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit 11: Stages of development
Different stages of development-infancy, childhood.

Unit 111: Different types of development
Cognitive development-Piaget's theory and its educational implications
Psycho-sexual development-Freud's theory
Moral and pro-social development-Kohlberg's theory

November- December
Unit 1V : Individual differences
Role of heredity, environment including physical and socio-cultural factors
Nutrition
Child rearing practices and family

2nd Half: Aspects of Development
July- October

Unit 1: Various aspects related to development
Emotional Intelligence
Unit 11: Motivation
Extrinsic and Intrinsic Motivation
Theories of Motivation-Maslow, Weiner and McClelland
Factors affecting Motivation-Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom applications.
Unit 111: Attention and Interest
Concept of attention, determinants of attention and their classroom application
Attention span and its fluctuation, distraction, Interest and its relation with attention
Unit 1V: Intelligence
Concept and nature, its distribution across population
Factor theories of intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligences)

Measurement of Intelligence (Verbal and non-verbal tests of intelligence)
Intelligence quotient and education
Unit V: Creativity
Concept of creativity
The components of creativity
Its identification and nurturance.
November- December
Instincts and Emotions
Attitude and Attachment

Course-11 (1.1.2) Contemporary India and Education
2nd Half : Policy Framework for Education in India
November- December
Unit 1V : Community participation and development
Women's Education

COURSE DETAILS: SEMESTER 11
Course 111 (1.2.3) Learning and Teaching
1st Half: Learning
January- March
Unit 1: Understanding Learning:
Nature of Learning: Learning as a process and learning as an outcome
Types of Learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval. Information-Processing Approach; Causes of forgetting; strategies for effective memorization.

Unit 11: Factors influencing learning:
Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
Role of teacher in addressing various factors influencing learning – a few strategies- co-operative learning, peer tutoring, collaborative learning.
Unit 111: Learning Paradigms:
Behaviouristic Learning – Concept of Connectionism (Thorndike) and Conditioning(Pavlov & Skinner) and their educational implications.
Cognitive Learning – Concept of Gestalt and its educational implications; Discovery Learning (Bruner), Cognitive Constructivist Learning (Piaget).
Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
Social Constructivist Learning – Concept of Vygotsky, nature and implications.
Humanistic viewpoint of Learning – Carl Rogers (Self Concept Theory)
Unit 1V: Transfer of learning
Concept, Importance, Nature and Types of Transfer of Learning
Theories of Transfer of Learning
Methods of enhancing Transfer of Learning

April- May
Unit V: Organization of Learning Experiences: Issues and Concerns:

Role of School – Co-curricular activities.
Strategies for organising learning for diverse learners – Brainstormimg, Within class grouping, Enrichment programme.

COURSE DETAILS: SEMESTER - 1V
Course – EPC4 (1.4EPC4)
Understanding the Self

January to March
Unit 11: Self-esteem :
Meaning and concept of self esteem
Importance of self esteem
Types of self esteem
Strategies for positive behaviour
Keys to Increasing Self-Esteem

Unit V: Emotional Intelligence:
Meaning and concept of Emotional Intelligence
Components of emotional intelligence differentiating EQ, IQ and SQ
Emotional Intelligence for personal and professional development

April – May
Unit 1V: Interpersonal Intelligence:
Concept of Interpersonal Behaviour
Need and Importance of Interpersonal Behaviour
Strategies to develop Interpersonal Relationship

The following topics were also taught in Semester IV in the light of a teacher's retirement.
Course VIII B 1.4.7B Units 2& 3
Unit II Relationship between Curriculum and Syllabi

- Relationship between curriculum framework and syllabi
- Process of translating syllabus into textbooks

Representation and non-representation of various social groups in curriculum framing

Dr. Suparna Ghosh

Semester: First

Months	**Units**
July- October 2015	(A). **Course V (1.1.5) Understanding Discipline and Subjects**- Engagement with Field/Practicum- Seminar Paper Presentation (B). **Course VII A (1.2.7 A) Pedagogy of a School Subject Part-I** Teaching of various teaching skills and simulations
November-December 2015	(C). Other Practicum for different courses- **EPC-1 (1.1 EPC1)**

Semester: Second

Months	
January- March 2016	(A) **Course VII A (1.2.7A) Pedagogy of a School Subject Part-I** Unit –I- Foundation of Social Science Teaching (a-e) Unit- II- Strategies of Social Science Teaching (a-h) Unit-III- Learning Resource in Social Science Teaching (a-e) Unit- IV- Social Science Teacher (a-b) Unit-V- Evaluation in Social Science Education (a-b) (B) **Other Practicum for different courses- Course- IX (1.2.9)** {Framing Different Types of Questions}
April-June 2016	(C) **Engagement with Field/Practicum-** Visit to Historical Places (D) **School Internship** Begins From Mid- April (E) **Other Practicum for different courses- Course- III (1.2.3)** **{**Simulated Teaching Practical (5 lessons);

Semester: Third

Months	
July- October 2016	(A) **Course VII B (1.3.7 B) Pedagogy of a School Subject Part-II** Unit-1- Pedagogical Analysis (a-b-i-vii Unit-II- Teaching Skill (as per concerned subject) (a-c) Unit-III- Learning Designing (a-c) Unit- IV- Activities in Social Science (a-e) Unit- V- Assessment of Social Science Learning (a-c) (B) **School Internship** (August- November) 40 Learning Designs- Old Learning Design Technique/ Icon Model/ New Learning Design Assessment of Student Teachers Assessment of various individual and group activities of teacher trainees
November- December 2016	(C) **Engagements with Field/Practicum** Preparation of Learning Design and achievement Test Development of skill of Map/ Timeline/Case Study/ Project

Individual Activity– Term Paper/ Preparation of Learning Resources

Semester: Fourth
Months
January- May
2017

(A) **Course VI (1.4.6) Gender, School and Society**
Unit- II - Gender Studies: Paradigm Shifts (b- A, B)

- Historical Backdrop

Unit-IV- Gender Issues in Curriculum (a-e)

Unit-V- Gender, Sexuality, Sexual Harassment and Abuse (a-e)

(C) Engagement with Field/Practicum—
Visit to NGO working on
Gender issues
Group Activities on Domestic Violence and other issues
Prepare presentations on laws related to gender issues
Develop an awareness programme for gender issues - PPT, Street play, Poster, Documentary
(B) **Other Practicum for different courses- Course-VIII (B) (1.4.7B)** {Text Book Analysis}

Dr. Ranjita Dawn

Semester I
Course 1.1.5: Unit 1: Understanding Discipline and Subjects
Months
July- October
UNIT I: Discipline and Subject
Education as Inter-disciplinary Field of Study
Nature and Characteristics of a Discipline

- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education

November- December
Interrelation and Interdependence amongst Various School Subjects
Practicum: 2 Assignments: Term Paper and Seminar Presentation
Semester II
Course: Course III (1.2.3): Learning and Teaching 2nd Half
January- March
UNIT I: Understanding Teaching:

Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
Relation between Teaching, Instruction and Training.
Maxims of teaching. Role of teacher in effective teaching.
UNIT II: Models of Teaching:
Concept Attainment Model (CAM)
Advance Organizer Model (AOM)
Inquiry Training Model (ITM)
UNIT III: Task of Teaching:

Task of teaching: meaning, definition and variables in teaching task.
Phases of teaching task: pre - active, inter-active and post-active.
Essentials of effective teaching
UNIT IV: Levels & Approaches of Teaching:
Levels of Teaching: memory, understanding and reflective levels of teaching
Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.

Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

April- May
UNIT V: Skills of Teaching:

Skills of Teaching: Concepts, definition.
Micro-teaching: Meaning and Procedure
Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.

Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS

Semester III
Course 1.3.7 B: Action Research
Months
July- October Engagement in field survey, data collection and writing files

November- December Writing Action Research files

Semester IV
Course: Course (1.4.10): Creating An Inclusive School
January- March
Unit III: Defining learners with special needs:

Understanding differently abled learners – concepts, definitions,characteristics,classification, causes and preventive measures of SLD, LI

Preparation for inclusive education – School's readiness for addressing learner with diverse needs
Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)

Identification and overcoming barriers for educational and social inclusion

Unit IV: Inclusion in operation:

Classroom management and organizations, curricular adaptations, learning designing and development of suitable TLM

Practicum: Visit to Institutions of Special Education

April- May
Unit IV:
Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.

Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances

Practicum: Writing files based on visits to Institutions of Special Education

Mrs. Archita Roy Biswas

July to November: Semester I First year

Education paper

Course-II (1.1.2) –Contemporary India and Education,

First half: Education in Post Independence India.

- Unit I: All topics. Fundamental Rights, Directive Principles of state policy, Fundamental Duties, Centre-State Relationship, Language Issues.
- Unit II: Indian University Commission1948-49 and Secondary Education Commission.1952-53.

Second half: Policy Framework for Education in India.

- Unit II: SSA, RTE, RMSA , NKC(2009)
  Unit III: UGC, NCTE, NUEPA, NCERT, SCERT, IASE, DIET, CTE
- Unit IV: Adult education and continuing in education, Distance education and Open education
- Unit V: Educational planning, Institutional Planning, Leadership, Administrative structure of secondary education, Quality Management, Supervision.

July to November: Semester I First year

Practicum- Course-II (1.1.2) Critical Analysis of Different Committees and Commissions on Education

January to May: Education core paper

Semester II First year

Course-VIII (1.2.8A) –Knowledge and Curriculum-Part I (1/2)

- Unit I: Epistemological bases of Education. (All the sub- topics of this unit)
- Unit II: Philosophical Foundation of Education. (All the sub- topics of this unit)
- Unit III: Sociological bases of Education. (All the sub- topics of this unit)
- Unit IV: Concepts and scope of education. (All the sub- topics of this unit)
- Unit V: Dynamics of Curriculum Development. (All the sub- topics of this unit)

B.Ed (English method) : July to - November Semester I

Practicum

- Course III 1.2.3: Practicum Simulated Lessons. (Elementary concepts)
- EPC-I Reading and Reflecting on texts

B.Ed Department.

July to- November: Semester III (Second year) Practicum

School coordinator of Our Lady Queen Of The Missions School Salt Lake and Loreto Day School, Entally.

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS

January to May: Semester II (First year) Practicum

School coordinator of Our Lady Queen Of The Missions School Salt Lake and Loreto Day School, Entally

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS
- **Course III 1.2.3: PRACTICUM Simulated teaching practical (5 lessons).**

January to May: Semester IV Second year

Education paper

Course-VIII B (1.4.7B) –Knowledge and Curriculum-Part II
Unit I: Concepts of curriculum (All the 6 topics of this unit)
Unit IV: Power, Ideology and Curriculum (Both the topics of this unit)
Unit V: Curriculum as process and practice (All the 4 topics of this unit)

Dr. Dinaz R. Jeejeebhoy

Course I **1.1.1** **Child and Growing Up**	
THEORY	
	Unit III: Different Types of Development
SEPTEMBER	Development of Self Concept and Personality Communication and Speech Development - Paralinguistic and Linguistic Stages of Development.
	Unit V: Development of Personality
JULY - AUIGUST	Concept of Personality, Types and Traits of Personality Trait Theories (Eysenck, Cattell's 16 factor, Five Factor) Measurement of Personality (Self Report and Projective Techniques).
Course IV **1.1.4** **Language Across the Curriculum**	
	Unit III: Language as a sublect and Discipline
OCTOBER - NOVEMBER	Role of Language in Children's intellectual development and Learning Phases of Language Development
PRACTICUM	
JULY - NOVEMBER	Observe the various age group children (Early Childhood, Later Childhood and Adoloscence) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.

Course IX **1.2.9** **Assessment for Learning**	
THEORY	
JANUARY - FEBRUARY	**Unit III: Psychological Test** Meaning and Concept Preliminary idea about - Intelligence Test, Aptitude Test, Interest Inventory, Attitude Test, Creativity and Personality. Achievement Test - Meaning, characteristics, steps of construction and Uses. Diagnostic and Prognostic Test
MARCH - APRIL	**Unit V: Problem Learner** Problem Learner - Concept and Types Identification of Problem Learner - Observatuion, Case Study, Sociometric and Testing (Educational and Psychological) Techniques Remidial measures - Guidance and Counselling, Life Skill Training
Course III **1.2.3** **Assessment for Learning**	
	Unit V: Organisation of Learning Experiences: Issues and Concerns Guidance, Mental Health Remidial Teaching
PRACTICUM	
JANUARY - MAY	Prepare Graphs and use statistics for Analysis of Test Results

Semester 3
July - November
PRACTICUM
Conducting of Action Research for selected problems Observation of 7 lesson Plans each of 8 Teacher Trainees placed in St. Teresa Secondary School and Loreto Day School (Dharamtalla)

Semester 4 January - May	
Course XI **1.4.11** **Guidance and Counselling**	
THEORY	
JANUARY	Unit I: Overview of Guidance and Counselling
FEBRRUARY	Unit II: Mental Health
MARCH	Unit III : Adjustment and Maladjustment
APRIL	Unit IV: Tools and Techniques
APRIL AND MAY	Unit V: Abnormal Behaviour and Mental Illness
PRACTICUM	
JANUARY - MAY	Project on mal adjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal Tendency, Substance Abuse Disorder, Anti - Social Behaviour

Course EPC IV 1.4. EPC 4 Understanding the Self	
THEORY	
JANUARY - FEBRUARY	Unit I: Self Concept
MARCH - APRIL	Unit II: Self Esteem

Ms. Kaustuva Banerjee

July- September

Semester I

Course 1.1.5: Understanding Discipline and Subjects

UNIT II: Science as a Subject and Discipline

: • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum

Practicum: 2 Assignments: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph.

Semester III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit I Pedagogical Analysis:
● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : ❖ Breaking of Unit into Sub-unit with no. of Periods; ❖ Previous knowledge; ❖ Instructional Objectives in behavioural terms; ❖ Sub-unit wise concepts ❖ Teaching- Learning Strategies ❖ Use of teaching aids ❖ Blueprint for criterion reference test Items.

Unit II Teaching Skill (As per concerned subject):
● Micro Teaching and Micro Lesson ● Simulated Teaching; ● Integrated Teaching/ Teaching in classroom situation.

Unit III Learning Designing:
● Concept, Importance and Types; ● Steps of Learning Design. ● Qualities of Good Learning Design.

School Internship
November- December

Semester I

UNIT II: Science as a Subject and Discipline

• Study of emergence of school science in relation to the social political and intellectual and historical context.• Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science

Practicum: 2 Assignments: Continuing with Term Paper and Seminar Presentation

Course EPC –1Engagement with Field / Practicum

v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

Semester-III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit IV Activities in Social Science:
● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, ● Wall & Annual Magazine and
● Subject Club

Unit V Assessment of Social science learning:
● Concept of Assessment and Evaluation; ● Achievement Test ● Text book Review

Engagement with the field/ Practicum Development of skill of map

School Internship

January-March

Semester II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum : Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I
Unit I- Foundation of Social Science Teaching:
• Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social Science • Innovations in Social Science teaching • Inculcation of National Integrity through social science teaching.
Unit II Strategies of Social Science Teaching:
• Features, Limitations and comparison of different methods • Lecture Method, • Interactive Method • Demonstration- observation method, • Regional Method • Heuristic Method, • Project Method • CAI
Unit III Learning Resource in Social Science Teaching:
• Meaning, type and importance of Learning Resources. • Quality of good social science text book. • Teaching aids in Social Science. • Improvisation of Teaching Aids. • Planning and organization of Social Science Laboratory

Engagement with Field /Practicum Ecological Places

Semester IV

Course: Course **Course-VI (1.4.6) Gender, School and Society**
Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.
Course-VIII(B) (1.4.7B) Knowledge and Curriculum- Part-II

Engagement with the Field / Practicum Textbook analysis

Course-XI (1.4.11) Optional Environmental & Population Education
Unit I Concept of population education:
● The characteristics and scope, ● Methodology of population education and ● Its importance

Unit II Concept of environmental education:
● Its objectives and importance, ● Developing environmental awareness, ● Environmental attitude, values & pro-environmental behaviour.

Unit III Population education policies:
● Population policy of the government of India (2000), ● Implementation programmes, population control, ● population dynamics in the context of India, ● Population distribution, urbanization and migration.

Engagement with the Field / Practicum Visits to polluted sites and preparation of report.
• Interviewing people and reporting the inconveniences due to any of the Environmental problems.

April- May

Semester-II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum

Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I
Unit IV Social Science Teacher:
• Qualifications and qualities of social science Teachers.• Professional growth of Social Science Teacher.
Unit V Evaluation in Social Science Education:
• Evaluation devices, evaluation programme in social studies • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Engagement with Field /Practicum Demonstration of Lab-based activities wherever applicable.

Course-IX (1.2.9) Assessment for Learning

Engagement with Field / Practicum Framing Different types of questions

Semester-IV

Course-XI (1.4.11) Optional Environmental & Population Education

Unit IV Sustainable development:
● Concept of sustainable development and education for sustainable development ● agenda 21,
● United Nations Decade of education for sustainable development, programmes on environmental management

Unit V Issues related to population and environmental education:
● Quality of life, ● Sustainable life style, ● Ecofeminism, ● Empowerment of women, ● Environmental and social pollution, ● Effect of population explosion on environment,
● Adolescent reproductive health.

Engagement with the Field / Practicum Engagement with the Field / Practicum Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the Environmental problems.

Mrs. Rupa Ghosh

July- September
Semester I
Course 1.1.5: Understanding Discipline and Subjects

UNIT IV: Mathematics as a Subject and Discipline

- Nature and history of Mathematics
- Place of Mathematics in School Curriculum

Practicum: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph.

Semester III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II
Unit I Pedagogical Analysis:
Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies, Use of teaching aids, Blueprint for criterion reference test Items.

Unit II Teaching Skill (As per concerned subject):
Micro Teaching and Micro Lesson, Simulated Teaching; Integrated Teaching/ Teaching in classroom situation.

Unit III Learning Designing:
Concept, Importance and Types; Steps of Learning Design, Qualities of Good Learning Design.

School Internship

November- December

Semester I

UNIT IV: Mathematics as a Subject and Discipline

- Knowledge, understanding and science
- Mathematics in day to day life
- Relationship of Mathematics with other subjects

Practicum: 2 Assignments: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

Semester-III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit IV Activities in Social Science:

Fair and Exhibition, Field Trips / Excursion, Debate, Wall & Annual Magazine and Subject Club.

Unit V Assessment of Social science learning:

Concept of Assessment and Evaluation; Achievement Test, Text book Review

Engagement with the field/ Practicum: Case Study

School Internship

January-March: Semester II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum: Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Unit I- Foundation of Social Science Teaching:

Aims and objectives of Social Science Teaching. Social Science Curriculum, Values of Social Science Teaching. Inter relationship of various branches of Social Science Innovations in Social Science teaching, Inculcation of National Integrity through social science teaching.

Unit II Strategies of Social Science Teaching:

Features, Limitations and comparison of different methods, Lecture Method, Interactive Method, Demonstration- observation method, Regional Method, Heuristic Method, Project Method CAI

Unit III Learning Resource in Social Science Teaching:

Meaning, type and importance of Learning Resources. Quality of good social science text book. Teaching aids in Social Science. Improvisation of Teaching Aids. Planning and organization of Social Science Laboratory

Engagement with Field /Practicum: Visit to Commercial Places.

Semester IV

Course: Course **Course-VI (1.4.6) Gender, School and Society**

Unit III: Gender, Power and Education: Gender Identities and Socialisation Practices in Family, Schools and other informal organizations.

Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.

Course-VIII(B) (1.4.7B) Knowledge and Curriculum- Part-II

Engagement with the Field / Practicum Textbook analysis

April- May

Semester-II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum: Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Unit IV Social Science Teacher:

Qualifications and qualities of social science Teachers. Professional growth of Social Science Teacher.

Unit V Evaluation in Social Science Education:

Evaluation devices, evaluation programme in social studies, Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Course-IX (1.2.9) Assessment for Learning

Engagement with Field / Practicum: Framing Different types of questions

Semester-IV

Course: Course **Course-VI (1.4.6) Gender, School and Society**

Unit IV: Gender Issues in Curriculum: Teacher as an agent of change.

Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.

Course-VIII(B) (1.4.7B) Knowledge and Curriculum- Part-II

Engagement with the Field / Practicum Textbook analysis

Ms. Sanghita Sanyal

Class	July-Sept	Oct-Dec	Jan-Mar	Apr-May
Semester 1	Language Across Curriculum (1.1.4) Unit 1: Theoretical Background of Language Usage Unit 2: Understanding Language Background Unit 3: Different Strategies of Language Development Unit 4: Language Interaction in the Classroom (1.1.5) Language and its Impact on Education, Theories of Language Acquisition EPC-1 : Reading and Reflection of Texts Unit 1: Introduction to Reading Unit 2: Reading Skills Unit 3: Reading the Texts Unit 4: Developing Reading Skills	Language Across Curriculum Unit 5: Nature of Reading Comprehension Practicums EPC-1 : Reading and Reflection of Texts Unit 5: Reading Comprehension and Practicum Seminar Presentations Mentoring		
Semester 2			Lesson Plans Correction, Simulation Practicum 1.2.7 Theory Unit 1: Foundation of Language Teaching Unit 2: Strategies of Language Teaching Unit 3: Methods and Approaches Unit 4: Assessment of Language Teaching	1.2.7 Theory Unit 5: Learning Resources Practicums EPC-2: Drama and Arts in Education Unit 5: Creative Art And Practicum

			EPC-2: Drama and Arts in Education Unit 1: Drama Unit 2: Painting Unit 3: Music Unit 4: Dance	
Semester 3	Lesson Plans and School Internship Coordination School Internship Practicums	1.2.7A (II) Theory Unit 1: Pedagogy Unit 2: Skills of Teaching Unit 3: Learning Designs Unit 4: Activities in Language Unit 5: Teaching Learning Material Practicum		
Semester 4			1.4.3 Gender and Education Unit 1: Key Concepts Unit 2: Gender Studies Unit 5: Gender, Sexuality, Abuse	1.4.3 Gender and Education Practicum and writing practice Visit to a Civil Service Organisation

Ms. Chandrani Sengupta

SEMESTER I

July – September:

COURSE- WINDOWS 2010 PROFESSIONALS AND INTERNET

Unit-1: Introduction To Computers: Objectives, What is a Computer? Parts of a Computer, Data Processing Cycle, Hardware versus Software, Operating System

Unit-2: Windows 2010 Interface: Introduction, Objectives, Windows 2010 Interface, Windows Properties, Working with multiple Windows, Control panels

Unit-3: Windows Explorer and Applications: Introduction, Objectives, Explorer and My Computer, Windows Applications, Systems Tools

Unit-4: Introduction to Internet: Introduction, Objectives, Internet Architecture, Internet Tools, Browser Configuration, Accessing through Inter Explorer, MS Outlook

COURSE - MS WORD

Unit-1: Introduction to MS-Word: Introduction, Objectives, Starting MS-Word, Document Window, Manipulating Text, Getting Help with MS-Word

Unit-2: Formatting Documents: Introduction, Objectives, File Menu, Edit Menu, Insert Menu, Viewing Documents, Formatting Text, Formatting Paragraphs, Formatting Pages, Advance Formatting Features

November – December:

Unit-3: Desktop Publishing Features: Introduction, Objectives, Proofreading a Document, Printing Documents

Unit-4: Advance Features in WORD: Introduction, Objective, Mail Merger, Tables

SEMESTER II

January – March:

COURSE: MS Excel

Unit-1: Introduction to Microsoft Excel: Introduction, Objectives, Starting Excel, Navigating Worksheet, Entering Data, Excel Functions, Selecting Cell Ranges, Creating Text Number and data Series, Editing Worksheet data, Worksheet Formatting, Changing Column width and Row width, Auto Formats, Alignment data, working with Graphic Objects, Charts

Unit-2: Advanced features of Microsoft Excel: Introduction, Objectives, Using Formulas, Function & Macros, Entering Functions, Macros, Printing Worksheet Data, Creating Headers and Footers, Protecting data within Workbooks, Sharing adapt with other applications, working with data forms using Lists

April –May:

COURSE: MS PowerPoint

Unit-: Introduction to MS-PowerPoint: Introduction, Objectives, Starting PowerPoint, Creating a new presentation, Inserting and deleting slides in a presentation, Viewing a presentation, Entering and editing text, Enhancing text presentation, working with color and Line Style, Adding headers and Footers

Unit-2: Advanced Features of Microsoft PowerPoint: Introduction, Objectives, Inserting objects in a presentation, Adding Movies and Sounds, Inserting Word table or an excel Worksheet, Checking Slides, Choosing a Setup for presentation component, Printing presentation components, Setting up and running a slide show on screen

SEMESTER IV

COURSE- MS PUBLISHER

UNIT 1: Getting Started with Microsoft Publisher: Navigate the Interface, Customize the Publisher Interface , Create a Publication

UNIT 2: Adding Content to a Publication: Add Text to a Publication, Add Pages and Picture Placeholders, Control the Display of Content in Text Boxes, Apply Building Blocks to a Publication

UNIT 3: Formatting Text & Paragraphs in a Publication: Format Text, Format Paragraphs, Apply Schemes

UNIT 4: Managing Text in a Publication: Edit Text in a Publication Work with Tables , Insert Symbols and Special Characters

UNIT 5: Working with Graphics in a Publication: Insert Graphics in a Publication, Customize the Appearance of Pictures

UNIT 6: Preparing a Publication for Sharing and Printing: Check the Design of a Publication, Save a Publication in Different Formats, Print a Publication, Share a Publication

COURSE: MS ACCESS

UNIT 1: Getting Started with Access: Understanding Microsoft Access, Create a Simple Access Database, Get Help and Configure Options in Microsoft Access

UNIT 2: Working with Table Data: Create a Table, Modify Table, Working with Table data or Records, Sort and Filter Records

UNIT 3: Querying a Database: Create Basic Queries, Sort and Filter Data in a Query, Working with a query, Querying Techniques, Multi table queries

UNIT 4: Using Forms: Create Basic Access Forms, Work with Data on Access Forms Editing records in a form, Modifying Forms

UNIT 5: Generating Reports: Create a Report, Working with existing reports, Prepare a Report

UNIT 6: Designing a Relational Database: Relational Database Design, Create a Table, Create Table Relationships

UNIT 7: Sharing Data across Applications: Import Data into Access, Export Data from Access, Linking to an external source, Create a Mail Merge

SEMSTER IV

COURSE: EPC 3 (1.4 EPC 3)

January- March:

UNIT I: Digital Technology and Socio-economic Context:

- Concepts of information and communication technology , Universal Access vs Digital Divide – issues and initiatives
- Challenges of Integration of ICT in school, Aims and objectives of National Policy on Information and Communication Technology (ICT) in school education in India, IT @ School Project.
- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, GyanVani, Saskhat Portal, e-Gyan Kosh, Virtual Laboratory and Haptic Technology.

UNIT II: Ms Office:

- Ms Word
- Ms Excel
- Ms Powerpoint
- Ms Access
- Ms Publishing

April- May:

UNIT III: Internet and Educational Resources:

- Introduction to Internet
- E-mail, Search Engines, Info-Savvy Skills, safe-surfing mode.
- Internet resources for different disciplines like natural sciences, social sciences, humanities and mathematics.
- General Introduction to E-learning, Mobile learning, Distance learning, On-line learning.
- Virtual University, Wikipedia, Massive Open Online Courses (MOOCs).
- Social Networking.

UNIT IV Techno-Pedagogic Skills

- Media Message Compatibility
- Contiguity of various Message Forms
- Message Credibility and Media Fidelity
- Message Currency, Communication, Speed & Control
- Sender-Message-Medium-Receiver Correspondence

Engagement with Field/ Practicum

DEPARTMENT OF B.ED.
TEACHING PLAN
2017 – 2018

Dr. Debika Guha

B.ED. SEMESTER I
Course: I (I.I.I) Childhood and Growing Up (1ST Half)

JULY- OCTOBER
UNIT II: Stage of Development
1. Adolescence- Physical Development, Emotional Development and Cognitive Development and their Educational Implications
2. Needs and Problems of adolescents- their guidance and counselling

NOVEMBER-DECEMBER
UNIT III: Different Types of Development
1. Psycho Sexual Development- Freud's Theory
2. Moral and Pro social Development- Kohlberg's theory

B.ED. SEMESTER I
Name of Teacher : Dr. Debika Guha
Course II (I.I.2) Contemporary India and Education

JULY- OCTOBER
UNIT III: Equalization and Universalization of Elementary Education
1. Concept, Problems and Probable Solutions

NOVEMBER-DECEMBER
UNIT V: National Values
1. Views of Swami Vivekananda in case of the followings:
a) Mass Education
b) Women Education
c) Technical and Vocational Education
d) Culture and Education

B.ED. SEMESTER II

Course IX (I.2.9) Assessment for Learning (1ST HALF)

JANUARY- FEBRUARY
UNIT I : Concept of Evaluation and Assessment

1. Meaning of Test. Measurement, Assessment and Evaluation
2. Distinguish among Measurement. Assessment and Evaluation
3. Nature and Purpose of Evaluation

UNIT II: Approaches and Techniques of Evaluation and Criteria of Assessment Procedure
1. Approaches- Formative and Summative: NRT and CRT
2. Validity- Meaning, Types and Measurement
3. Reliability- Meaning, Types and Measurement
4. Norm and Usability

MARCH- MAY
UNIT IV: Evaluation:
1. Types of Tests: Written Test, Oral Test, NRT,CRT, Summative Test, Formative Test
2. Scoring and Grading- Tabulation of data, Central Tendency(Mean, Median and Mode), Standard Deviation

B.ED. SEMESTER IV
Course X (I.4.I0) Creating an Inclusive School

JANUARY- MARCH
UNIT I: Introduction to Inclusive Education:
1. Concept and History of Special Education, Integrated Education and Inclusive Education and their relation
2. Philosophical, Sociological, Economic and Humanitarian Dimensions of Inclusive Education
3. Advantages of Inclusive Education for the Individual and Society
4. Factors affecting Inclusion
UNIT II: Legal and Policy Perspectives
1. Important International Declarations/ Conventions/Proclamations-BMF(1993-2012), recommendations of the Salamanca Statement and Framework of Action(1994), UNCRPD(2006).
2. National Initiatives for Inclusive Education: National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE ACT (2009)
3. Special role of Institutions for the Education of children with disabilities – RCI, National Institutes of Different Disabilities
APRIL- MAY
UNIT III: Defining Learners and Special Needs
1. Understanding differently abled learners- concepts, definitions, characteristics, classifications, causes, and preventive measures of Visually Impaired and Hearing Impaired

Dr. Neeta Dang

COURSE DETAILS: SEMESTER 1
Course 1 (1.1.1) Child and Growing Up
1st Half: Development and its Characteristics
2017 -2018
July- October

Unit 1: Growth and Development Pattern of Learners
Concept of Growth and Development
General Characteristics of Growth and Development
Stages and sequence of Growth and Development
Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.

Unit 11: Stages of development
Different stages of development-infancy, childhood.

Unit 111: Different types of development
Cognitive development-Piaget's theory and its educational implications
Psycho-sexual development-Freud's theory
Moral and pro-social development-Kohlberg's theory

November- December
Unit 1V : Individual differences
Role of heredity, environment including physical and socio-cultural factors
Nutrition
Child rearing practices and family

2nd Half: Aspects of Development
July- October

Unit 1: Various aspects related to development
Emotional Intelligence
Unit 11: Motivation
Extrinsic and Intrinsic Motivation
Theories of Motivation-Maslow, Weiner and McClelland
Factors affecting Motivation-Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom applications.
Unit 111: Attention and Interest
Concept of attention, determinants of attention and their classroom application
Attention span and its fluctuation, distraction, Interest and its relation with attention
Unit 1V: Intelligence

Concept and nature, its distribution across population
Factor theories of intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligences)
Measurement of Intelligence (Verbal and non-verbal tests of intelligence)
Intelligence quotient and education
Unit V: Creativity
Concept of creativity
The components of creativity
Its identification and nurturance.
November- December
Instincts and Emotions
Attitude and Attachment

Course-11 (1.1.2) Contemporary India and Education
2nd Half : Policy Framework for Education in India
November- December
Unit 1V : Community participation and development
Women's Education

COURSE DETAILS: SEMESTER 11
Course 111 (1.2.3) Learning and Teaching
1st Half: Learning
January- March
Unit 1: Understanding Learning:
Nature of Learning: Learning as a process and learning as an outcome
Types of Learning: factual, associations, conceptual, procedural, generalizations, Principles and rules.
Remembering and Forgetting - Factors of remembering - encoding, storage and retrieval. Information-Processing Approach; Causes of forgetting; strategies for effective memorization.

Unit 11: Factors influencing learning:
Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
Role of teacher in addressing various factors influencing learning – a few strategies- co-operative learning, peer tutoring, collaborative learning.
Unit 111: Learning Paradigms:
Behaviouristic Learning – Concept of Connectionism (Thorndike) and Conditioning(Pavlov & Skinner) and their educational implications.
Cognitive Learning – Concept of Gestalt and its educational implications; Discovery Learning (Bruner), Cognitive Constructivist Learning (Piaget).
Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model.
Social Constructivist Learning – Concept of Vygotsky, nature and implications.
Humanistic viewpoint of Learning – Carl Rogers (Self Concept Theory)

Unit 1V: Transfer of learning
Concept, Importance, Nature and Types of Transfer of Learning
Theories of Transfer of Learning
Methods of enhancing Transfer of Learning
April- May
Unit V : Organization of Learning Experiences: Issues and Concerns:
Role of School – Co-curricular activities.
Strategies for organising learning for diverse learners – Brainstormimg, Within class grouping, Enrichment programme.

Course 11(1.1.2) Contemporary India and education

The following topics were taught in the wake of a teacher's retirement.

Equalization and Universalization of Elementary Education
National Values and relation with International Understanding
Unemployment
Poverty
Population Explosion
Women's Education.

COURSE DETAILS: SEMESTER - 1V
Course – EPC4 (1.4EPC4)
Understanding the Self

January to March
Unit 11: Self-esteem :
Meaning and concept of self esteem
Importance of self esteem
Types of self esteem
Strategies for positive behaviour
Keys to Increasing Self-Esteem

Unit V: Emotional Intelligence:
Meaning and concept of Emotional Intelligence
Components of emotional intelligence differentiating EQ, IQ and SQ
Emotional Intelligence for personal and professional development

April – May
Unit 1V: Interpersonal Intelligence:
Concept of Interpersonal Behaviour
Need and Importance of Interpersonal Behaviour

Strategies to develop Interpersonal Relationship

The following topics were also taught in Semester IV in the light of a teacher's retirement.
Course VIII B 1.4.7B Units 2& 3
Unit II Relationship between Curriculum and Syllabi

- Relationship between curriculum framework and syllabi
- Process of translating syllabus into textbooks

Representation and non-representation of various social groups in curriculum framing

Dr. Suparna Ghosh

Semester: First

Months	**Units**
July- October 2018	(A). **Course V (1.1.5) Understanding Discipline and Subjects**- Engagement with Field/Practicum- Seminar Paper Presentation (B). **Course VII A (1.2.7 A) Pedagogy of a School Subject Part-I** Teaching of various teaching skills and simulations
November-December 2018	(C). Other Practicum for different courses- **EPC-1 (1.1 EPC1)**

Semester: Second

Months	
January- March 2019	(A) **Course VII A (1.2.7A) Pedagogy of a School Subject Part-I** Unit –I- Foundation of Social Science Teaching (a-e) Unit- II- Strategies of Social Science Teaching (a-h) Unit-III- Learning Resource in Social Science Teaching (a-e) Unit- IV- Social Science Teacher (a-b) Unit-V- Evaluation in Social Science Education (a-b) (B) **Other Practicum for different courses- Course- IX (1.2.9)** {Framing Different Types of Questions}
April-June 2019	(C) **Engagement with Field/Practicum-** Visit to Historical Places (D) **School Internship** Begins From Mid- April (E) **Other Practicum for different courses- Course- III (1.2.3)** **{**Simulated Teaching Practical (5 lessons);

Semester: Third

Months	
July- October 2019	(A) **Course VII B (1.3.7 B) Pedagogy of a School Subject Part-II** Unit-1- Pedagogical Analysis (a-b-i-vii Unit-II- Teaching Skill (as per concerned subject) (a-c) Unit-III- Learning Designing (a-c) Unit- IV- Activities in Social Science (a-e) Unit- V- Assessment of Social Science Learning (a-c) (B) **School Internship** (August- November) 40 Learning Designs- Old Learning Design Technique/ Icon Model/ New Learning Design Assessment of Student Teachers Assessment of various individual and group activities of teacher trainees
November- December	

2019

(C) **Engagements with Field/Practicum**
Preparation of Learning Design and achievement Test
Development of skill of Map/ Timeline/Case Study/ Project
Individual Activity– Term Paper/ Preparation of Learning Resources

Semester: Fourth
Months
January- May
2020

(A) **Course VI (1.4.6) Gender, School and Society**
Engagement with Field/Practicum–Visit to NGO working on Gender issues
Group Activities on Domestic Violence and other issues
Prepare presentations on laws related to gender issues
Develop an awareness programme for gender issues - PPT, Street play, Poster, Documentary
(B) **Other Practicum for different courses- Course-VIII (B) (1.4.7B)** {Text Book Analysis}

Dr. Ranjita Dawn

Semester I
Course 1.1.5: Unit 1: Understanding Discipline and Subjects
Months
July- October
UNIT I: Discipline and Subject
Education as Inter-disciplinary Field of Study
Nature and Characteristics of a Discipline

- Emergence of Various Disciplines from Education
- Merger of Various Disciplines into Education

November- December
Interrelation and Interdependence amongst Various School Subjects
Practicum: 2 Assignments: Term Paper and Seminar Presentation
Semester II
Course: Course III (1.2.3): Learning and Teaching 2nd Half
January- March
UNIT I: Understanding Teaching:
Teaching: Concepts, definition, nature and characteristics factors affecting teaching.
Relation between Teaching, Instruction and Training.
Maxims of teaching. Role of teacher in effective teaching.
UNIT II: Models of Teaching:
Concept Attainment Model (CAM)
Advance Organizer Model (AOM)
Inquiry Training Model (ITM)

UNIT III: Task of Teaching:
Task of teaching: meaning, definition and variables in teaching task.
Phases of teaching task: pre - active, inter-active and post-active.
Essentials of effective teaching
UNIT IV: Levels & Approaches of Teaching:
Levels of Teaching: memory, understanding and reflective levels of teaching
Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.
Programmed Instruction (PI) & Computer Assisted Instruction (CAI)

April- May
UNIT V: Skills of Teaching:
Skills of Teaching: Concepts, definition.
Micro-teaching: Meaning and Procedure
Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration.
Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS

Semester III
Course 1.3.7 B: Action Research
Months
July- October Engagement in field survey, data collection and writing files

November- December Writing Action Research files

Semester IV
Course: Course (1.4.10): Creating An Inclusive School
January- March
Unit III: Defining learners with special needs:
Understanding differently abled learners – concepts, definitions,characteristics,classification, causes and preventive measures of SLD, LI
Preparation for inclusive education – School's readiness for addressing learner with diverse needs
Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)
Identification and overcoming barriers for educational and social inclusion

Unit IV: Inclusion in operation:
Classroom management and organizations, curricular adaptations, learning designing and development of suitable TLM

Practicum: Visit to Institutions of Special Education

April- May
Unit IV:
Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.
Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances

Practicum: Writing files based on visits to Institutions of Special Education

Mrs. Archita Roy Biswas

July to November: Semester I First year

Education paper

Course-II (1.1.2) –Contemporary India and Education,

First half: Education in Post Independence India.

- Unit I: All topics. Fundamental Rights, Directive Principles of state policy, Fundamental Duties, Centre-State Relationship, Language Issues.
- Unit II: Indian University Commission1948-49 and Secondary Education Commission.1952-53.

Second half: Policy Framework for Education in India.

- Unit II: SSA, RTE, RMSA , NKC(2009)
  Unit III: UGC, NCTE, NUEPA, NCERT, SCERT, IASE, DIET, CTE
- Unit IV: Adult education and continuing in education, Distance education and Open education
- Unit V: Educational planning, Institutional Planning, Leadership, Administrative structure of secondary education, Quality Management, Supervision.

July to November: Semester I First year

Practicum- Course-II (1.1.2) Critical Analysis of Different Committees and Commissions

on Education

January to May: Education core paper

Semester II First year

Course-VIII (1.2.8A) –Knowledge and Curriculum-Part I (1/2)

- Unit I: Epistemological bases of Education. (All the sub- topics of this unit)
- Unit II: Philosophical Foundation of Education. (All the sub- topics of this unit)
- Unit III: Sociological bases of Education. (All the sub- topics of this unit)
- Unit IV: Concepts and scope of education. (All the sub- topics of this unit)
- Unit V: Dynamics of Curriculum Development. (All the sub- topics of this unit)

B.Ed (English method) : July to - November Semester I

Practicum

- Course III 1.2.3: Practicum Simulated Lessons. (Elementary concepts)
- EPC-I Reading and Reflecting on texts

July to- November: Semester III (Second year) Practicum

School coordinator of Our Lady Queen Of The Missions School Salt Lake and Loreto Day School, Entally.

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS

January to May: Semester II (First year) Practicum

School coordinator of Our Lady Queen Of The Missions School Salt Lake and Loreto Day School, Entally

- Lesson plans for practice teaching.
- School journal
- School survey and report.
- Participation in school life.
- SCHOOL VISITS
- **Course III 1.2.3: PRACTICUM Simulated teaching practical (5 lessons).**

January to May: Semester IV Second year

Education paper

Course-VIII B (1.4.7B) –Knowledge and Curriculum-Part II
Unit I: Concepts of curriculum (All the 6 topics of this unit)
Unit IV: Power, Ideology and Curriculum (Both the topics of this unit)
Unit V: Curriculum as process and practice (All the 4 topics of this unit)

Dr. Dinaz R. Jeejeebhoy

Course I **1.1.1** **Child and Growing Up**	
THEORY	
	Unit III: Different Types of Development
SEPTEMBER	Development of Self Concept and Personality Communication and Speech Development - Paralinguistic and Linguistic Stages of Development.
	Unit V: Development of Personality
JULY - AUIGUST	Concept of Personality, Types and Traits of Personality Trait Theories (Eysenck, Cattell's 16 factor, Five Factor) Measurement of Personality (Self Report and Projective Techniques).
Course IV **1.1.4** **Language Across the Curriculum**	
	Unit III: Language as a sublect and Discipline
OCTOBER - NOVEMBER	Role of Language in Children's intellectual development and Learning Phases of Language Development
PRACTICUM	
JULY - NOVEMBER	Observe the various age group children (Early Childhood, Later Childhood and Adoloscence) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.

Course IX **1.2.9** **Assessment for Learning**	
THEORY	
JANUARY - FEBRUARY	**Unit III: Psychological Test** Meaning and Concept Preliminary idea about - Intelligence Test, Aptitude Test, Interest Inventory, Attitude Test, Creativity and Personality. Achievement Test - Meaning, characteristics, steps of construction and Uses. Diagnostic and Prognostic Test
MARCH - APRIL	**Unit V: Problem Learner** Problem Learner - Concept and Types Identification of Problem Learner - Observatuion, Case Study, Sociometric and Testing (Educational and Psychological) Techniques Remidial measures - Guidance and Counselling, Life Skill Training
Course III **1.2.3** **Assessment for Learning**	
	Unit V: Organisation of Learning Experiences: Issues and Concerns Guidance, Mental Health Remidial Teaching
PRACTICUM	
JANUARY - MAY	Prepare Graphs and use statistics for Analysis of Test Results

Semester 3
July - November
PRACTICUM
Conducting of Action Research for selected problems Observation of 7 lesson Plans each of 8 Teacher Trainees placed in St. Teresa Secondary School and Loreto Day School (Dharamtalla)

Semester 4 January - May	
Course XI **1.4.11** **Guidance and Counselling**	
THEORY	
JANUARY	Unit I: Overview of Guidance and Counselling
FEBRRUARY	Unit II: Mental Health
MARCH	Unit III : Adjustment and Maladjustment
APRIL	Unit IV: Tools and Techniques
APRIL AND MAY	Unit V: Abnormal Behaviour and Mental Illness
PRACTICUM	
JANUARY - MAY	Project on mal adjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal Tendency, Substance Abuse Disorder, Anti - Social Behaviour

Ms. Kaustuva Banerjee

July- September

Semester I

Course 1.1.5: Understanding Discipline and Subjects

UNIT II: Science as a Subject and Discipline

: • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum

Practicum: 2 Assignments: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph.

Semester III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit I Pedagogical Analysis:
● Concepts and Methods of Pedagogical Analysis; ● The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : ❖ Breaking of Unit into Sub-unit with no. of Periods; ❖ Previous knowledge;❖ Instructional Objectives in behavioural terms;❖ Sub-unit wise concepts❖ Teaching- Learning Strategies❖ Use of teaching aids❖ Blueprint for criterion reference test Items.

Unit II Teaching Skill (As per concerned subject):
● Micro Teaching and Micro Lesson ● Simulated Teaching; ● Integrated Teaching/ Teaching in classroom situation.

Unit III Learning Designing:
● Concept, Importance and Types; ● Steps of Learning Design. ● Qualities of Good Learning Design.

School Internship
November- December

Semester I

UNIT II: Science as a Subject and Discipline

• Study of emergence of school science in relation to the social political and intellectual and historical context.• Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science

Practicum: 2 Assignments: Continuing with Term Paper and Seminar Presentation

Course EPC –1Engagement with Field / Practicum

v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

Semester-III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit IV Activities in Social Science:
● Fair and Exhibition, ● Field Trips / Excursion, ● Debate, ● Wall & Annual Magazine and
● Subject Club

Unit V Assessment of Social science learning:
● Concept of Assessment and Evaluation; ● Achievement Test ● Text book Review

Engagement with the field/ Practicum Development of skill of map

School Internship

January-March

Semester II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum : Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I
Unit I- Foundation of Social Science Teaching:
□□Aims and objectives of Social Science Teaching. □□Social Science Curriculum, Values of Social Science Teaching. □□Inter relationship of various branches of Social Science □□Innovations in Social Science teaching □□Inculcation of National Integrity through social science teaching.
Unit II Strategies of Social Science Teaching:
□□Features, Limitations and comparison of different methods □□Lecture Method, □□Interactive Method □□Demonstration- observation method, □□Regional Method □□Heuristic Method, □□Project Method □□CAI
Unit III Learning Resource in Social Science Teaching:

□□Meaning, type and importance of Learning Resources. □□Quality of good social science text book.□□□Teaching aids in Social Science. □□Improvisation of Teaching Aids. □□Planning and organization of Social Science Laboratory
Engagement with Field /Practicum Ecological Places

Semester IV

Course: Course **Course-VI (1.4.6) Gender, School and Society**
Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.
Course-VIII(B) (1.4.7B) Knowledge and Curriculum- Part-II

Engagement with the Field / Practicum Textbook analysis

Course-XI (1.4.11) Optional Environmental & Population Education
Unit I Concept of population education:
● The characteristics and scope, ● Methodology of population education and ● Its importance

Unit II Concept of environmental education:
● Its objectives and importance, ● Developing environmental awareness, ● Environmental attitude, values & pro-environmental behaviour.

Unit III Population education policies:
● Population policy of the government of India (2000), ● Implementation programmes, population control, ● population dynamics in the context of India, ● Population distribution, urbanization and migration.

Engagement with the Field / Practicum Visits to polluted sites and preparation of report.
□□Interviewing people and reporting the inconveniences due to any of the Environmental problems.

April- May

Semester-II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum

Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I
Unit IV Social Science Teacher:
□□Qualifications and qualities of social science Teachers.□□Professional growth of Social Science Teacher.
Unit V Evaluation in Social Science Education:
□□Evaluation devices, evaluation programme in social studies □□Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Engagement with Field /Practicum Demonstration of Lab-based activities wherever applicable.

Course-IX (1.2.9) Assessment for Learning
Engagement with Field / Practicum Framing Different types of questions

Semester-IV

Course-XI (1.4.11) Optional Environmental & Population Education

Unit IV Sustainable development:
● Concept of sustainable development and education for sustainable development ● agenda 21,
● United Nations Decade of education for sustainable development, programmes on environmental management

Unit V Issues related to population and environmental education:
● Quality of life, ● Sustainable life style, ● Ecofeminism, ● Empowerment of women, ● Environmental and social pollution, ● Effect of population explosion on environment,
● Adolescent reproductive health.

Engagement with the Field / Practicum Engagement with the Field / Practicum Visits to polluted sites and preparation of report. □□Interviewing people and reporting the inconveniences due to any of the Environmental problems.

Mrs. Rupa Ghosh

July- September

Semester I

Course 1.1.5: Understanding Discipline and Subjects

UNIT IV: Mathematics as a Subject and Discipline

- Nature and history of Mathematics
- Place of Mathematics in School Curriculum

Practicum: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph.

Semester III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit I Pedagogical Analysis:

Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts, Teaching- Learning Strategies, Use of teaching aids, Blueprint for criterion reference test Items.

Unit II Teaching Skill (As per concerned subject):

Micro Teaching and Micro Lesson, Simulated Teaching; Integrated Teaching/ Teaching in classroom situation.

Unit III Learning Designing:

Concept, Importance and Types; Steps of Learning Design. Qualities of Good Learning Design.

School Internship

November- December

Semester I

UNIT IV: Mathematics as a Subject and Discipline

- Knowledge, understanding and science
- Mathematics in day to day life
- Relationship of Mathematics with other subjects

Practicum: Assignments: Seminar Presentation

Course EPC –1Engagement with Field / Practicum

v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.

Semester-III

Course-VII-(B) (1.3.7B) Pedagogy of a School Subject Part-II

Unit IV Activities in Social Science:

Fair and Exhibition, Field Trips / Excursion, Debate, Wall & Annual Magazine and Subject Club

Unit V Assessment of Social science learning:

Concept of Assessment and Evaluation; Achievement Test, Text book Review

Engagement with the field/ Practicum: Case Study

School Internship

January-March

Semester II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum: Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Unit I- Foundation of Social Science Teaching:

Aims and objectives of Social Science Teaching. Social Science Curriculum, Values of Social Science Teaching. Inter relationship of various branches of Social Science, Innovations in Social Science teaching, Inculcation of National Integrity through social science teaching.

Unit II Strategies of Social Science Teaching:

Features, Limitations and comparison of different methods, Lecture Method, Interactive Method, Demonstration- observation method, Regional Method , Heuristic Method, Project Method , CAI

Unit III Learning Resource in Social Science Teaching:

Meaning, type and importance of Learning Resources. Quality of good social science text book. Teaching aids in Social Science. Improvisation of Teaching Aids. Planning and organization of Social Science Laboratory

Engagement with Field /Practicum Visit to Commercial Places.

Semester IV

Course: Course **Course-VI (1.4.6) Gender, School and Society**

Unit III: Gender, Power and Education: Gender Identities and Socialisation Practices in Family, Schools and other informal organizations.

Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.

Course-VIII(B) (1.4.7B) Knowledge and Curriculum- Part-II

Engagement with the Field / Practicum Textbook analysis

April- May

Semester-II

Course: Course III (1.2.3): Learning and Teaching 2nd Half

Engagement with Field / Practicum: Simulated Teaching Practical

Course-VII-(A) (1.2.7A) Pedagogy of a School Subject Part-I

Unit IV Social Science Teacher: Qualifications and qualities of Social Science Teachers. Professional growth of Social Science Teachers.

Unit V Evaluation in Social Science Education:

Evaluation devices, evaluation programme in social studies, Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.

Course-IX (1.2.9) Assessment for Learning

Engagement with Field / Practicum Framing Different types of questions

Semester-IV

Course: Course **Course-VI (1.4.6) Gender, School and Society**

Unit IV: Gender Issues in Curriculum: Teacher as an agent of change.

Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.

Course-VIII(B) (1.4.7B) Knowledge and Curriculum- Part-II

Engagement with the Field / Practicum Textbook analysis

Ms. Sanghita Sanyal

Class	July-Sept	Oct-Dec	Jan-Mar	Apr-May
Semester 1	Language Across Curriculum (1.1.4) Unit 1: Theoretical Background of Language Usage Unit 2: Understanding Language Background Unit 3: Different Strategies of Language Development Unit 4: Language Interaction in the Classroom (1.1.5) Language and its Impact on Education, Theories of Language Acquisition EPC-1 : Reading and Reflection of Texts Unit 1: Introduction to Reading Unit 2: Reading Skills Unit 3: Reading the Texts Unit 4: Developing Reading Skills	Language Across Curriculum Unit 5: Nature of Reading Comprehension Practicums EPC-1 : Reading and Reflection of Texts Unit 5: Reading Comprehension and Practicum Seminar Presentations Mentoring		
Semester 2			Lesson Plans Correction, Simulation Practicum 1.2.7 Theory Unit 1: Foundation of Language Teaching Unit 2: Strategies of Language Teaching Unit 3: Methods and Approaches Unit 4: Assessment of Language Teaching	1.2.7 Theory Unit 5: Learning Resources Practicums EPC-2: Drama and Arts in Education Unit 5: Creative Art And Practicum

			EPC-2: Drama and Arts in Education Unit 1: Drama Unit 2: Painting Unit 3: Music Unit 4: Dance	
Semester 3	Lesson Plans and School Internship Coordination School Internship Practicums	1.2.7A (II) Theory Unit 1: Pedagogy Unit 2: Skills of Teaching Unit 3: Learning Designs Unit 4: Activities in Language Unit 5: Teaching Learning Material Practicum		
Semester 4			1.4.3 Gender and Education Unit 1: Key Concepts Unit 2: Gender Studies Unit 5: Gender, Sexuality, Abuse	1.4.3 Gender and Education Practicum and writing practice Visit to a Civil Service Organisation

Ms. Chandrani Sengupta

SEMESTER I

July – September:

COURSE- WINDOWS 2010 PROFESSIONALS AND INTERNET

Unit-1: Introduction To Computers: Objectives, What is a Computer? Parts of a Computer, Data Processing Cycle, Hardware versus Software, Operating System

Unit-2: Windows 2010 Interface: Introduction, Objectives, Windows 2010 Interface, Windows Properties, Working with multiple Windows, Control panels

Unit-3: Windows Explorer and Applications: Introduction, Objectives, Explorer and My Computer, Windows Applications, Systems Tools

Unit-4: Introduction to Internet: Introduction, Objectives, Internet Architecture, Internet Tools, Browser Configuration, Accessing through Inter Explorer, MS Outlook

COURSE - MS WORD

Unit-1: Introduction to MS-Word: Introduction, Objectives, Starting MS-Word, Document Window, Manipulating Text, Getting Help with MS-Word

Unit-2: Formatting Documents: Introduction, Objectives, File Menu, Edit Menu, Insert Menu, Viewing Documents, Formatting Text, Formatting Paragraphs, Formatting Pages, Advance Formatting Features

November – December:

Unit-3: Desktop Publishing Features: Introduction, Objectives, Proofreading a Document, Printing Documents

Unit-4: Advance Features in WORD: Introduction, Objective, Mail Merger, Tables

SEMESTER II

January – March:

COURSE: MS Excel

Unit-1: Introduction to Microsoft Excel: Introduction, Objectives, Starting Excel, Navigating Worksheet, Entering Data, Excel Functions, Selecting Cell Ranges, Creating Text Number and data Series, Editing Worksheet data, Worksheet Formatting, Changing Column width and Row width, Auto Formats, Alignment data, working with Graphic Objects, Charts

Unit-2: Advanced features of Microsoft Excel: Introduction, Objectives, Using Formulas, Function & Macros, Entering Functions, Macros, Printing Worksheet Data, Creating Headers and Footers, Protecting data within Workbooks, Sharing adapt with other applications, working with data forms using Lists

April –May:

COURSE: MS PowerPoint

Unit-: Introduction to MS-PowerPoint: Introduction, Objectives, Starting PowerPoint, Creating a new presentation, Inserting and deleting slides in a presentation, Viewing a presentation, Entering and editing text, Enhancing text presentation, working with color and Line Style, Adding headers and Footers

Unit-2: Advanced Features of Microsoft PowerPoint: Introduction, Objectives, Inserting objects in a presentation, Adding Movies and Sounds, Inserting Word table or an excel Worksheet, Checking Slides, Choosing a Setup for presentation component, Printing presentation components, Setting up and running a slide show on screen

SEMESTER IV

COURSE- MS PUBLISHER

UNIT 1: Getting Started with Microsoft Publisher: Navigate the Interface, Customize the Publisher Interface , Create a Publication

UNIT 2: Adding Content to a Publication: Add Text to a Publication, Add Pages and Picture Placeholders, Control the Display of Content in Text Boxes, Apply Building Blocks to a Publication

UNIT 3: Formatting Text & Paragraphs in a Publication: Format Text, Format Paragraphs, Apply Schemes

UNIT 4: Managing Text in a Publication: Edit Text in a Publication Work with Tables , Insert Symbols and Special Characters

UNIT 5: Working with Graphics in a Publication: Insert Graphics in a Publication, Customize the Appearance of Pictures

UNIT 6: Preparing a Publication for Sharing and Printing: Check the Design of a Publication, Save a Publication in Different Formats, Print a Publication, Share a Publication

COURSE: MS ACCESS

UNIT 1: Getting Started with Access: Understanding Microsoft Access, Create a Simple Access Database, Get Help and Configure Options in Microsoft Access

UNIT 2: Working with Table Data: Create a Table, Modify Table, Working with Table data or Records, Sort and Filter Records

UNIT 3: Querying a Database: Create Basic Queries, Sort and Filter Data in a Query, Working with a query, Querying Techniques, Multi table queries

UNIT 4: Using Forms: Create Basic Access Forms, Work with Data on Access Forms Editing records in a form, Modifying Forms

UNIT 5: Generating Reports: Create a Report, Working with existing reports, Prepare a Report

UNIT 6: Designing a Relational Database: Relational Database Design, Create a Table, Create Table Relationships

UNIT 7: Sharing Data across Applications: Import Data into Access, Export Data from Access, Linking to an external source, Create a Mail Merge

SEMSTER IV

COURSE: EPC 3 (1.4 EPC 3)

January- March:

UNIT I: Digital Technology and Socio-economic Context:

- Concepts of information and communication technology , Universal Access vs Digital Divide – issues and initiatives
- Challenges of Integration of ICT in school, Aims and objectives of National Policy on Information and Communication Technology (ICT) in school education in India, IT @ School Project.
- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, GyanVani, Saskhat Portal, e-Gyan Kosh, Virtual Laboratory and Haptic Technology.

UNIT II: Ms Office:

- Ms Word
- Ms Excel
- Ms Powerpoint
- Ms Access
- Ms Publishing

April- May:

UNIT III: Internet and Educational Resources:

- Introduction to Internet
- E-mail, Search Engines, Info-Savvy Skills, safe-surfing mode.
- Internet resources for different disciplines like natural sciences, social sciences, humanities and mathematics.

- General Introduction to E-learning, Mobile learning, Distance learning, On-line learning.
- Virtual University, Wikipedia, Massive Open Online Courses (MOOCs).
- Social Networking.

UNIT IV Techno-Pedagogic Skills

- Media Message Compatibility
- Contiguity of various Message Forms
- Message Credibility and Media Fidelity
- Message Currency, Communication, Speed & Control
- Sender-Message-Medium-Receiver Correspondence

Engagement with Field/ Practicum

Teaching Plan – 2nd Year Economics Honours

Paper IVA – DEVELOPMENT THEORY

2015-2016

Name of the Teacher: Miss. Shreya Ghosh

AUGUST TO OCTOBER

- UNIT – 1: **Concepts and Measures of Development**
- UNIT – 2: **Process of Development – theoretical perspectives**
- Tutorial and Assigments

NOVEMBER TO FEBRUARY

- UNIT – 3: **Factors in Economic Development**
- UNIT – 4: **Population and Development**
- Selection Examinations

FEBRUARY TO APRIL

- UNIT – 5: **Development Strategies**
- UNIT – 6: **Development, Inequality and Poverty**
- UNIT – 7: **Environment and Development**
- Tutorial and Assigments

Teaching Plan – 2nd Year Economics Honours

Paper IIIA – MICROECONOMICS

2015-2016

Name of the Teacher: Mrs. Sriparna Biswas

AUGUST TO OCTOBER

- UNIT – 1: **Consumer Theory**
- UNIT – 2: **Production and Costs**
- Tutorial and Assignments

NOVEMBER TO FEBRUARY

- UNIT – 3: **Market Structure**
- UNIT – 4: **Input Markets**
- Selection Examinations

FEBRUARY TO APRIL

- UNIT – 5: **Other Issues Related to Market**.
- Tutorial and Assignments

Teaching Plan for 3rd Year Paper VI A

Comparative Development Experience

2015-2016

Name of the Teacher: Mrs. Sriparna Biswas

July to October:

1) Differences in initial conditions of development

2) Nature of development gap

3) Development policies and the role of the state

4) Genesis of capitalism

5) Industrialization Experiences in early part of 20th century

6) Post Second World War development scenario

November to December:

1) Development and underdevelopment as historical processes

2) Evolution of new international economic order

January to February:

Some recent development experiences.

Teaching Plan for 3rd Year Paper VI B

Contemporary Economic Issues:India and West Bengal

2015-2016

Name of the Teacher: Mrs. Sriparna Biswas

July to October

- Background of Indian Economic Reforms.
- Industrial Policy, Disinvestment Policy and Privatisation.
- Financial sector reforms and RBI's monetary policy.
- Fiscal policy reforms.
- External sector reforms.

November to December:

- Post reform agricultural performance and it's crisis.
- Poverty and exclusion, social security and forest policy.

January to February:

Appraisal of Indian economic reform and her growth experience.

Name of the Teacher: Mrs. Rupa Ghosh

JULY TO OCTOBER

Unit 4: Indian economy: Some Current and Future Issues

Indian economy: Some Current and Future Issues 18
Inclusive development, Growth of the Service Sector, Food security, Food Procurement and Public Distribution System.

Unit 5: West Bengal Economy: An Overview
West Bengal Economy Structure and Growth – based on state domestic product (SDP) data and employment data from National Sample Survey and Census of India.
Tutorials and Assignments

NOVEMBER TO DECEMBER

Unit 4: Indian economy: Some Current and Future Issues
Migration and Urbanization., Land acquisition, SEZ and Industrialisation.
Unit:5 Growth and Development of West Bengal Economy

West Bengal Economy in relation to India and major states in recent decades: in terms of indicators on - per capita SDP, per capita consumption (rural and urban), income growth, human development

Growth and Development of West Bengal Economy
Land Reforms, agricultural growth and related current problems- growth of non-farm rural sector, Industrial development – problems and prospects; Tertiary sector growth –
Informalisation in manufacturing and tertiary sectors.

Tutorials and Assignments

JANUARY TO FEBRUARY

Unit 4: Indian economy: Some Current and Future Issues
Demographic dividend.
Unit:5 Growth and Development of West Bengal Economy

Poverty alleviation, Employment generation, self-help-group and social security: Problems and policies

Tutorials and Assignments

Teaching Plan – 2nd Year Economics Honours

Paper IVA – DEVELOPMENT THEORY

2016-2017

Name of the Teacher: Miss. Sramona Mitra

AUGUST TO OCTOBER

- UNIT – 1: **Concepts and Measures of Development**
- UNIT – 2: **Process of Development – theoretical perspectives**
- Tutorial and Assigments

NOVEMBER TO DECEMBER

- UNIT – 3: **Factors in Economic Development**

FEBRUARY TO APRIL

- Selection Examinations
- UNIT – 4: **Population and Development**
- UNIT – 5: **Development Strategies**
- UNIT – 6: **Development, Inequality and Poverty**
- UNIT – 7: **Environment and Development**
- Tutorial and Assignments

Teaching Plan for 3rd Year Paper VI A

Comparative Development Experience

2016-2017

Name of the Teacher: Mrs. Sriparna Biswas

July to October:

1) Differences in initial conditions of development

2) Nature of development gap

3) Development policies and the role of the state

4) Genesis of capitalism

5) Industrialization Experiences in early part of 20th century

6) Post Second World War development scenario

November to December:

1) Development and underdevelopment as historical processes

2) Evolution of new international economic order

January to February:

Some recent development experiences.

Teaching Plan for 3rd Year Paper VI B

Contemporary Economic Issues:India and West Bengal

2016-2017

Name of the Teacher: Mrs. Sriparna Biswas

July to October

- Background of Indian Economic Reforms.
- Industrial Policy, Disinvestment Policy and Privatisation.
- Financial sector reforms and RBI's monetary policy.
- Fiscal policy reforms.
- External sector reforms.

November to December:

- Post reform agricultural performance and it's crisis.
- Poverty and exclusion, social security and forest policy.

January to February:

Appraisal of Indian economic reform and her growth experience.

Name of the Teacher: Miss. Ritwika Basu

JULY TO OCTOBER

Unit 4: Indian economy: Some Current and Future Issues

Indian economy: Some Current and Future Issues 18
Inclusive development, Growth of the Service Sector, Food security, Food Procurement and Public Distribution System.

Unit 5: West Bengal Economy: An Overview
West Bengal Economy Structure and Growth – based on state domestic product (SDP) data and employment data from National Sample Survey and Census of India.
Tutorials and Assignments

NOVEMBER TO DECEMBER

Unit 4: Indian economy: Some Current and Future Issues
Migration and Urbanization., Land acquisition, SEZ and Industrialisation.
Unit:5 Growth and Development of West Bengal Economy

West Bengal Economy in relation to India and major states in recent decades: in terms of indicators on - per capita SDP, per capita consumption (rural and urban), income growth, human development

Growth and Development of West Bengal Economy
Land Reforms, agricultural growth and related current problems- growth of non-farm rural sector, Industrial development – problems and prospects; Tertiary sector growth –
Informalisation in manufacturing and tertiary sectors.

Tutorials and Assignments

JANUARY TO FEBRUARY

Unit 4: Indian economy: Some Current and Future Issues
Demographic dividend.
Unit:5 Growth and Development of West Bengal Economy

Poverty alleviation, Employment generation, self-help-group and social security: Problems and policies

Tutorials and Assignments

Teaching Plan for 2nd Year Elective (2016-2017)

Paper II (Microeconomics II and Macroeconomics II)

Dr. SuranjanaMitra

August –October

- Theory of Markets
- Theory of Income and Employment

November –December

- Theory of Distribution
- Prices and Inflation
- Tutorials

January– April

- Selection Examination
- Prices and Inflation
- External Sector
- Assignments

Teaching Plan for 3rd Year General (2016 – 2017)

Paper IV

Dr. Suranjana Mitra

July - October

1. **Concepts Of Economic Growth and Development and Concept of HDI**
2. **Development Planning and its Necessity – Balanced vs Unbalanced Growth**
3. **Complementary Roles of Agriculture and Industry – Role of Technology in Agriculture And Industry**
4. **Population and Economic Development**
5. **Foreign Investment: Different Forms – Their Roles in Economic Development**
6. **Tutorials**

November – December

1. **Domestic Capital Formation in an Underdeveloped Country: The Problems – Incentives For Savings And Investments**
2. **Role of IMF and World Bank in Economic Development of LDCs**
3. **Tutorials**

January –February

1. **Gender Related Issues**
2. **Home Assignments**
3. **Selection Examination**
4. **Discussion of Question Papers**

Teaching Plan – 2nd Year Economics Honours

Paper IVA – DEVELOPMENT THEORY

2017-2018

Name of the Teacher: Miss. Jayeeta Roychowdhury

AUGUST TO SEPTEMBER

- UNIT – 1: **Concepts and Measures of Development**
- UNIT – 2: **Process of Development – theoretical perspectives**
- Tutorial and Assigments

OCTOBER TO DECEMBER

- UNIT – 2: Process of Development – theoretical perspectives
- UNIT – 3: **Factors in Economic Development**
- Tutorial and Assignments

JANUARY TO APRIL

- Selection Examinations
- UNIT – 4: **Population and Development**
- UNIT – 5: **Development Strategies**
- UNIT – 6: **Development, Inequality and Poverty**

- UNIT – 7: **Environment and Development**

Teaching Plan – 2nd Year Economics Honours

Paper IIIA – MICROECONOMICS

2016-2017

Name of the Teacher: Mrs. Sriparna Biswas

AUGUST TO OCTOBER

- UNIT – 1: **Consumer Theory**
- UNIT – 2: **Production and Costs**
- Tutorial and Assignments

NOVEMBER TO DECEMBER

- UNIT – 3: **Market Structure**

JANUARY TO APRIL

- Selection Examinations
- UNIT – 4: **Input Markets**
- UNIT – 5: **Other Issues Related to Market**.
- Tutorial and Assignments

Teaching Plan – 2nd Year Economics Honours

Paper IIIA – MICROECONOMICS

2017-2018

Name of the Teacher: Mrs. Sriparna Biswas

AUGUST TO SEPTEMBER

- UNIT – 1: **Consumer Theory**
- Tutorial and Assignments

OCTOBER TO DECEMBER

- UNIT – 2: Production and Costs

JANUARY TO APRIL

- Selection Examinations
- UNIT – 3: Market Structure
- UNIT – 4: **Input Markets**
- UNIT – 5: **Other Issues Related to Market**.
- Tutorial and Assignments

Teaching Plan for 3rd Year Paper VI A

Comparative Development Experience

2017-2018

Name of the Teacher: Mrs. Sriparna Biswas

July to September:

1) Differences in initial conditions of development

2) Nature of development gap

3) Development policies and the role of the state

4) Genesis of capitalism

5) Industrialization Experiences in early part of 20th century

6) Post Second World War development scenario

October to December:

1) Development and underdevelopment as historical processes

2) Evolution of new international economic order

January to February:

Some recent development experiences.

Teaching Plan for 3rd Year Paper VI B

Contemporary Economic Issues:India and West Bengal

2017-2018

Name of the Teacher: Mrs. Sriparna Biswas

July to September:

- Background of Indian Economic Reforms.
- Industrial Policy, Disinvestment Policy and Privatisation.
- Financial sector reforms and RBI's monetary policy.
- Fiscal policy reforms.
- External sector reforms.

October to December:

- Post reform agricultural performance and it's crisis.
- Poverty and exclusion, social security and forest policy.

January to February:

Appraisal of Indian economic reform and her growth experience.

Name of the Teacher: Mrs. Rupa Ghosh

JULY TO SEPTEMBER:

Unit 4: Indian economy: Some Current and Future Issues

Indian economy: Some Current and Future Issues 18
Inclusive development, Growth of the Service Sector, Food security, Food Procurement and Public Distribution System.

Unit 5: West Bengal Economy: An Overview
West Bengal Economy Structure and Growth – based on state domestic product (SDP) data and employment data from National Sample Survey and Census of India.
Tutorials and Assignments

OCTOBER TO DECEMBER:

Unit 4: Indian economy: Some Current and Future Issues
Migration and Urbanization., Land acquisition, SEZ and Industrialisation.
Unit:5 Growth and Development of West Bengal Economy

West Bengal Economy in relation to India and major states in recent decades: in terms of indicators on - per capita SDP, per capita consumption (rural and urban), income growth, human development

Growth and Development of West Bengal Economy
Land Reforms, agricultural growth and related current problems- growth of non-farm rural sector, Industrial development – problems and prospects; Tertiary sector growth –
Informalisation in manufacturing and tertiary sectors.

Tutorials and Assignments

JANUARY TO FEBRUARY

Unit 4: Indian economy: Some Current and Future Issues
Demographic dividend.
Unit:5 Growth and Development of West Bengal Economy

Poverty alleviation, Employment generation, self-help-group and social security: Problems and policies

Tutorials and Assignments

Teaching Plan for 2nd Year Honours (2017-2018)

Paper IIIB (Macroeconomics)

Dr. Suranjana Mitra

August – September

- The Economy in the Long-Run
- The Economy in the Short –Run
- Tutorials and Assignments

October–December

- The Economy in the Short –Run
- Foreign Trade and Exchange Rate
- Theories of consumption and Investment
- Tutorials and Assignments

January– April

- Selection Examination
- Theories of consumption and Investment
- Demand for Money
- Economic Growth
- Discussion of Questions from Model and University Question Papers

Teaching Plan for Third Year (2017-2018)

PAPER VB

Public Finance

Dr. Suranjana Mitra

July – September

- Introduction to Public Finance
- Forms and Functions of Government
- Federal finance
- Public goods and Public Sector
- Tutorial

October – December

- Government Budget and Policy
- Revenue Resources
- Tax structure
- Tutorial

January – February

- Selection Examination
- Distribution and Stabilization

Teaching Plan for Third Year (2017 - 2018)

Paper VIII A

Indian Economic History

Dr. Suranjana Mitra

July –September

- Economic condition in India on the eve of British Rule
- Land Policy
- Policy of Discriminating Protection
- Early Industrial development and Managing Agency system
- Currency and Monetary Policy
- Tutorial

October – December

- Infrastructure and Transport
- Deindustrialization
- Commercialization of Agriculture
- Economic Drain
- Tutorial

January – February

- Selection Examination
- Early Economic Planning Initiatives during British Rule

Teaching Plan for First Year (2017-2018)

PAPER IB

Macroeconomic Principles

Dr. Suranjana Mitra

July –September

- Nature and Scope of Macroeconomics
- Accounting Output and Income
- Consumption and Investment
- Tutorial and Assignments

October – February

- Mid-Term Examination
- Production and Growth
- Unemployment
- Money and Monetary Institutions
- Tutorial and Assignments
- Selection Examination

February– May

- Money and Monetary Institutions
- Inflation
- Tutorial and Assignments
- Discussion of Model Questions and University Question Papers

TEACHING PLAN - 2018

MATHEMATICS - FIRST YEAR

SEMESTER-I

July to October:

UNIT-I: Algebra-I

- Complex Numbers
- Polynomials
- Rank of a Matrix

Unit-3 : Differential Equation-I

- Order, degree and solution of an ordinary differential equation (ODE) in presence of arbitrary constants, Formation of ODE.
- First order equations
- Second order linear equations
- Second order differential equation

Unit-4 : Coordinate Geometry

- Transformations of Rectangular axes
- General equation of second degree in *x* and *y.*
- Pair of straight lines
- Equations of pair of tangents from an external point, chord of contact, poles and polars in case of General conic
- Polar equation of straight lines and circles. Polar equation of a conic referred to a focus as pole. Equation of chord joining two points. Equations of tangent and normal.
- Sphere and its tangent plane. Right circular cone.

November to December

Unit-2 : Differential Calculus-I

- Rational numbers, Geometrical representations, Irrational number, Real number represented as point on a line — Linear Continuum. Acquaintance with basic properties of real number (No deduction or proof is included).

- Real-valued functions defined on an interval, limit of a function (Cauchy's definition). Algebra of limits. Continuity of a function at a point and in an interval. Acquaintance (on proof) with the important properties of continuous functions no closed intervals. Statement of existence of inverse function of a strictly monotone function and its continuity.

- Derivative

- Successive derivative

- Functions of two and three variables

- Applications of Differential Calculus.

TEACHING PLAN-2018

MATHEMATICS - SECOND YEAR

August to October-2018:

- Modern Algebra
- Analytical Geometry of three dimensions
- Differential Equations

November & December-2018

- Integral Calculus
- Linear Programming

January to March-2019

- Differential Calculus
- Numerical Methods
- Analytical Dynamics/ Probability & Statistics

LESSON PLAN
DEPARTMENT OF SOCIOLOGY
1st YEAR 2017(July-April)

PAPER I

Month: July- August

Module I

- Sociological perspective; Sociology as a science; Sociology and Common Sense; Sociology and other social sciences (only to understand Sociology's distinctiveness); Practical significance of Sociology: Sociology and Social Work.

Month: September- October

- Social interaction; Communication—verbal non-verbal; Interpretation and action; Understanding others: attributing meaning and interpretation; Social relationship: Primary and Secondary.

Module II

- Culture –meaning and characteristics; Types of culture – popular, elitist, folk, and consumer cultures; Pluralism and Multiculturalism.

Month: November

Module II:

- Types of society; Pre-modern societies: hunters and gatherers, pastoral and agrarian, non-industrial and traditional; Modern societies : Industrial, Advanced/Post industrial, Postmodern and Developing societies

Group B:

Module I

- Socialization : meaning and agencies; Theories of child development; Resocialization.

Month: December

Module I

- Social control: meaning, agencies and mechanisms; Conformity and Deviance.

Month: January-February

Module I

- Social stratification : meaning and forms – Caste, Class, Status, Power, Gender and Ethnicity; Social Mobility, Social Closure and Social Exclusion.
- Social Change : definition, factors and theories of social change

PLEASE NOTE:

- **Tutorial will be taken at the end of each month on the topics taught.Tutorials are mandatory.Marks of each and every tutorial will be recorded.**
- **Remedial Class with be taken as and when required by the students.**
- **Revision Class and Doubt Clearing Class will be taken throughout the month of March.**
- **Library Reference is a MUST**

ALL THE BEST!

LESSON PLAN

DEPARTMENT OF SOCIOLOGY(GENERAL ELECTIVE)

SECOND SEMESTR

Month: January

India as Plural Society:

- Unity and Diversity.
- Problems of National Integration.

- **Doubt Clearing Class**
- **Tutorial I**

Month: February

Social Insititutions and Practices:

- Caste: Sanskritization, Changing Aspect of Caste System.
- Class: Rural Class and Urban Class.
- Village: Self Sufficient Village Economy.

- **Doubt Clearing Class**
- **Tutorial II**
- **Selection of Term Paper Topics by the Students**

Month: March

Social Insititutions and Practices:

- Family & Kinship: Types of Family, Kinship in India.

Challenges to State and Society:

- Communalism: Problems and Solutions.

- **Doubt Clearing Class**
- **Tutotial III**
- **Submission of Bibliograpgy of Term Papers**

Month: April-May

Challenges to State and Society:

- Secularism: Concept and Nature.

Identities and Change:

- Women's Movement.
- Dalit Movement.

  - **Doubt Clearing Class**
  - **Tutotial IV**
  - **Submission of First Draft of Term Papers in the mid of April**
  - **Submission of the Second Draft of Term Papers at the end of April**
  - **Submission of Final Term Paper in the Second Week of May**

Please Note:

- **Tutorials are mantory(Marks and Attendance of all the tutorials will be recorded).**
- **Attending the Special Lectures are Compulsory.**
- **Remedial Classes will be held at the end of every month.**
- **Library Reference is a Must.**

ALL THE BEST!

LESSON PLAN
DEPARTMENT OF SOCIOLOGY
SECOND YEAR (AUGUST-MARCH)

Month: August

Paper II

Group A

Module I:

Sociological Thought:

- Transition from Social Philosophical to Sociological Thought; Emergence of Sociology as a new discipline.
- August Comte: Positivism; Law of Three Stages
- Herber Spencer:Organic Analogy; Theory of Social Evolution

Month: September

Sociological Thought:

- Emile Durkheim: Division of Labour; Suicide;Religion

Paper III

Module I:

- Society in Pre- British India: Landownership Pattern, Self Sufficient village econnomy, Jajmani Sysytem
- Impact of British Rule on India: Commercialization of agriculture; Growth of rural poverty and indebtedness, rise of a new class.

Month: October

Sociological Thought:

- Max Weber: Protestant Ethics and the Spirit of Capitalism;Typology of Authority with special reference to Bureaucracy**.**

Module IV:

- Development of Sociological Thought in India.

Puja Vacation from 14th October

College re-opens on 15th November

Month: November

Module IV:

- Approaches to the Study of Indian Society: Indological; Historical and Dialectical.
- Karl Marx: Dialectics;Historical Matrialism; Class and Class Struggle.

Paper III:

Module II:

- Modern India:Unity and Diversity;Problems of National Integration;

Month: December

Paper III

Module II

- Changing scenario of marriage and family: impact of post-independent social legislations.
- Changing status of women in India.

Month: January

Paper III

Module III

- Caste system: social mobility in the caste system; role of sanskritization; caste dynamics;caste and class.
- Critical Assesment of land reform in India: with special reference to West Bengal.

Month: February- March

Paper III

Module IV

- Rurual Development in India: Role of Panchayati Raj with special refernec to West Bengal
- Patterns of Urbanization in India: characrteristic features;social effects

PLEASE NOTE:

- **Tutorial will be taken at the end of each month on the topics taught.Tutorials are mandatory.Marks of each and every tutorial will be recorded.**
- **Remedial Class with be taken as and when required by the students.**

- **Attending Special lectures are Compulsory.**
- **Library Refrence is a MUST**

ALL THE BEST

LESSON PLAN

Department of Sociology (General Eelective)

1st Semester: (1st Year)

Introduction to Sociology: Month: July

- Emergence of Sociology
- Nature and Scope of Sociology
- Sociology as a Science
- Sociology and Common Sense

- **1 Doubt Clearing Class**
- **Remedial Class on one to one basis**
- **Tutorial- I**

Sociology and Other Social Sciences: Month: August

- Sociology and Social Anthropology
- Sociology &Psychology
- Sociology & History

- **1 Doubt Clearing Class**
- **Remedial Class on one to one basis**
- **Tutorial- II& III**

Basic Concepts: Month: September-October

- Individual and Group
- Association and Institutions
- Culture and Society
- Social Change

- **1 Doubt Clearing Class**
- **Remedial Class on one to one basis**
- **Tutorial- IV & V**

Puja Vacation- 14th Octiber -15th November

Please Note:

- Tutorials are compulsory.
- Remedial Classess to take place at the end of every month on the topics taught throughout that month.
- There will be one doubt clearing class arranged for every topic.

All the best!

Human Values and professional ethics

FIRST YEAR VALUE EDUCATION CLASSES

Course - Enabling Morals and Values

1. Aspiration, dreams, goals, clarity of vision
2. Motivation, perseverance –Organization, discernment
3. Commitment, effort
4. Commitment to reflection
5. Commitment to respect
6. Commitment to remembrance
7. Commitment to caring
8. Commitment to life
9. Commitment to fidelity
10. Commitment to sharing
11. Commitment to communication
12. Commitment to self-control, discipline
13. Commitment to integrity
14. Commitment to reverence
15. Commitment to service
16. Film – Akeelah and the bee

Course Outcome (CO)

CO 1. How does one reach fulfilment of aspirations?
CO 2. How does one sustain motivation & perseverance?
CO 3. How does one better one's commitment?
CO 4. Analyse your commitment to reflection
CO 5. Analyse your commitment to respect to your status in gender
CO 6. Analyse your commitment to remembrance
CO 7. Analyse your commitment to caring, even for the environment
CO 8. Analyse your commitment to life
CO 9. Analyse your commitment to fidelity
CO 10. Analyse your commitment to sharing
CO 11. Analyse your commitment to communication
CO 12. Analyse your commitment to self-control, discipline
CO 13. Analyse your commitment to integrity
CO 14. Analyse your commitment to reverence
CO 15. Analyse your commitment to service

Programme Outcome (PO)

PO 1. The students will be able to identify how they can ethically reach fulfilment.
PO 2. The students will be balanced so as to persevere in motivation and perseverance.
PO 3. The students will be able to understand the need for commitment.
PO 4. The students will be able to honour, value their environment.
PO 5. The students will be able to realize the value of commitment.
PO 6. The students will be able to respect differences in gender without losing self-esteem.

Programme- specific Outcome (PSO)

PSO 1. How does commitment to values make for happier living?
PSO 2. How does one balance one's commitments without compromising?
PSO 3. How does discernment and planning improve effectiveness?
PSO 4. How do students take initiative in standing up for environmental issues?
PSO 5. How does one grow in respect of one's gender without feeling threatened by others?

SECOND YEAR VALUE EDUCATION CLASSES

Course - Soft skills – Enabling Growth

1. The art of giving and receiving compliments
2. Shyness
3. Telephone etiquette
4. Communication skills
5. Calmness in stressful conditions
6. Group discussion participation
7. Coping with anger
8. Decision making
9. Becoming a team player
10. Setting personal boundaries
11. Giving and receiving feedback
12. Anchoring with focus
13. Learning from mistakes
14. Gender sensitivity and respect

Course Outcome (CO)

CO 1. How does one give/receive compliments authentically?
CO 2. How does one overcome shyness?
CO 3. How does mobile phone etiquette make for more pleasant relationships?
CO 4. How does proper communication make for better relationships?
CO 5. How does one cope with stress?
CO 6. Enumerate the steps in group discussions.
CO 7. How does one cope with anger?
CO 8. How does one make decisions for one's own good, that of others and for the environment?
CO 9. How does one collaborate in a team?
CO 10. Analyse your need for personal boundaries.
CO 11. How does one give/receive feedback authentically?
CO 12. How does one anchor events with focus?
CO 13. How do mistakes transform us?
CO 14. How does one grow in sensitivity and respect one's gender?

Programme Outcome (PO)

PO 1. The students will be able to identify genuine compliments and be authentic in searching for compliments.
PO 2. The students will be able to create their own model for coping with anger.
PO 3. The students will be able to create their own strategy for coping with shyness.
PO 4. The students will be able to create their own model for coping with stress.
PO 5. The students will be able to create their own strategy to cope with gender bias.
PO 6. The students will be proactive in environmental consciousness and 'reach out'.

Programme-specific Outcome (PSO)

PSO 1. How do soft skills enable one to accept people and make for a pleasant personality?
PSO 2. How does the skill of discernment make for wisdom?
PSO 3. The students will hold their own and appreciate their feminism with dignity.
PSO 4. The students will realize their responsibility in preserving and sustaining the environment.

THIRD YEAR VALUE EDUCATION CLASSES

Course - Life Skills and Values

1. Compatibility – identification
2. Marriage
3. Fidelity in marriage
4. Raising a family
5. Careers and family life
6. Gender issues
7. Euthanasia, and capital punishment
8. Abortion
9. Abuse/ rape and incest
10. Priorities in life
11. Commitment in employment
12. Adoption
13. Reach out – sensitivity
14. Gender
15. Rape / abuse / incest
16. Employability skills
17. Commitment in marriage + film
18. Progeny + film
19. Abortion + film
20. A purpose -driven life + film

Course Outcome (CO)

CO 1. What is compatibility? How does it affect relationships?
CO 2. How does one ensure sustained relationships in marriage?
Co 3. Discuss how marriages are sustained through fidelity, give and take?
CO 4. How does one discuss priorities in life?
CO 5. How does one adjust family life with one's career?
CO 6. Analyse the impact of gender issues on your age group.
CO 7 What are your views on assisted suicide and capital punishment/
CO 8. Critically analyse the impact of abortion on society.
CO 9. Where and how does one approach for legal advice regarding atrocities to women?
CO 10. How does maturity define priorities in life?
CO 11. What are professional ethics in employment?
CO 12. What are your views on adoption?
CO 13. In the case of environmental natural and manmade calamities, how would you respond?
CO 14. How should one train children with respect to gender differences?
CO 15. Do you think that training at home is the answer to respect to women?
CO 16. Analyse honing of employability skills.

Programme Outcome (PO)

PO 1. The students will be able to understand how their grandparents lived together for 25/50 years.
PO 2. The students will understand that generosity in marriage makes for sustainable marriages
PO 3. The students will comprehend how children complete a family
PO 4. The students will experience how outreach to others will bring peace to the heart
PO 5. The students will discuss the role of in-laws in family life
PO 6. The students will realize that they need to treat girl children in the same manner as male children

Programme-specific Outcome (PSO)

PSO 1. Discretion in bringing up children

PSO 2. Marriages meant to last a lifetime
PSO 3. Opportunities for a child, irrespective of its gender, a chance to live in a normal family
PSO 4. Marriage is a social institution
PSO 5. Critically analyse the need of Homes for the Aged
PSO 6. The environment: conservation versus consumption.

B.ED. VALUE EDUCATION - FIRST YEAR

1. Why are we here? – The Teacher purpose, role
2. The teacher as facilitator – Role Models / Oath
3. Perception of pupils, Teachers' point of view
4. Preparation for Value Education classes – Creativity, Commitment
5. Stories, Enactment
6. Group work / discussions
7. How does one win students over to enable them improve academically?
8. The Teacher – A Listener and observer
9. Value Education lessons planned and discussed in class
10. How to win students over?
11. The relevance of a teacher
12. Film / PPT

Course Outcome (CO)

CO 1. Enumerate the role of the teacher.
CO 2. How do teachers make or mar the fortune of students?
CO 3. How do well-planned Value Education lessons impact the lives of school children?
CO 4. How does the teacher make Value Education classes interesting and enable critical thinking?
CO 5. Discuss the role of stories and enactment.
CO 6. Group discussions make for interesting learning. Critique this comment.
CO 7. Discuss motivation of students.
CO 8. How can a teacher be a sounding board for students?
CO 9. Formats for Value Education
CO 10. How does one create a 'win-win' situation in classes?
CO 11. The relevance of the teacher goes beyond the classroom. Critically evaluate the situation. Evaluate
CO 12. Patience in the classroom

Programme Outcome (PO)

PO 1. The trainees will be able to look in anticipation at expectations of and from teachers.
PO 2. The trainees will be able to motivate students to choose to study.
PO 3. The trainees will be able to reach out to students of all genders without labelling them.

Programme-specific Outcome (PSO)

PSO 1. Preparation for staff room dynamics
PSO 2. Teachers as role models.
PSO 3. Classroom dynamics
PSO 4. Dynamics for the conservation of the environment.

B.ED. VALUE EDUCATION - SECOND YEAR

Course - Professionalism in teaching

How does professionalism enable effectiveness in the classroom in the following areas:

1. Professionalism - Punctuality, dress-sense, respect
2. Professionalism - Care, prudence, discernment.
3. Professionalism - Justice, impartiality, loyalty – Judgment
4. Professionalism - Organization, planning, records, initiative
5. Professionalism - Honesty, courage, truth, sensitivity, humility, prayer
6. Professionalism - Confidentiality, integrity, concern for students - consistency
7. Professionalism - Reflection for planning, choice of values
8. Professionalism - Serenity, equanimity, fear of the Almighty
9. Professionalism - Preparation, expectations – professional v/s personal
10. Professionalism - Soft-skills, tone of voice, attitude, etiquette, country
11. Professionalism - Soft-skills, cell phone etiquette
12. Professionalism - Soft-skills - coping with anger, stress
13. Professionalism - Delegation and accountability, to trust and entrust, attachment/detachment
14. Professionalism - Teacher leadership, personal professional development
15. Professionalism - A sense of ownership, commitment to pupils
16. Professionalism - Peer-teacher collaborations
17. Professionalism – Stakeholders

Course Outcome (CO)

CO 1. How does professionalism in discipline bring effectiveness into the classroom?
CO 2. What is the role of prudence in the classroom?
CO 3. Why is it important not to practice discrimination in the classroom?
CO 4. How does practice of skills in professionalism enable teachers to make learning enjoyable?
CO 5. Compare and contrast: professionalism and commitment.
CO 6. What is the role of integrity?
CO 7. Discuss: Looking back to look forward.
CO 8. The spirituality of teaching - enumerate.
CO 9. The importance of discretion – evaluate.
CO 10. Compare and contrast: professionalism and soft skills
CO 11. The use of cell phone – discuss.
CO 12. The need for harmony – discuss.
CO 13. Discuss the value of team-work.
CO 14. Compare and contrast: professionalism and growth
CO 15. The role of dedication, professionalism and self-denial - discuss.
CO 16. The role of learning from each other – discuss.
CO 17. The importance of feedback
CO 18 How do teachers differ from those working in the corporate world?

Programme Outcome (PO)

PO 1. The trainees will be able to contextualize her gleanings in the classroom.
PO 2. The trainees will be able to rely on experience and intuition for planning lessons.
PO 3. The trainees will realize their role in nation building.
PO 4. The trainees will realize that synergy can be generated in the classroom.

Programme-specific Outcome (PSO)

PSO 1. How will professionalism be valued as a base to build upon?
PSO 2. What is the need for role models for students?

PSO 3. How do the trainees value the need for excellence in the classroom and beyond?
PSO 4. Professionalism is doing justice to differences in gender and to the environment. Discuss.

M.A. Value Education

Course –Ethical Values in Success

1. Practising universal laws of the mind
2. Thinking accurately and positively for equity
3. Opportunities, self-image, self-esteem
4. Proactively building faith, hope
5. Love as a secret of success
6. Optimism, enthusiasm and self-motivation
7. Building self-confidence, discipline to succeed
8. Focus, concentration, concentricity
9. Win-win attitude, appreciation, active listening
10. The use of proverbs, idioms, generation of ideas, creativity
11. How to build on your dreams, with your goals?
12. Commitment to action, to build momentum
13. Living in the here and now, work-consciousness, time management
14. Down to earth, life-long learning, adapting to change
15. Perseverance, problem-solving
16. Running the extra mile
17. Negotiation, network-building
18. Role models, comfort zone, risk-taking

Course Outcome (CO)

CO 1. How do universal laws of the mind enable you to succeed in life?
CO 2. How does logic, rational thinking and positive attitude relieve one of stress?
Co 3. How does one build self-confidence? How does one continue to be proactive?
CO 4. How does visualizing your dream take you forward?
CO 5. How does a change of disposition change difficult situations?
CO 6. Positive thinking changes situations. Discuss.
CO 7 Discipline is a key to success. Discuss.
CO 8. Sharpening one's vision transforms disposition. Discuss.
CO 9. Positive attitude. Discuss.
CO 10. Fluency in communication is a secret to success.
CO 11. Lifelong learning implies openness and growth. Comment.
CO 12. Mindfulness is invaluable. Comment.
CO 13. What are the values one can device for living in the present moment?
CO 14. Spirited problem-solving endears one to companions at work
CO 15 A never-say-die-spirit is growthful. Enumerate.
CO 16. Peace and running the extra mile. Compare and contrast.
CO 17. In tough situations, negotiation and consensus helps. Discuss.
CO 18. Daring to be different and committed. Elaborate.

Programme Outcome (PO)

PO 1. The students will understand the ethical basis of Intellectual properties.
PO 2. The students will understand the importance of collaboration.
PO 3.. The students will understand that generosity is the key to win people over.

Programme-specific Outcome (PSO)

PSO 1. How does one prepare for advancement in Higher Education?
PSO 2. What are the profound ethical values one has to uphold when writing papers / articles for journals and magazines?

PSO 3. How relevant is multi-tasking in the 21st century?
PSO 4. How conducive is your environment? Discuss.
PSO 5. Do you believe that privileges, because of gender, are good?

RELIGIOUS INSTRUCTION

Course

The Gospel Reading of the following Sunday - 52 Sundays
Critically analysing the Herald
Liturgical cycles

Course Outcome (CO)

CO 1. Identify the interpretation and the personal message of the readings of the next Sunday for you
CO 2. Critically analyse the articles in the Herald of the week.

Programme Outcome (PO)

PO 1. Understanding of the Word of God and the ability to apply the interpretation in students' personal lives and strengthen faith
PO 2. Critical analysis of articles published in the Herald will help students be better-informed about the Christian World and be able to talk about this.

Programme- specific Outcome (PSO)

PSO1. The students will be familiar with exegesis
PSO2. The students will be able to critique unjust issues afflicting society, the Christian world.

B.ED. SYLLABUS: READING LIST

Semester	Paper	Reading List
1	1.1.1 Childhood and Growing Up – 1st Half: Development and Its Characteristics	1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 3. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book 4. Ghosh, Arun: Shiksha- shrai Monobigyan.Agency. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., et. al. (1995). Development through participation in socio-cultural activity. New Directions for Child and Adolescence Development. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswati, (Ed). Culture, socialization and human development: Theory, research and applications in India. New Delhi: Sage. 8. Chakraborty, U (2014) Bises Chahida Sampanna Shisu Antarbhuktimulak Shiksha, Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. 11. Elliot & C. S. Dweck, (Eds). Handbook of competence and motivation. Guildford Publications. 12. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. Chakraborty Publications. Kolkata. 13. Chakraborty Sonali (2009). Sikshar Monosttawik Vitti. B. B. Kundu Publications. Kolkata. 14. Chakroborty P.K., Sarkar Bijan (2014),Shikhon OMonobidya ,Aaheli Publi sher 15. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monovidya. Classics Books. 16. Mondal Bhimchandra (2015). Adhunik Siksha Monovidyar Ruprekha. Rita Book Agency
	1.1.1 Childhood and Growing Up –	1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. 2. Bigge, M. L. (1982). Learning Theories for Teachers, (4th

	2nd Half: Aspects of Development	edition). New York, Harper and Row Publishers, P.P. 89-90. 3. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 4. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 5. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin. 6. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon. 7. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books. 8. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
	1.1.2: Contemporary India and Education 1st Half: Education in Post-Independent India	1. Banerjee,J.P(2010) History of Education in India,Kolkata. 2. Chaube,S.P(2008) History and Problems of Indian Education,AgarwalPublications,Agra 3. Chaudhry,N.K(2012) Indian Constitution and Education,SHIPRAPublications,New Delhi 4. Chakraborty,A&Islam,N(2014) SiksharItihas O SampratikGhatanaprabaha,ClassiqueBooks,Kolkata 5. Ghosh,R(2014) YugeYugeBharaterSiksha,Soma Book Agency,Kolkata 6. Sharma,R.N(2010) History of Education in India,Atlantic,New Delhi 7. Thakur,D.K.&Haque S.H(2010) Adhunik BharatersiksharDhara,Rita Book Agency,Kolkata 8. Mukhopadhyay, D, Sarkar, B and Halder,T(2014) Bharoter chalaman Ghatanabali, Aaheli Publishers,Kolkata. 9. Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications,Kolkata. 10. Tarafdar,M (2012) Swadhin Bharater Siksha Bikasher Dhara,K.Chakroborty Publications,Kolkata
	1.1.2: Contemporary India and Education 2nd Half: Policy Framework for Education in India	1. Aggrawal,J.C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja,R. (2013) Social problems in India. New Delhi :RawatPublications. 3. Chakraborty,D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata :K. Chakraborty Publications. 4. Dash,B.N. (2013). School organization, administration and management. New Delhi :Neelkamal Publications.

		5. Mohanty,J. (2012). Educational administration, management and school organization. New Delhi : Deep &Deep Publications. 6.Pal,D. *et al*. (2014) Siksha byabsthapana. Kolkata :Rita Book Agency. 7.Sing,R.P. (2007). Educational finance and the planning challenge. New Delhi :Kanishka Publishers. 8. Mondal & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book. 9.Bhatia, K. & Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Doaba House. 10. Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. APH Publishing Corporation, APM Publication Corporation, New Delhi.
	1.1.4: Language Across the Curriculum	1. Bennett, W.A. (1969). Aspects of language and language teaching. (London: Cambridge University Press) 2. Braden, K. (2006). Task based language education: From theory to practice.London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London: Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5.Pearson, J. .C. et al. (2011). *Human Communication.* (4th ed.). New York: McGraw Hill Companies Inc. 6.Floyd, K. (2009). *Interpersonal Communication*. New York: McGraw Hill Companies Inc. 7.Fromkin, V, Rodman, R &Hyms, N. (2011). *Introduction to Language.* (9th ed.). Canada: Cengage Learning. 8.Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and* th 9.Fasold, R. &Connor-Linton, J. (2013). *An Introduction to Language and Linguistics*. (6th ed.). Cambridge: Cambridge University Press.
	1.1.5: Understanding Discipline and Subjects	1. National Curriculum Frame Work. 2005. New Delhi: NCERT. 2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. 3. Purkait, B. R. (2010). Milestones of ancient, mediaeval

		education in India. Kolkata: New Central Book Agency. 4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. 5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education 6. Mukherjee, R. K. Ancient Indian education. 7. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. 8. Ghosh, S. C. (2007). History of education in India. Rawat Pub. 9. Sidhu, K. B. (1974). The Teaching of Mathematics. New Delhi: Sterling Pub. (p). Ltd. 10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 11. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co.
	Course EPC -1	1. Bright, J. A., and McGregor, G. P. (1970). Teaching English as a Second Language. ELBS: Longman. 2. Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press. 3. Hill, L. A., and Dobbyn, M. A. (1979). Training Course, Trainer's Book. London: Cassell. 4. Hubbard, P., and Hywel, J. et al. (1983). A Training Course for TEFL. Oxford University Press.. 5. Mukalel, J. C. (1998). Approaches to English Language Teaching. New Delhi: Discovery Publishing house. 6. Mukalel, J. C. (1998). Creative Approaches to Classroom Teaching. New Delhi: Discovery Publishing house. 7. Mukalel, J. C., and Ahmed, S. B. (1984). Teaching English in India. New Delhi: Arya Book Depot. 8. Nagaraj, G. (1996). English Language Teaching Approaches, Methods and Techniques. Calcutta: Orient Longman. 9. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). Approaches and Methods in Language. Cambridge University Press. 10. Venkateswaran, S. (1995). Principles of Teaching English.

		New Delhi: Vikas Publishing House. 11. Willis, J. (1981). Teaching English through English ELBS. England: Longman Ltd.
2	1.2.3: Learning and Teaching 1st Half: Learning	1. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers. 2. Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 3. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications. 4. Roy, Sushil. Siksha manobidya. Kolkata :Soma Book Agency. 5. Vygotsky, L. (1997). Interaction between learning and development. *In*M. Gauvain & M. Cole, (Eds). *Readings on the development of children*. New York: W. H. Freeman & Co. 6. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication. 7. MaityN.C.,GangulyAmlan(2014),*NibirShikkhonerMonostattya,*AaheliPu blisher 8. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan. 9. Holt, J. (19964). How children fail? Rev. ed. Penguin. 10. Hall, C & Hall, E. (2003). Human relations in education. Routledge.
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14. J. Sachs, A Varshney and N Bajpai (ed). India in the Era of Economic Reforms. Oxford UniversityPress.

Group B: West Bengal:

1.Montek Singh Ahluwalia, 2006,“Economic Performance of States in Post Reform Period”, Economic
and Political Weekly (May 6).
2.B B Bhatacharyya & S Sakthivel, 2004, “Regional Growth and disparity in India – Comparison of Pre
and Post Reform Decades”, Economic and Political Weekly (March 6)
3.Ratan Khasnabis, 2008,”The Economy of West Bengal”, Economic and Political Weekly (December 27)
4. A. Raychaudhuri & Tuhin Das (ed.).2005. West Bengal Economy: Some Contemporary issues, Allied
Publishers
5. Economic and Political Weekly, 1998, 33 (47-48) articles on West Bengal Economy
6. West Bengal Human Development Report, 2004, Oxford University Press
7. B Rogaly, B Barbara Hariss-White and S Bose. 1999. Sonar Bangla? Agricultural

Paper VIIA: Statistics & Basic Econometrics

Text

1. Goon,Gupta,Dasgupta – Fundamentals of Statistics, Vol I & II, World Press
Private Limited

2. Mathai & Rathie – Probability and Statistics, The Macmillan Company of India Limited
3. G.S. Maddala – Introduction to Econometrics. Wiley Publishers (Indian edition).
4. D. Gujarati – Basic Econometrics, Tata McGraw-Hill Publishing Company Limited

References

5.Earl K. Bowen & Martin K. Starr, Basic Statistics for Business and Economics, McGraw Hill International Student Edition.

Paper VIIB: Applied Economics

Group A: Application of Economics to Managerial Issues

Texts

1. Varshney,R.L and Maheshwari, K.L - Managerial Economics , Sultan Chand, New Delhi
2. Keat, Paul G and Young, Philip K.Y - Managerial Economics, Pearson Education, New Delhi
3. Mehta, P.L - Managerial Economics, Sultan Chand, New Delhi
4. William F. Samuelson and Stephen G. Marks – Managerial Economics. Wiley Student Edition.
5. Thomas Clarke – International Corporate Governance Routledge, 2007.
6. Anindya Sen – Microeconomics, Oxford University Press.

References

7. Debroy, Bibek - Managerial Economics, All India Management Association & Global Business Press
8. James A. Brickley, Clifford W. Smith, Jr., and Jerold L. Zimmereman - Managerial Economics & Organizational Architecture, Tata McGraw Hill.
9. Colley, J, Doyle, J, Logan, G & Stettinius, W – What Is Corporate Governance, McGraw Hill, New York
10. Monks, Robert A G & Minow, Nell - Corporate Governance, Blackwell.
11. Bhattacharya, Harasankar and Sarkhel, Jaydeb – Managerial Economics, Book

Group B: Mathematical Economics

Aliprantis, D C. and S. K. Chakrabarti (1999) Games and Decision Making, Oxford University Press.
Chiang, A. C. and Wainwright(2005)(Fourth Edition): Fundamental Methods of Mathematical Economics, McGraw-Hill.
Silberberg, E and W. Suen (2001)(Third Edition): The Structure of Economics, A Mathematical Approach, McGraw-Hill.
Simon, C.P and L. Blume (1994): Mathematics for Economists, Norton & Company
Schaum's Easy Outline of Introduction to Mathematical Economics (2005)

Paper VIIIA: Indian Economic History

1. Dharma Kumar (ed). Cambridge Economic History, Vol II.

2. V B Singh (ed.). Economic History of India (1857-1956).
3. Dhires Bhattacharyya. Concise Economic History of India.
4. D R Gadgil. Industrial Evolution of India in Recent Times.
5. A K Bagchi. Private Investment in India (1900-1939).
6. Bipan Chandra. Rise of Economic Nationalism.
7. Rothermund, Dietmar. 1988. An Economic History of India, From Pre-colonial times to 1986, Croom Helm, London.
8. Tirthankar Roy. The Economic History of India 1857-1947. Oxford University Press. (2nd edition).

Reading lists for Three Year Degree Course in EDUCATION (General)

EDUCATION –GENERAL
Semester I

CC1/GE: Introduction to Education

1. Principles of Education – Dr R. Sharma
2. Philosophical Foundations of Education – Dr R. Sharma
3. Modern Education – Its Aims and Principles – J.C. Chakravorty
4. The Concept of Education – R.S.Peters
5. The Principles of Education – T.S.Raymont
6. Educational Thought and Practice – V.R.Taneja
7. Principles of Modern Education – E.W Thomas and A.R.Lomg
8. The5heory and Principles of Education – B.D.Bhatia
9. What Basic Education Means – Hansraj Bhatia
10. Ground work of Educational Theory – J.S.Ross

CC2/GE: Psychological Foundation of Education

1. Educational Psychology – Dr Mukul Kumar Sharma
2. Educational Psychology – Promilla Sharma
3. Educational Psychology – Ram Nath Sharma
4. Educational Psychology – R.C.Mishra
5. Educational Psychology – Charles Skinner
6. Educational Psychology – Yogesh.K.Sngh
7. Text Book of Educational Psychology – Yogendra Sharma
8. Encyclopedia of Educational Psychology – Dr S.Sabu

Reading List for Three Year Degree Course in **EDUCATION (**General)

EDUCATION-GENERAL

PART II
Paper II
Educational Psychology

References:

1.C.F. Skinner- Educational Psychology
2. J.P. Guilford- General Psychology
3.H.R. Bhatia- Textbook of educational psychology
4.S.S. Chauhan- Advance educational psychology
5.S. Mangal- Educational psychology.

Paper III

Development of Education in Modern India

References

1. B.R.Purkait- Ancient & Medieval Indian Education
2. A.S.Altekar- Education in Ancient India
3. B.N.Dash- Education in India – Problems &perspectives
4. B.R.Garg- Policy Documents on Indian Education
5. B.R.Purkait- Milestones in Modern Indian Education
6. J.C.Agarwal- Development &Planning in Modern India
7. J.C.Agarwal- Landmarks in the History of Indian Education System
8. J.P.Banerjee- Education in India: Past, Present and Future
9. Nurullah & Naik- History of Education in India
10. R.K.Mukherjee-Education in Ancient India
11. S.C.Ghosh -The history of Education in Modern India
12. A.S.Altekar- Education in Ancient India
13. B.N.Dash- Education in India – Problems &perspectives
14. B.R.Garg- Policy Documents on Indian Education

Reading List for Three Year Degree Course in EDUCATION (GENERAL)

EDUCATION –HONOURS
Part –III

PAPER IV

Evaluation and Guidance in education

References:

1. A. Anastasi- Psychological Testing
2. F.S. Freeman – Theory and practice of psychological testing
3. E.L. Thorndike and Hagen- Measurment and evaluation in education
4. J.N. Fuster-Psychological Counseling in India
5. H.W. Bernard and D. W. Fulner- Principles of guidance- a basic text.
6. P. Milner- Counselling in education.
7. S. K. Kochhar – Guidance and Counselling in Colleges and Universities
8. S. K. Kochhar – Guidance and Counselling in Secondary Schools
9. Jones-Principles of Guidance

Reading lists for Three Year Degree Course in EDUCATION (Hons)

EDUCATION –HONOURS
Semester I

CC1: Introduction to Education

1. Principles of Education – Dr R. Sharma
2. Philosophical Foundations of Education – Dr R. Sharma
3. Modern Education – Its Aims and Principles – J.C. Chakravorty
4. The Concept of Education – R.S.Peters
5. The Principles of Education – T.S.Raymont
6. Educational Thought and Practice – V.R.Taneja
7. Principles of Modern Education – E.W Thomas and A.R.Lomg
8. The5heory and Principles of Education – B.D.Bhatia
9. What Basic Education Means – Hansraj Bhatia
10. Ground work of Educational Theory – J.S.Ross

CC2: History of Indian Education

1. B.R.Purkait- Ancient & Medieval Indian Education
2. A.S.Altekar- Education in Ancient India
3. B.N.Dash- Education in India – Problems &perspectives
4. B.R.Garg- Policy Documents on Indian Education
5. B.R.Purkait- Milestones in Modern Indian Education
6. J.C.Agarwal- Development &Planning in Modern India
7. J.C.Agarwal- Landmarks in the History of Indian Education System
8. J.P.Banerjee- Education in India: Past, Present and Future
9. Nurullah & Naik- History of Education in India
10. R.K.Mukherjee-Education in Ancient India
11. S.C.Ghosh -The history of Education in Modern India
12. A.S.Altekar- Education in Ancient India
13. B.N.Dash- Education in India – Problems &perspectives
14. B.R.Garg- Policy Documents on Indian Education

CC3: Psychological Foundation of Education

References:

1.C.F. Skinner- Educational Psychology
2. J.P. Guilford- General Psychology
3.H.R. Bhatia- Textbook of educational psychology
4.S.S. Chauhan- Advance educational psychology
5.S.K. Mangal- Educational psychology.

CC4:Philosophical Foundation of Education

1. Philosophical and Sociological Perspectives of Education – R.P.Pathak
2. Introduction to Educational Philosophy – M.G.Chitagra
3. Introduction to Educational Philosophy – Premchand Jogi
4. Theory and Principles of Education – J.C.Agarwal
5. Philosophical Foundations of Education – Somnath Agarwal
6. Prolegomena to Prakritikaet Jainica – Satya Ranjan Bandopadhaya
7. Mystical Buddhism – Satadal KarGupta
8. Jnana Yoga – Swami Vivekananda

Reading lists for Three Year Degree Course in EDUCATION (Hons)

EDUCATION –HONOURS

Part –II

PAPER –III

DEVELOPMENT OF EDUCATION IN INDIA

Reading Lists:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.
3. Basu, A.N. -Adam's Report.
4. Banerjee.J.P. -Education in India-past, Present and future.

5. Dhar, Niranjan. -Fundamentals of Social Education.
5. Keay, E.E. -India Education in Ancient times.
6. Law, N.N. -Promotion of Learning in India.
7. Mukherjee, S.N. -Education in India, Today & Tomorrow.
8. Mukherjee, S.N. -History of Education (Modern Period).
9. Nurulla, S., Naik, J.P. -History of Education in India.
10. Purkait, B.R. -History of Indian Education.
11. Rawat, P.L. -History of Indian Education.
12. Sreemali, K.L. -The Wardha Scheme.
13. Indian Education act. -1904
14. Govt. of India report of University Education Commission (1948-49).
15. Govt. of India report of Secondary Education Commission (1952-530.
16. Report of education Commission (1966) Education and National development, Ministry of Education, New Delhi.
17. Govt. of India, Ministry of Human Resource – Development, National Policy on Education, 1986. New Delhi.
18. Govt. of India, Ministry of Human Resources Development, National Policy on Education, 1986, Programme of Action, New Delhi.
19. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi.
20. Dayal` Bhagwan – Development of Modern Indian education.
21. Education of Women key to progress, Ministry of education, New Delhi.
22. Kundu, C.L. -Adult Education.
23. Shah. A. & Ban, S. -National Education.
24. Singh, R.K. -Open University.
25. Srinivastava, K.N. -Education in Free India.

PAPER –IV

SOCIOLOGICAL FOUNDATION OF EDUCATION

AND

EDUCATIONAL ORGANIZATION & MANAGEMENT.

Reading Lists:

1. Sharma, Y. Sociology of Education
2. Brown, F.L. Educational Sociology
3. Gisbert, P. Fundamentals of sociology.
4. Chakraborty, J.C. Educational Sociology.
5. Durkhiem Sociology of Education
6. Bottroll Applied principles of Educational Sociology
7. Rao, M.s.A Education, Social stratification
8. Dighburn, W.F Social exchange.
9. Gaind Educational organizational.
10. Chandana School Organization
11. Kochar, S.K Secondary School Organization
12. Aggarwal School Organization

Reading lists for Three Year Degree Course in EDUCATION (Hons)

EDUCATION –HONOURS
Part –III

PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDANCE & COUNSELING

Reading List

1. Guidance and counseling in college and university — S K.Kochar.
2. Guidance and counseling — Gibson –Pearson publisher.
3. Sangathi Bidhane Nirdeshona & paramarshadan- — Dr. Subir Nag, Gargi Dutta.
4. Carson R C & Butcher, J.N - — Abnormal psychology and modern life.
5. Kisker G .W. - — The disorganized personality.
6. Coleman,J.c- — Psychology and Effective Behaviour.
7. Sarasan and Sarasan – — The problem of maladaptive Behaviour
8. Mohanty, G - — Abnormal Psychology.
9. Chauhan, S.S – — Principle and technique of Guidance.

PAPER –VI

EVALUATION IN EDUCATION

Reading List:

1. Anastasi, A. — Psychological testing.
2. Freeman, F.S. — Theory and practice of Psychological testing.
3. Thorndike, R.L., Hegen, S. — Measurement & Evaluation in psychology and Education.
4. Singh, A.K. — Tests, Measurement and research Methods in Behavioural Science.
5. Garret, E. — Statistics in psychology and Education.
6. Mongal, S.K. — Statistics in psychology and Education.
7. Giulford, J.P. & Fruchter, G. — Fundamental Statistics in Psychology & education.
8. Medhi. — Statistical Methods and Introductory test.

PAPER –VII

EDUCATIONAL TECHNOLOGY AND CURRICULUM

Reading Lists:

1.Kumari, Sarita & Srivastava, D.S. Curriculum and Instruction", Isha books, Delhi,
2.Olivia, P.F. Developing the curriculum, Harper Collins, 1992.
3.Sen, M.K., Shiksha Prajuktibibnan, Soma Books Agency, 2006.
4.Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.
5.Kelly, A.K. The curriculum, Theoryand Practice.
6.Hooper, Richard, Curriculum Design".
7.Lawton, D.,Gordon P., M., Gibby, B.Theory and Practice of Curriculum Studies".
Pring, r., t.
8.Sampath. Pannerselvan, Santhanam- Introduction to educational technology.
9.Rao, Usha - Educational technology.
10. Anand Rao, B. ravishankar, S. Reading in educational technology.
11. Mohanty, J. Educational technology.
12. Bharma, R.D. An Introductional Technology.

13. Vashist, S.R.(ed) Perspectives in Curriculum Development Vol.1-5
14. Khan, M.I.& Nigam, B.K. Evaluation and research in curriculum construction.
15. Lawton, D., Gordon, P., Ihg, M., Gibby, B., Pring, R. Moore, T. -Theory and practice of curriculum studies.
16. Kelly, A.V. –The curriculum, Theory and Practice.
17. Taylor, P.H. & Richards, C.M. –An introduction to curriculum studies.

PAPER-VIII

COMPARATIVE EDUCATION

1. T.L. Kandal-Studies in Comparative Education
2. T.S. Sodhi-Comparative Education
3. Sharma -Comparative Education
4. N.Hans- Comparative Education – A study of educational factors and traditions
5. E.S. King-Other Schools and Ours
6. Chaube and Chaube-Comparative Education
7. Curtis and Boultwood-History of English Education
8. H.C. Barnard-History of English Education
9. Dent-History of English Education

Department of Film Studies

Suggested Readings:

- Film Art: An Introduction by David Bordwell & Kristin Thomson
- How to read a film by James Monaco
- Understanding Movies by Louis Giannetti
- Filmmaker's Handbook by Steven Ascher & Edward Pincus
- Grammar of the Shot by Roy Thompson & Christopher J. Bowen
- Grammar of the Edit by Roy Thompson & Christopher J. Bowen
- History of Narrative film by David A. Cook
- Our Films & Their Films by Satyajit Ray

- The Classical Hollywood Cinema: Film Style & Mode of Production to 1960 by David Bordwell, Kristin Thomson Janet Staiger
- Film Genre: Theory & Criticism by Barry Keith Grant
- Selected essays from Movies & Methods by Bill Nichols
- A History of the Cinema: From its Origin to 1970 by Eric Rhode
- সিনেমার কথা – পাল্ত রোবার্ঞ
- ফিল্ম স্টাডিজ পরিচয় – সুমন্ত বন্দ্যোপাধ্যায়
- সিনেমার অভিধান – ধীমান দাশগুপ্ত
- চলচ্চিত্র নির্মাণ ও পরিচালনা – ধীরেশ ঘোষ

- The Essential Mystery by John H. Wood
- Cinema & I by Ritwik Kumar Ghatak
- Our Films, Their Films by Satyajit Ray
- Directors Diaries by Rakesh Bakshi
- Portrait of a Director by Marie Seton
- The Cinema of Satyajit Ray by Chidananda Dasgupta
- Satyajit Ray: In Search of the Modern by Suranjan Ganguly
- Satyajit Ray: Beyond The Frame by Surabhi Banerjee
- Benegal on Ray (Interview of Ray by Shyam Benegal)
- Ritwik Ghatak: A Return to the Epic by Ashish Rajadhyaksha
- Chasing The Truth: The Films of Mrinal Sen by John W. Hood
- Mrinal Sen: Sixty Years in Search of Cinema by Dipankar Mukhopadhyay
- Mrinal Sen, The Survivor by Shoma A. Chatterjee
- Mrinal Sen, Over Ther Years by Samik Bandopadhyay
- Ideology of the Hindi Film: a Historical Construction by Madhab M. Prasad
- Understanding Exposure by Brian Peterson
- Mastering Digital Photography by Jason Yoon
- Beginner's Photography Guide by DK
- Digital Photography Masterclass by Tom Ang
- বিষয় চলচ্চিত্র – সত্যজিত রায়
- চলচ্চিত্র সমাজ ও সত্যজিত রায় – অমিতাভ চট্টোপাধ্যায়
- শতবর্ষে চলচ্চিত্র – নির্মাল্য আচার্য ও দিব্যেন্দু পালিত সম্পাদিত
- ফিল্ম স্টাডিজ পরিচয় – সুমন্ত বন্দ্যোপাধ্যায়
- ঋত্বিকতন্ত্র – সঞ্জয় মুখোপাধ্যায়
- চলচ্চিত্র নির্মাণ ও পরিচালনা – ধীরেশ ঘোষ

Suggested Readings:

- Documentary: A History of the non-fiction Film by Erik Barnouw
- A History of Narrative Film by David A. Cook
- Documentary Display: Re-visiting Nonficton Film and Video by Keith Beattie
- Documentary Films in India: Critical Aesthetics at Work by Aparna Sharma
- A Fly in the Curry: Independent Documentary Film in India by K. P. Jayshankar
- Filming Reality: The Independent Documentary Movement in India by Shoma A. Chatterjee
- শতবর্ষে চলচ্চিত্র – নির্মাল্য আচার্য ও দিব্যেন্দু পালিত সম্পাদিত
- ফিল্ম স্টাডিজ পরিচয় – সুমন্ত বন্দ্যোপাধ্যায়
- চলচ্চিত্র নির্মাণ ও পরিচালনা – ধীরেশ ঘোষ

Sl.No.	Name of Book	Author	Subject
1	Reconstructing the World Trade Organization for the 21st Century	Jones	International
2	Geofuels : Energy and the Earth	Alan R. Carroll	Geography
3	Arid and Semi-Arid Geomorphology	Andrew S. Goudie	Geography
4	Dangerous Neighbours : Volcanoes and Cities	Grant Heiken	Geography
5	Mid-Ocean Ridges	Roger Searle	Geography
6	Our Uncommon Heritage : Biodiversity Change, Ecosystem Services, and Human Wellbeing	Charles Perrings	Geography
7	Technology and the Future of Energy		Geography
8	Mapping Social Exclusion in India: Caste, Religion and Borderlands	Edited by Paramjit S. Judge	Geography
9	Contemporary China: Society and Social Change	Tamara Jacka, Andrew B. Kipnis, Sally Sargeson	Geography
10	Encyclopedia of Consumption and Waste	Carl A. Zimring William L. Rathje, Consulting Editor	Geography
11	Encyclopedia of Disaster Relief	K. Bradley Penuel Matt Statler	Geography
12	Encyclopedia of Human Geography	Barney Warf	Geography

13	Green Atlas	Dustin Mulvaney	Geography
14	Green Cities	Nevin Cohen	Geography
15	Green Consumerism	Juliana Mansvelt	Geography
16	Green Culture	Kevin Wehr	Geography
17	Green Energy	Dustin Mulvaney	Geography
18	Green Politics	Dustin Mulvaney	Geography
19	Handbook of Cultural Geography	Kay Anderson Mona Domosh	Geography
20	Handbook of Urban Studies	Ronan Paddison	Geography
21	The SAGE Handbook of Economic Geography	Andrew Leyshon Roger Lee	Geography
22	The SAGE Handbook of Geographical Knowledge	John A Agnew David N Livingstone	Geography
23	The SAGE Handbook of Human Geography	Roger Lee Noel Castree	Geography
24	The SAGE Handbook of Qualitative Geography	Dydia DeLyser Steve Herbert	Geography
25	The SAGE Handbook of Spatial Analysis	A Stewart Fotheringham Peter A Rogerson	Geography

SUGGESTED READINGS 2010 (HONOURS)

Geotectonic and Geomorphology

1. Bloom, A.L. 1992: Geomorphology- Systematic Analysis of Late Cenozoic Landforms, Prentice Hall India, New Delhi.
2. Chorley, R.J. 1969: Introduction to Fluvial Processes, Methuen, London
3. Chorley, R.J. 1969: Water Earth and Man, Methuen, London.
4. Chorley, R.J., Schumm, S. A. and Sugden, D.E. 1984: Geomorphology, Methuen, London
5. Cooke, R.U. and Warren, 1973: Geomorphology in Deserts, Batsford, London
6. Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot ,Patna.
7. Fairbridge, R.W. 1968: The Encyclopaedia of Geomorphology, Dowden Hutchinson and Ross Inc, Philadelphia.
8. Hallam, A. 1973: A Revolution in Earth Science: From Continental Drift to Plate Tectonics, Oxford University Press, London.
9. Kale, V. and Gupta, A. 2001: Introduction to Geomorphology, Orient Longman, Kolkata
10. McCullagh, P. 1978: Modern Concepts in Geomorphology, Oxford University Press, Oxford.
11. Morisowa, M. 1968: Streams, their Dynamics and Morphology, McGraw Hill, New York.
12. Mukhopadhyaya, S. and Das, P.K 1993: Bhumirup: Udbhab O Prakriti (Bengali), Paschim Banga Rajya Pustak Parshad, Kolkata.
13. Ollier, C.D. 1975: Weathering, Longman, London
14. Ollier, C.D. 1981: Tectonics and Landforms, Longman, London
15. Selby, M. J. 1991: Earth's Changing Surface, Clarendon Press, London
16. Small, R.J. 1978: The Study of Landforms, Cambridge University Press, Cambridge 26
17. Sparks, B.W. 1960: Geomorphology, Longman, London.
18. Strahler, A.N. and Strahler, A.H. 1984: Elements of Physical Geography, John Wiley, New York.
19. Thornbury, W.D. 1954: Principles of Geomorphology, John Wiley, New York
20. Wooldridge, S.W. and Morgan, R.S. 1959: The Physical basis of Geography- An Outline of Geomorphology, Longman, London Module 2 Hydrology and Oceanography

Climatology

1. Chorley, R.J., 1969 : Water, Earth and Man, Methuen, London
2. Chow, V. T., Maidment, D.R. and Mays, L.W. 1988: Applied Hydrology, McGraw Hill, New York.
3. King, C.A.M. 1962: Oceanography for Geographers, Arnold, London.
4. King, C.A.M., 1972: Beaches and Coasts, Arnold, London.

Hydrology

1. Linsley, K., Kohler, M. and Paulhus, J.L. 1975: Applied Hydrology, Tata McGraw Hill, New York.
2. Meinzer, O.E. 1942: Hydrology, Dover Publication Inc. New York.
3. Rahgunath, H.M. 1997: Hydrology- Principles, analysis, Design, New Age International Pvt. Ltd, New Delhi

Oceanography

1. 8. Shepard, F.P., 1963: Submarine Geology, Harper and Row, New York
2. 9. Small. R.J. 1989: Geomorphology and Hydrology, Longman Group Ltd, London.
3. 10. Steers, J.A. 1953: The Sea Coast, Collins, London.
4. 11. Sverdrup, H.U. 1942: The Oceans, their Physics, Chemistry and General Biology, Prentice-Hall, New York.
5. 12. Todd, D.K. 1959: Ground Water Hydrology, John Wiley and Sons, New York
6. 13. Walton, W.C. 1970: Ground Water Resource Evaluation, McGraw Hill, Tokyo. Module 3 Economic Geography 1. Alexandersson, C, 1971: Geography of Manufacturing, Prentice Hall India, New

Economic geography

1. 2. Berry, B.J.L., Conklin, E.C. and Ray, M. D. 1976: The geography of Economic Systems, Prentice Hall, New Jersey.
2. Bradford, M.G. and Kent, W.A. 1977: Human Geography, Theories and Applications, Oxford University Press, Oxford.
3. Brock, J.O.M. and Webb, J.W. 1973: A Geography of Mankind, McGraw Hill, New York.
4. Gourtney, P. 1965: Plantation Agriculture, G. Bell and Sons, London.
5. Dhillon, J.S. Agricultural Geography
6. Guha, J.L. and Chattaraj, P.R. 1989: A New Approach to Economic Geography: A Study of Resources, World Press, Kolkata
7. Hartshorn, T.A. and Alexander, J.W. 1988: Economic Geography, Prentice Hall India, New Delhi.
8. Isard, W. et al 1956: Location, Space and Economy, Technology Press of MIT and John Wiley, New York
9. Isard, W. et al 1960: Methods of Regional Analysis, Technology Press of MIT and John Wiley, New York
10. Jhingan, M.L. 1978: Economics of Development and Planning, Vikash Publishing House, New Delhi.
11. Jones, C.F. and Darkenwald, G.G. 1954, Economic Geography, Macmillan, New York.
12. Leong. G.C. and Morgan, G.C. 1975: Human and Economic Geography, Oxford University Press, Hong Kong.
13. Miller, E. 1962: A Geography of Manufacturing, Prentice Hall, Englewood Cliff, N. J.
14. Morgan, W.B. and Manton, R.J.C. 1971: Agricultural geography, Methuen, London.
15. Paterson, J.H. 1976: Land, Work and Resources- An Introduction to Economic Geography, Edward Arnold , London
16. Sen, A. 1990: Jibanjatra O Arthaniti (Bengali) Ananda Publishers, Kolkata.
17. Simmons, I. G. 1981: The Ecology of Natural Resources, ELBS/ Edward Arnold, Londo
18. Singh, J., 1974: An Agricultural Atlas of India: A Geographical Analysis, Vishal Publications, Kurukshetra.
19. Smith, D.N. 1971: Industrial Location- An Economical Geographical Analysis, John Wiley, New York.
20. Thoman, R.S. and Corbin, P.B. 1968: Geography of Economic Activity, McGraw Hill, New York.
21. Wheeler, J.O. and Muller, P.O., 1986: Economic Geography, John Wiley, New York.
22. World Development Report, Oxford University Press, New York, (Published annually).
23. Zimmermann, E.W. 1956: World Resources and Industries, Harper Brothers, New York

Practical (Cartograms) and Geological Maps

1. Monkhouse, F.J. 1971: Maps and Diagrams, Methuen, London
2. Singh, R.L. and Singh, R.P.B. 1992: Elements of practical Geography.
3. Dury, G.H. 1972: Map Interpretation, Pitman Publishing, London
4. Ishtiaque, M. 1989: Practical Geography, Heritage Publishers, New Delhi.
5. Platt, J.I., 1956 : Selected Exercises upon Geological Maps, Part I, Unwin, London
6. Robinson, A.H., Morrison, J.L., Muehrcke, P.C., Kimerling, A.J. and Guptill, S.C. 1995: Elements of Cartography, John Wiley and Sons, New York.

Climatology

1. Ahmad, R. 1997: Abahaoa O Jalavayu Vijnan (Bengali) , University Of Rajshahi, Rajshahi, Bangladesh
2. Barry, R.G. and Chorley, R.J. 1985: Atmosphere, Weather and Climate, Methuen, London
3. Blair, T.A. and Fite, R.C. 1965: Weather Elements: A Text in Elementary Meteorology, Prentice Hall, New York
4. Critchfield, H.J. 1966: General Climatology, Prentice Hall, New York.
5. Das, P.K., 1988: The Monsoons, National Book Trust, India, New Delhi.
6. Das. P.K., 2004: Mousumi Vayu (Bengali), National Book Trust, India, New Delhi (Bengali).
7. Henderson-Sellers, A. and Robinson, P.J. 1966: Contemporary Climatology, ELBS/ Longman.
8. Lal, D.S. 1986: Climatology, Chaitanya Publishing House, Allahabad.
9. Lutgens, F.K. and Tarbuck, E.J. 1982: The Atmosphere: An Introduction to Meteorology, Prentice Hall, New York.
10. Lydolph, P.E. 1985: The Climate of the Earth, Rowman and Allan Held, New Jersey.
11. Mather, J.R.,1974.: Climatology: Fundamentals and Applications, McGraw Hill, New York
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13. Pettersson, S. 1958: Introduction to Meteorology, McGraw Hill, Tokyo.
14. Robinson, H. 1982: Biogeography, ELBS/ McDonald and Evans, London.
15. Saha, P.K. and Sarkar, M.K. 1994: Adhunik Jalavayuvidya (Bengali), Paschim Banga Rajya Pustak Parshad, Kolkata.
16. Trewartha, G.T. 1968: An Introduction to Climatology, McGraw Hill, New York.

Soil and Biogeography

1. Anderson: Ecology for Environmental Science.
2. Biswas, T.D. and Mukherjee, S. K. 1987: Text book of Soil Science, Tata McGraw Hill, new Delhi.
3. Buckman, H.R. and Brady, N.C. 1974: Nature and Properties of Soil, McMillan, New York.
4. Bunting, A. 1965: Geography of Soil, Hutchinson, London.
5. Chapman, J.L. and Reiss, M.J. 1992: Ecology Principles and Applications, Cambridge University Press, Cambridge.
6. Daji, J.A., Kadam, J.R. and Patil, N.D. 1996: A Textbook of Soil Science, Media Promoters and Publishers Pvt Ltd, Mumbai.
7. Das, P and Basu, S. 2003: Mrittikar Katha O Damodar Upattakar Mrittika Khayer Ruparekha, (Bengali), Sandip, Kolkata
8. De, N.K. and Jana, N.C.1997: Land – Multifaceted Appraisal and Management, Sribhumi Publishing Company, Kolkata.
9. De, N. K. and Sarkar, M. K. 1994: Mrittika Bhu-vidya, (Bengali) Paschim Banga Rajya Pustak Parshad, Kolkata.
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11. Foth, H.D. and Schafer, J.W. 1980: Soil Geography and Land Use, John Wiley, New York.
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Social, Cultural and Political Geography

1. Adhikari, S (2004) : Political Geography, Rawat Publication, New Delhi.
2. Admed, A (2004) : Social Geography, Rawat Publication, New Delhi
3. Beaujeu Garnier (1976): Methods and Perspective in Geography, Longman, London.
4. Carter, H. (1972): The Study of Urban Geography, Edward Arnold Ltd., London.
5. Chapman, K. (1979): People, Pattern and Process – An Introduction to Human Geography, Edward Arnold Ltd., London.
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7. Dwivedi R.L.(2004): Fundamentals of Political Geography, Chaitanya Publishing House, Allahabad
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15. Pound, J : Introduction to Political Geography, Oxford Publication.
16. Guha, R. C: Social Geography

Practical (Map Interpretation and Survey with Instruments)

1. Kanetkar, T.P. and Kulkarni, S.V. 1972: Surveying and Levelling, Pune Vidyarthi Griha Prakashan, Pune.
2. Misra, R.P. and Ramesh, A. 1986: Fundamentals of Cartography, McMillan, New Delhi
3. Monkhouse, F.J. and Wilkinson, H.R. 1980: Maps and Diagrams, B.I. Publications Private Limited, New Delhi.
4. Singh, R.L. and Singh, R.P.B. 1992: Elements of practical Geography, Kalyani Publisher, New Delhi.
5. Ishtiaque, M. 1989: Practical Geography, Heritage Publishers, New Delhi.
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Population and Settlement Geography

1. Agarwala, S.N. 1985: India's Population Problems, Tata McGraw hill, New Delhi.
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3. Bhende, A.A. and Kanetkar, T. 1978: Principles of Population Studies, Himalayan Publishing House, Mumbai.
4. Carter, H.1975: The Study of Urban Geography, Edward Arnold, London
5. Chandna, R.C. 1986: A Geography of Population, Kalyani Publishers, New Delhi
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11. Hassan, M.H. 2005: Population Geography, Rawat Publications, New Delhi
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Regional Geography of India

1. Chatterjee, S. P. (1973): Physiography of India, Gazetteer of India, Vol. I, Chopra, P. N. (Ed.), Govt. of India, New Delhi.
2. Dutta, S.: Indian Economy.
3. Mitra, A. : Regional Geography of India.
4. Roy Chaudhuri, S. P. et. al. (1963): Soils of India, Council of Agricultural Research, New Delhi.
5. Singh, R. L. (1989): India – A Regional Geography, National Geographical Society of India, Varanasi.
6. Spate, O. H. K. and Learmonth, J. A. (1972): India and Pakistan, Methuen Co. Ltd., London.
7. Ganguly, D. S., Damodar Valley Corporation
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15. Isard, W. (1975): Introduction to Regional Science, Prentice Hall, London.
16. Johston, R. J. et al (Ed.) (1981) (a) The Dictionary of Human Geography, Blackwell, England. (b) Anglo American Geography. A Post-World War Study.
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18. Preston, E. James. All Possible World Evolution of Geographical Thought.
19. Haggett.: Geography – A Modern Synthesis.

Contemporary Issues in Geography

1. Citizens' Report: Centre of Science and Environment, New Delhi, Published Annually.
2. World Development Report: World Bank, Oxford University Press, Published Annually.

3. Human Development Report: Published Annually by Oxford University Press.
4. Natural Human Development Report: 2001- Govt. of India, Planning Commission, 2002 Oxford University Press.
5. Disaster Report, Centre for Development Studies: Trivandrum, Published
6. India Development Report: Parikh, Oxford University Press.
7. Natural Hazard: Edited by White.
8. Environmental Geology: B. W. Murck and et al, John Willey.
9. Survey on Environment: Hindu, Chennai, Published Annually.
10. Weather Weapons: Nature Book Trust.
11. Settlement Geography of Through Desert: R. L. Singh.
12. Environment and Development: R. Bhattacharyya, (Edited).
13. Alexander, D. (1993): Natural Disasters, Research Press, New Delhi, 619 P.
14. Blaikie, P. Cannon, Davis and Wisenes (1994): At Risk, Natural Hazards, People's Vulnerability and Disasters, Pouthledge, London, 320 P.
15. Bryant, E. A. (1991): Natural Hazards: Cambridge University Press, Cambridge, Pg 294.
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18. Gilbert, F. White, ed. (1974): Natural hazards – Local, Natural and Global, Oxford University Press, N. Y.
19. Morrisawa, M., (1996):Geomorphology and Natural Hazards,Elscvia, Amsterdam, pg 411
20. Smith, K. (1996): Environmental Hazards: Assessing Risk and Reducing Disaster, Routledge, Pg.398
21. Wijkman, A. and Yimber Lake, L. (1988): Natural disasters- Acts of God or Acts of man, New Society Publication, Earth Scan, London. Module 13 Practical (Mapping Techniques) 1. Kellaway, G.P., 1979: Map Projections, B.I. Publications, New Delhi
22. 2. Misra, R.P. and Ramesh, A. 1986: Fundamentals of Cartography, Macmillan, New Delhi
23. Monkhouse, F.J. and Wilkinson, H.R. 1980: Maps and Diagrams, B.I. Publications Private Limited, New Delhi. 36
24. Robinson, A.H., Morrison, J.L., Muehrcke, P.C., Kimerling, A.J. and Guptill, S.C. 1995: Elements of Cartography, John Wiley and Sons, New York.
25. Singh, R.L. and Singh, R.P.B. 1992: Elements of practical Geography.
26. Steers, J.A.1954: An Introduction to the Study of Map Projections, University of London Press, London

Practical (GIS, Remote Sensing and Field Report)

1. Burrough, P.A and McDonnell, R.A.,1998: Principles of Geographical Information Systems, Oxford University Press, Oxford

2. Campbell, J.B. 1996: Introduction to Remote Sensing, Taylor & Francis, London.
3. Heywood, I., Cornelius, S. and Carver, S., 2001: An Introduction to Geographical Information Systems, Pearson Education, Indian Branch, Delhi
4. Lillesand, T.M. & Kiefer, R.W. 2003: Remote Sensing & Image Interpretation, John Wiley & Sons, Inc. New York.
5. Nag, P, ed 1992: Thematic Cartography and Remote Sensing, Concept Publishing Co., New Delhi
6. Nag, P. & Kudrat, M 1998: Digital Remote Sensing, Concept Publishing Co., New Delhi.
7. Narayan, L.R.A. 1999: Remote Sensing and Its Application, Universities Press (India) Ltd., Hyderaba

Practical (Statistical Techniques)

1. Alvi, Z. 1995: Statistical Geography-Methods & Application, Rawat Publications, Jaipur.
2. Clark, W.A.V. and Hosking, P.L. 1986: Geographical Methods for Geographers, John Wiley and Sons, New York
3. Croxton, F.E., Cowden, D.J. & Klein, S 1969: Applied General Statistics, Prentice Hall of India Pvt. Ltd., New Delhi
4. Dickinson, G.C. (1973): Statistical Mapping and Presentation of Statistics
5. Goon, A.M., Gupta, M.K. & Dasgupta, B. 1992: Fundamentals of Statistics, Volume 1, The World Press Pvt. Ltd., Kolkata
6. Gregory, S. 1985: Statistical Methods and the Geographer, Longman, London
7. Mahmood, A. 1998: Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi
8. Norcliffe, G.B. 1977: Inferential Statistics for Geographers-An Introduction, Hutchinson and Co., London 1
9. Pal, S.K. 1998: Statistics for Geo-Scientists- Techniques and Application, concept Publishing Company, New Delhi

Practical (Contemporary Techniques in Geography)

1. Basu, R. and Bhaduri, S. ed, 2007: Contemporary Issues and Techniques in Geography, Progressive Publishers, Kolkata.

2. Cole, J. P. and King, C.A.M., 1968: Quantitative Geography, Techniques and Theories in Geography, John Wiley & Sons Ltd, Glasgow.
3. Fukuda-Parr, S and Shiva Kumar, A.K. ed, 2003: Readings in Human Development, Oxford University Press, New Delhi
4. Hammond, R, and McCullagh, P. 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press, Oxford.
5. Human Development Report, 1995, UNDP, Oxford University Press, New Delh
6. i 6. Human Development Report, 2007/2008, UNDP, Palgrave Macmillan, New York
7. Human Development Report, 2009, UNDP, Palgrave Macmillan, New York
8. Mahmood, A. 1998: Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi

Reading List Hindi Generic Elective

First Year: Semester I
GE 1: Hindi Sahitya Ka Itihas

Sl.no.	Book	Author
1	Prasad Ka Kavya	Premshankar
4	Adhunik Hindi Sahitya Ka Itihas	Dr. Vijaypal Singh
5	Nibandhkar: Acharya Hazariprasad Dwivedi	Dr. R. Kumar
6	Hindi Sahityanushashan	Darshan Pandey
8	Adhunik Kahaniyan	Dr. Subrata Lahiri
10	Prasad Nirala Ageya	Ramswarup Chaturvedi
11	Adhunik Hindi Kavita	Dr. Chandrakala Pandey
12	Nirala Kavi Chavi	Nandkishore Naval (ed.)
13	Chayavad Aur Uske Kavi	Dr. Indraraj Singh
16	Nibandh Sanchayan	Madhulata Gupta

First Year: Semester II
GE 2 : Madyakalin Hindi Sahitya

Sl.no.	Book	Author
1	Soor Sahitya	Hazari Prasad Dwivedi
2	Soordas	Harbanslal Sharma
3	Kabir	Vijayendra Snatak (ed.)
4	Tulsi	Udaybhanu Singh
5	Kabi Ek Nayi Dristi	Dr. Raghuvansh
6	Hindi Ka Bhakti Kavya Aur Soordas	Kishorilal
7	Mahakavi Surdas	Nand Dulare Vejpeyi
8	Ritikalin Ritimukt Kavya Me Loktatwa	Jagdev Kumar Sharma
9	Hindi Sant Kavya Ke Srot	Dr. Vinita Kumari
10	Madhyakalin Bhakti Kavya Ka Punaravlokan	Chandra Prakash Shukla (ed.)
11	Surdas Jivan Aur Kavya Ka Adhyan	Brajeshwar Verma
12	Nibandhkar: Acharya Hazariprasad Dwivedi	Dr. R. Kumar
13	Tulsi Shastra Evam Avdharnayen	Prof. Hausila Prasad
14	Hindi Sahityanushashan	Darshan Pandey
15	Madhyakalin Krishna Kavya Me Saundarya Chetna	Dr. Puranchand
16	Vinay Patrika	Yogendra Prasad Singh

Third Year Annual System

Prayojanmoolak Hindi

Sl.no.	Book	Author
1	Prayojanmulak Hindi Pravitiyan Aur Swarup	Kailash Chandra Bhatia
2	Prayojanmulak Kamkaji Hindi	Kailash Chandra Bhatia
3	Prayojanmulak Hindi	Dr. Madhav
4	Rajbhasha Hindi Vivechan Aur Prayukti	Dr. Kishori Vaswani
5	Rajbhasha Ki Prabitiyan	Dr. Manik Mrigesh

University of Calcutta
B.A. (General)
Journalism and Mass Communication
Three Year Degree Course
Under Choice Based Credit System (CBCS)

Reading List

Semester I

(1) James Glen Stovall: Journalism-Who, What, When, Where, Why and How. PHI Learning Private Limited.

(1) K. M. Srivastava: News Reporting and Editing. Sterling Publishers Pvt Ltd (2003).

(2)M.V. Kamath: Professional Journalism. Vikas Publishing, New Delhi.

(3) Sourin Banerjee: Reporting and Editing Manual.

(4) VirBala Agarwal & V.S.Gupta: Handbook of Journalism & Mass Communication. Concept Publisher Delhi.

Semester II

(1) Gulab Kothari: Newspaper Management in India. Rajasthan Patrika Pvt Ltd.

(2) Vanita Kohli: The Indian Media Business. Response Books.

(3) K.P Yadav: Media Management. Adhyayan Publishers & Distributors.

Semester III

(1) Alok Bajpaye: Advertising Management.

(2) Sarojit Dutta: Advertising Today: The Indian Context. Kolkata Profile Publishers.

(3) K.R. Balan: Corporate Public Relations. Himalaya Publishing.

(4) Frank Jefkins: Public Relations Made Simple. Heinemann; London.

Semester IV

(1) Dr. Durga Das Basu. Law of the Press in India. Prentice Hall of India Private Limited.

(2) Bansi Manna: Press Laws in India. Academic Publisher.

(3) M. Neelamalar. Media Law and Ethics. PHI Learning Private Limited.

General Course

Journalism & Mass Communication (JORG)

Part-I

Paper I

Print Journalism

(1) Reporting: M.V. Charnley
(2) Reporting Manual: Sourin Banerjee
(3) Editing Manual: Sourin Banerjee
(4) Professional Journalism: M.V. Kamath
(5) News Reporting and Editing: K.M. Srivastava
(6) James Glen Stovall: Journalism-Who, What, When, Where, Why and How.

Part-II

Paper II

Media Management, Advertising & Public Relations

(1) Newspaper Organization and Management: H.L. Williams
(2) Advertising Made Simple: Frank Jefkins
(3) Public Relations in India: J.M. Kaul
(4) Practical Public Relations: Sam Black

Paper-III

Indian Constitution, Economy and Press Laws

(1) Introduction to the Constitution of India: D.D. Basu
(2) Dr. Durga Das Basu. Law of the Press in India.
(4) Indian Economics: K. Sundaram
(5) Press Laws: N.K. Bhattacharya

CBCS Syllabus in Political Science- Reading List

General

SEMESTER I

Core Courses

Introduction to Political Theory Code: PLS-G-CC-1-1-TH+TU

Readings:

R. Bhargava and A. Acharya eds., Political Theory: An Introduction.

Mohit Bhattacharya and Amal Roy: Political Theory: Ideas and Institutions.

S. Ramasway: Political Theory: Ideas and Concepts.

O. P Gauba: An Introduction to Political Theory.

J. C. Johari: Political Theory

S.P. Verma: Modern Political Theory.

Maurice Cornforth: Dialectical Materialism.

Robin Goodfellow: Marxism in a Nutshell.

Tom Bottomore ed.: A Dictionary of Marxist Thought.

V. I. Lenin: Imperialism--- The Highest Stage of Capitalism.

Margaret Walters: Feminism: A Very Short Introduction.

েমাি হত ভ�াচাযর, ি ব�নাথ েঘাষঃ আধুিনক রা�ি ব�ান

অনাি দ কুমার মহাপা�ঃ রা�ি ব�ান

ি হমাচল চ�বত�ঃ রা�ি ব�ান

সত যসাধন চ�বত, ি নমর্লকাি ে েঘাষঃ রা�ি ব�ান

েদবাশীষ চ�বত�ঃ রা�ত ও ি ত�ান

এিমল বানর্সঃ মাক র্সব (What is Marxism-এরঅনুবাদ)

েভালানাথ বে�য্াপাধয্ায়ঃ ি ন্মূলক ব�ব (মিরস কনর্েফাথের্Dialectical Materialism-এর অনুবাদ)

রাজ� বসু ও বাসবী চ�বত� (স��া): ��স মানবীিবদয্া

SEMESTER II

Comparative Government and Politics Code: PLS-G-CC-2-2-TH+TU

Readings:

S. A. Palekar: Comparative Government and Politics.

J. C. Johari: Major Modern Political Systems.

The Constitution of the People's Republic of China (1982)

D.C. Bhattacharya: Modern Political Constitutions.

A.C. Kapoor and K.K. Misra: Select Constitutions.

িনমাই ��ামাি্ণকঃ িনবর্াি্চত আধুিনক শাসন বয্ব্স্থার রূপে িহমাচল চ্রবত্রঃ তুলনামূলক রাজনীিত ও শাসন বয্ব্স্থা অনাি্দ কুমার মহাপা্রঃ িনবর্াি্চত শাসনবয্ব্স্থা ও রাজন িনমর্লকাি েঘাষঃ িনবর্াি্চত ত ুলনামূলক শাসন বয্ব্স্থা ও রাজনীিদেনশচ্র ভ্রাচাযর্ঃ ত ুলনামূলক রাজনীিত ও িবেদেশর শাসন বয্ব্স্থা

CBCS Syllabus in Political Science- Reading List

Honours

Semester I

Understanding Political Theory: Concepts Code: PLS-A-CC-1-1-TH+TU

Readings:

Bhargava, R. (2008) 'What is Political Theory' in Bhargava, R and Acharya, A. (eds.) PoliticalTheory: An Introduction.pp. 2-16.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) Theories and Concepts of

Politics. New York: Manchester University Press, pp. 1-14.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) Theory and Methodsin Political Science. London:

Macmillan, pp. 21-40.

D. Held: Political Theory Today.

D. Held: Models of Democracy.

N. Daniels: Reading Rawls.

Andrew Heywood: The Basic Political Concepts.

S. Ramaswamy: Political Theory--- Ideas and Concepts.

S.P. Verma: Modern Political Theory.

T. Ball and R. Bellamy: Twentieth Century Political Thought.

R. Bellamy: Theories and Concepts in Politics: An Introduction.

C. McKinnan: Issues in Political Theory.

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) PoliticalTheory: An Introduction, pp. 74-86.

Understanding Political Theory: Approaches and Debates Code: PLS-A-CC-1-2-TH+TU

Readings:

K. Marx and F. Engels: The Communist Manifesto.

V. I. Lenin: The State.

John Gray: Liberalism.

David McLellan: The Thought of Karl Marx.

David McLellan: Marxism after Marx.

Tom Bottomore ed.: A Dictionary of Marxist Thought.

D. Riaznov ed.: The Communist Manifesto of Marx and Engels.

M Cornforth: Dialectical Materialism.

R. Miliband: Marxism and Politics.

Laszek Kolakowski: Main Currents of Marxism (3 volumes).

Ravi Kumar: Contemporary Readings in Marxism.

Kymlicka: Multiculturalism.

Marxist Internet Archive: www.marxist.org

Gurpreet Mahajan: The Multicultural Path.

R. Young: Postcolonialism: A Very Short Introduction.

Richard Bellamy: Citizenship: A Very Short Introduction.

Margaret Walters: Feminism: A Very Short Introduction.

Arpita Mukhopadhyay: Feminisms.

For Courses I and II:

কালর্ াম�্র ও ি�ডিরশ এ�লস রচনা সংক

েলিনন িনবর্াচিত রচনাবলী(বেড়া খ�)

টম বটেমারঃ মা��য় সমাজত� (অনুবাদঃ হমাংশি েঘা)

দীপক কুমার দাস(স�াদিত): রাজনীতির ত�কথা (২ খ�)

েশাভনলাল দত্ত : মাকর্সীয় রা�িচ�া(২০০৬ সং)

েভালানাথ বে�য্াপাধ্য্ : মিরস কনর্েফাথ:��মূলক বস্তব(অনুবাদ)

ৈচতালি বসু: রাজনীতিশা্ ও অভ্তাবাদী রা্ত্

রাজ্ বসুও বাসবী চ্বত্ (স্া): ্স্ মানবীবিদয্া

অশোক সরকার: রা্িব্ান অভিধান

েশাভনলাল দত্ত, রতন খাসনিবশ, েসৌরীন ভ্াচাযর: উত্-উপিনেবশবাদ ও মার্কসবা

েদবারিত েসনগ্ ও পারিমতা বয্ানার্ি: িপতৃত্ কাহাকে বেল (কমলা ভাসিেনর What is Patriarchy-র অনুবাদ)

Semester II

Constitutional Government in India

Code: PLS-A-CC-2-3-TH+TU

Readings:

Constitution of India: Government of India.

G. Austin: The Indian Constitution.

G. Austin: Working a Democratic Constitution

S.K. Chaube: The Constituent Assembly--- Springboard of a Revolution (latest edition).

M.V. Pylee: India's Constitution.

S.L. Sikri: Indian Government and Politics.

S.C. Kashyap ed.: Perspectives on the Constitution.

A.G. Noorani: Constitutional Question in India.

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in The IndianConstitution: Cornerstone of a Nation,

New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) Politics

and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 1-40.

D. Basu, (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.

S. K. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National Book Trust.

G. Austin, (2000) ‘The Social Revolution and the First Amendment’, in Working a DemocraticConstitution, New Delhi:

Oxford University Press, pp. 69-98.

B. Shankar and V. Rodrigues, (2011) ‘The Changing Conception of Representation: Issues, Concerns and Institutions’, in

The Indian Parliament: A Democracy at Work, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) ‘Parliament’, in P. Mehta and N. Jayal (eds.) The OxfordCompanion to Politics in India, New Delhi: Oxford University Press, pp. 28-42.

J. Manor, (2005) ‘The Presidency’, in D. Kapur and P. Mehta P. (eds.) Public Institutions inIndia, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) ‘The Prime Minister and the President’, in B. Dua and J. Manor (eds.) Nehruto the Nineties: The Changing Office of the Prime Minister in India, Vancouver: University ofBritish Columbia Press, pp. 20-47.

H. Khare, (2003) ‘Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government’, in

A. Mehra and G. Kueck (eds.) The Indian Parliament: AComparative Perspective, New Delhi: Konark, pp. 350-368.

U. Baxi, (2010) ‘The Judiciary as a Resource for Indian Democracy’, Seminar, Issue 615, pp. 61-67.

R. Ramachandran, (2006) ‘The Supreme Court and the Basic Structure Doctrine’ in B. Kirpal et.al (eds.) Supreme but not Infallible: Essays in Honour of the Supreme Court of India, New Delhi: Oxford University Press, pp. 107-133.

M. Singh, and R. Saxena (eds.), (2011) ‘Towards Greater Federalization,’ in Indian Politics:Constitutional Foundations and Institutional Functioning, Delhi: PHI Learning Private Ltd., pp.166-195.

V. Marwah, (1995) ‘Use and Abuse of Emergency Powers: The Indian Experience’, in B. Arora and D. Verney (eds.)

Multiple Identities in a Single State: Indian Federalism in a ComparativePerspective, Delhi: Konark, pp. 136-159.

Additional Reading:

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

ভারতীয় সংিবধান (বাংলা সং�রণ)

দূগর্াদাস বসু- ভারেতর সংিবধান পিরচয়

সুভাষ িস কাশযপ- আমাে◌দর সংিবধান (অনুবাদঃ পাথর্সরকা)

অমল কুমার মু◌েখাপধয্া- ভারতীয় সংিবধাে◌নর সহজ পাঠ

Politics in India: Structures and Processes Code: PLS-A-CC-2-4-TH+TU

Readings:

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and

Democratic Consolidation in Asia, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to

Convergence', in P. deSouza and E. Sridharan (eds.) India'sPolitical Parties, New Delhi: Sage Publications, pp. 73-115.

R. Hardgrave and S. Kochanek: India: Government and Politics in a Developing Nation (Latest edition).

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politicsand Ethics of the Indian

Constitution, New Delhi: Oxford University Press, pp. 143-163.

Partha Chatterjee: State and Politics in India.

Sudipta Kaviraj ed.: Politics in India.

R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3-25. M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) TheSuccess of India's Democracy, New Delhi: Cambridge University Press, pp. 193-225.

C. J. Nirmal ed.: Human Rights in India.

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in Religion, Caste and Politics in India, Delhi: Primus, pp. 604-619.

Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', Economic and Political Weekly, Vol.

39, No. 51, pp. 5431-5436.

Siddhartha Guha Roy: Human Rights, Democratic Rights and Popular Protest.

G. Shah: Social Movements in India.Raka Ray and M.F. Katzenstein eds.: Social Movements in India.

S. Corbridge and J. Harris: Reinventing India: Liberalization, Hindu nationalism and Popular Democracy.

Bipan Chandra et al.: India after Independence (1947-2000).

Rajni Kothari ed.: Caste in Indian Politics.

Bharati Ray and Aparna Basu eds.: From Independence to Freedom--- Indian Women since 1947.

Fields of Protest: Women's Movement in India.

D.N. Sen: From Raj to Swaraj.

R. Chatterjee ed.: Politics India--- State-Society Interface.

Sumit Ganguly et al. eds.: The State of India's Democracy.

Z. Hasan: Politics and Party Politics in India.

B.L. Shankar and V. Rodrigues: The Indian Parliament: A Democracy at Work.

Ashutosh Varshney: India and the Politics of Developing Countries.

Achin Vanaik and Rajiv Bhargava: Understanding Contemporary India: Critical Perspectives.

A. Kohli and P. Singh eds.: The Routledge Handbook of India Politics.

N.G. Jayal and P.B. Mehta eds.: The Oxford Companion to Politics in India.

Anil Jana ed., Decentralizing Rural Governance and Development.

Z. Hasan et al eds.: India's Living Constitution.

িবপা১ন চ�ঃ সমসাময়িক ভারত িবষয়ক িনব (অনুবাদঃ িদলীপ ভ�াচাযর্)

িবপা১ন চ, মদুলা্ মুখাজ, আিদতয্ মুখাজ�ঃ ভারতবষর্ াধীনতার পে১৯৪৭-২০০০ (অনুবাদঃআশীষ লাহিড়)

সতয্ত দ: বাংলা িবধানসভার একেশা বছর

শা তী েঘাষ: সমতার িদেক আেলন নারী

শেভদাি্ত্ু(স া): স মানবাধিকার

ভারতীয় সংিবধান (বাংলা সং রণ)

CBCS Syllabus in Political Science- Reading List

General

Semester III

Government and Politics in India Code: PLS-G-CC-3-3-TH+TU

Readings:

B. Chakrabarty and K. P. Pandey: Indian Government and Politics.

H. Abbas et al.: Indian Government and Politics.

D. Basu: Introduction to the Constitution of India.

M. V. Pylee: India's Constitution.

Subhas Kashyap: Our Constitution.

M.P. Singh and R. Saxena: Indian Politics: Contemporary Issues

J. C. Johari: Indian Government and Politics (2 Vols.)

Rajinder Singh: Social Movements in India.

Devki Jain Ed., Indian Women.

অমল কুমার মুেখাপাধয্ায় ও েভালানাথ বে�য্াপাধয্ায়ঃ সা�িতক ভারতীয় রাজনীিত ও ে িনমাই ে্যামাি্যকঃ ভারেতর শাসন বয্ব্য়া ও রাজনীি অনাি্দ কুমার মহাপা্যঃ ভারেতর শাসন বয্ব্য়া ও রাজনী িনমর্লকাি্ েঘাষঃ ভারেতর শাসন বয্ব্য়া ও রাজনী

অনাি্দ কুমার মহাপা্যঃ ভারেতর রাজনীিতক বয্ব্য়া ্কৃিত ও ্েয়

্ভাত দত্তঃ ্স্ প্্যাে্য়

িহমাংশ েঘাষঃ সমকালীন ভারতীয় রাজনীিত ও ্শাস

শা্তী েঘাষ: সমতার িদেক অো্যালেন নারী

Semester IV

International RelationsCode: PLS-G-CC-4-4-TH+TU

Readings:

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.): Classic Readings of InternationalRelations.

Goldstein, J. and Pevehouse, J.C.: International Relations.

Art, R. J. and Jervis, R. (eds.): International Politics: Enduring Concepts andContemporary Issues.

Jackson, R. and Sorenson, G.: Introduction to International Relations: Theories andApproaches.

Tickner, J. A.: Gendering World Politics: Issues and Approaches in the Post-Cold WarEra.

Baylis, J. and Smith, S. (eds.): The Globalization of World Politics: An Introduction toInternational Relations.

Wenger, A. and Zimmermann, D. (eds.): International Relations: From the Cold WorldWar to the Globalized World.

Vanaik, A.: India in a Changing World: Problems, Limits and Successes of Its ForeignPolicy. .

Basu, Rumki (ed.): International Politics: Concepts theories and Issues, New Delhi.

Mewmillians, W.C. and Piotrowski, H.: The World since 1945: A History ofInternational Relations.

Smith, M., Little, R. and Shackleton, M. (eds.): Perspectives on World Politics.

Ganguly, S. (ed.): India's Foreign Policy: Retrospect and Prospect.

েগৗতম বসু: আ◌জর্াতিক স◌ক: ত◌ ও িববতর্

রাধারমণ চ◌বত◌ ও সুক◌া চ◌বত:◌ সমসাময়িক আ◌জর্াতিক স◌ক

পুরেষাত্তম ভ◌াচাযর্ ও অিন◌য্েজয্াতি◌ত (মজস◌া):আ◌জর্াতিক স◌েকর্র রূপে

রমকী বসু ও অ◌না েঘাষঃ সি◌লিত জাতিপু

অনীক চে◌াপাধয্া: ঠা◌ায়ুে◌র পর আ◌জর্াতিক স◌ক র

িনমর্লকাি◌ েঘাষঃ আ◌জ র্াতিক সংগঠন ও জাতিপ

েগৗরীপদ ভ◌াচাযর্ঃ আ◌জ র্াতিক স◌

শি◌ মুখাজ◌, ই◌াণী মুখাজ◌ঃ আ◌জর্াতিক স◌ক

Skill Enhancement Courses- General

SEMESTER III

Legal Literacy Code: PLS-G-SEC-3-A(1)-TH

Readings:

K. Sankaran and U. Singh, *Towards Legal Literacy,* New Delhi: Oxford University Press, 2008. Articles on Laws relating to criminal justice and offences against Women.

Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, 2006. Relevant articles on FIR, Detention, Bail.

M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, 2011. Articles on Adivasis and Dalits.

S. Durrany, *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute, 2006.

V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy,* New Delhi:

Oxford University Press.

P. D. Mathew,(2004)*The Measure to Prevent Sexual Harassment of Women in Work Place.* New Delhi: Indian Social Institute.

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in

C. Kumar and K. Chockalingam (eds) *HumanRights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India,* New

Delhi: Oxford University Press, Available at

http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf.

Bare Acts**:**

Consumer Protection Act, 1986, http://chdslsa.gov.in/right_menu/act/pdf/consumer.pdf.

Criminal law Amendment Act, 2013, http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf 10.04.2013.

Protection of Women Against Domestic Violence Act, 2005, http://wcd.nic.in/wdvact.pdf.

Right to Information Act, 2005, http://righttoinformation.gov.in/rti-act.pdf.

Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf.

Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006,
http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf.

The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995,
http://bhind.nic.in/Sparsh_disability%20act%201995.pdf.

The Right of Children to Free and Compulsory Education Act, 2009,
http://www.delta.org.in/form/rte.pdf. *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012***,**
http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf.

Criminal Law Amendment Act, 2013**,** mha.nic.in/pdfs/TheCrimnalLaw030413.pdfFile Format: PDF/Adobe Acrobat –Quick View

SEMESTER IV

Elementary Dimensions of Research Code: PLS-G-SEC-4-B(1)-TH

Readings:

R. Kumar, Research Methodology: A Step-by-Step Guide for Beginners, Sage pub., 2010.

W.L. Neuman, Social Research Methods: Qualitative and Quantitative Approaches, Pearson.

R. Chatterjee, (1979) Methods of Political Enquiry, Calcutta: The World Press Pvt. Ltd.

SECOND YEAR ANNUAL SYSTEM

GENERAL

Paper II: COMPARATIVE GOVERNMENT AND POLITICS

1. Gabriel Almond et al eds.: Comparative Politics Today: A World View (latestedition).
2. Subrata Mukherjee and S. Ramaswamy: Theoretical Foundations of Comparative Politics.
3. J. Bara and M Pennington eds.: ComparativePolitics.
4. J. Kopstein and H. Lichbach eds.: ComparativePolitics.
5. J. Harvey and S. bather: The BritishConstitution.
6. J. Wilson: AmericanGovernment.
7. S.E. Finer: ComparativeGovernment.
8. J. Blondel: An Introduction to ComparativePolitics.
9. The Constitution of People's Republic ofChina.
10. J. Gittings: China Changes Face: The Road from Revolution1949-89.
11. S. Boyron: The Constitution of France: A ContextualAnalysis.
12. M. Burgess: Comparative Federalism: Theory andPractice.
13. J. McCormick, Jr.: Comparative Politics inTransition.
14. R. Chatterjee: Introduction to Comparative PoliticalAnalysis.

Paper III: Indian Government and Politics

Readings:

1. Constitution of India: Government ofIndia.
2. D.D. Basu: An Introduction to the Constitution ofIndia.
3. G. Austin: The Indian Constitution.
4. G. Austin: Working a DemocraticConstitution.
5. M.V. Pylee: India'sConstitution.
6. S.L. Sikri: Indian Government andPolitics.
7. S.C. Kashyap ed.: Perspectives on theConstitution.
8. A.G. Noorani: Constitutional Question inIndia.
9. R. Hardgrave and S. Kochanek: India: Government and Politics in a Developing Nation (Latesteditio n).
10. Parha Chatterjee: State and Politics inIndia.
11. Sudipta Kaviraj ed.: Politics inIndia.
12. S.K. Chaube: The Constituent Assembly--- Springboard of a Revolution (latestedition).
13. C. J. Nirmal ed.: Human Rights inIndia.
14. Siddhartha Guha Roy: Human Rights, Democratic Rights and Popular Protest.
15. G. Shah: Social Movementsin India.
16. Raka Ray and M.F. Katzenstein eds.: Social Movements inIndia.
17. S. Corbridge and J. Harris: Reinventing India: Liberalization, Hindu nationalism and Popular Democracy.
18. Bipan Chandra et al.: India after Independence(1947-2000).
19. Rajni Kothari ed.: caste in Indian Politics.
20. Bharati Ray and Aparna Basu eds.: From Independence to Freedom--- Indian Women since1947.
21. Fields of Protest: Women's Movement inIndia.
22. D.N. Sen: From Raj toSwaraj.
23. R. Chatterjee ed.: Politics India--- State-SocietyInterface.
24. Sumit Ganguly et al. eds.: The State of India'sDemocracy.
25. Z. Hasan et al eds.: India's LivingConstitution.
26. Z. Hasan: Politics and Party Politics inIndia.
27. B.L. Shankar and V. Rodrigues: The Indian Parliament: A Democracy atWork.
28. Ashutosh Varshney: India and the Politics of Developing Countries.
29. Achin Vanaik and Rajiv Bhargava: Understanding Contemporary India: CriticalPerspectives.
30. A. Kohli and P. Singh eds.: The Routledge Handbook of IndiaPolitics.
31. N.G. Jayal and P.B. Mehta eds.: The Oxford Companion to Politics inIndia.
32. Anil Jana ed., Decentralizing Rural Governance andDevelopment.

CBCS Syllabus in Political Science- Reading List

Honours

Semester III

Indian Political Thought– I Code: PLS-A-CC-3-5-TH+TU

Readings:

R.S. Sharma: Aspects of Political Ideas and Institutions in Ancient India.

Saiyid Athar Abbas Rizvi – A History of Sufism in India (Vol.2)

Amit Dey – Sufism in India

V.R. Mehta: Foundation of Indian Political Thought.

T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India.

A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3rd edition

Advaita Ashram: Complete Works of Swami Vivekananda.

U.N. Ghosal: The History of Hindu Political Theories.

J. Bandopadhyay: Social and Political Thought of Gandhi

D.D. Kosambi: Ancient India.

Romila Thapar: From Lineages to State.

K.A. Nizami ed.: Politics and Society during the Early Medieval Period.

B. Bhattacharya: Evolution of the Political Philosophy of Gandhi.

B.R. Nanda: Gandhi and His Critics.

Partha Chatterjee: Nationalist Thought and the Colonial World.

Rabindranath Tagore: Nationalism.

Sudipta Kaviraj: The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse in India.

Bidyut Chakrabarty and R.K. Pandey: Modern Indian Political Thought--- Text and Context.

সুধী�নাথ েভৗিমক: নবয়ে্ র া�িচ�ার ধার

ভারতী মুখাজ:ি ◌াচীন ভারেতর রা◌ৈনিতক িচ◌া

নিসংহ ◌সাদ ভাদুি়ড়: দ◌নীিত

সতয্◌ত চ◌বত◌(স◌া): ভারতবষর: রা◌ভাবনা

সুিমত সরকার: আধুিনক ভারত

সরল চে◌াপাধয্া: ভারতীয় ◌াধীনতা সং◌ামের ◌মিবকাশ

মনি◌তা সানয্াল(অনু.): ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি (A R Desai: Social Background of Indian Nationalism–র অনুবাদ)

িদলীপ কুমার িব◌া: রামেমাহন সমী◌া

তরণ কুমার বে◌য্াপাধ: েনতাজী সুভাষচে◌র রা◌দশর্

েদবেজয্ািত বে◌য্াপাধয: রবী◌নাথের জাতীয়তাবাদ-িবেরাধী ◌েদশে◌ম

Comparative Government and Politics Code: PLS-A-CC-3-6- TH+TU

Readings:

Gabriel Almond et al eds.: Comparative Politics Today: A World View (latest edition).

J. Kopstein and M. Lichbach (eds.) Comparative Politics:Interest, Identities and Institutions in a Changing Global Order.

Subrata Mukherjee and S. Ramaswamy: Theoretical Foundations of Comparative Politics.

J. Bara and M Pennington eds.: Comparative Politics.

J. Kopstein and H. Lichbach eds. : Comparative Politics.

J. Harvey and S. Bather: The British Constitution.

J. Wilson: American Government.

S.E. Finer: Comparative Government.

J. Blondel: An Introduction to Comparative Politics.

The Constitution of People's Republic of China.

J. Gittings: China Changes Face: The Road from Revolution 1949-89.

S. Boyron: The Constitution of France: A Contextual Analysis.

M. Burgess: Comparative Federalism: Theory and Practice.

J. McCormick, Jr.: Comparative Politics in Transition.

R. Chatterjee: Introduction to Comparative Political Analysis.

N.K. Singh: Bangladesh--- Constitution, Law and Justice.

J. Henderson: Constitution of the Russian Federation: A Contextual Analysis.

S. P. Huntington: The Third Wave: Democratization in the Late Twentieth Century.

M. Duverger: Political Parties.

রাখহির চয্াটাজ�ঃ ত ুলনামূলক রাজনীিতপিরচ

অিমতাভ রায় (স�া): তু লনামুলক রাজনীিত

রাজ� বসু(স�াদিত)–তু লনামূলক শাসনবয্ব�া ও রাজনীি

প�ানন চে�াপাধয্া: ে�ার সাধারণত�

Perspectives on International Relations Code: PLS-A-CC-3-7-TH+TU

Readings:

M. Nicholson, International Relations: A Concise Introduction, New York: Palgrave.

Jackson and G. Sorensen, Introduction to International Relations: Theories and Approaches, 3rd Edition.

Joshua. Goldstein and J. Pevehouse, (2007)
International Relations. C. Brown and K. Ainley,
(2009) Understanding International Relations
H.J. Morgenthau: Politics among Nations.

K. Booth and S. Smith, (eds), International
Relations Theory Today S.H. Hoffman: Essays in
Theory and Politics of International Relations. K.J.
Holsti: International Politics: A Framework for
Analysis. J. Frankel: The Making of Foreign Policy.

J. Frankel: Contemporary International Theory and Behaviour of States.

J. Bennett: International Organizations.

J. Bandopadhyay: The Making of India's Foreign Policy.

D.A. Baldwin ed.: Neo-realism and Neo-liberalism.

M. Smith and R. Little: Perspectives on World Politics.

P.R. Viotti and M.V. Kauppi: International Relations and World Politics.

Muchkund Dubey: India's Foreign Policy: Coping with the Changing World.

Peu Ghosh: International Relations.

S.D. Muni: Indian Foreign Policy: The Democracy Dimension.

K.P. Bajpai and H.V. Panth: India's Foreign Policy--- A Reader.

Sumit Ganguly: India's Foreign Policy: Retrospect and Prospect.

V. P. Dutt: India's Foreign Policy since Independence.

V.P. Dutt: Indian Foreign Policy in a Changing World.

পুরেষাত্তম ভ�াচাযর্ ও অিন�য্েজয্াি ত (মজস�া.): আ�জর্াি তক স�েক ্র রপে

েগৗতম বসু: আ�জর্াি তক স�ক: ত� ও িববতর্

Semester IV

Indian Political Thought II Code: PLS-A-CC-4-8-TH+TU

Readings:

V. R. Mehta and T. Pantham (eds.), 'A Thematic Introduction to Political Ideas in ModernIndia: Thematic Explorations,

History of Science, Philosophy and Culture in Indian civilization, Vol. 10, Part: 7, pp. xxvii-ixi.

V. Mehta and Th. Pantham (eds.), Political ideas in modern India: Thematic Explorations S. Hay (ed.), Sources of Indian Tradition, Vol. 2.Second Edition. T. Pantham and K.L. Deutsch: Political Thought in Modern India.

Sumit Sarkar: Modern India.

Bipan Chandra: Nationalism and Colonialism in Modern India. A. Parel, (ed.), 'Introduction', in Gandhi, freedom and Self Rule

D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought ofSwami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi. J. Nehru: Discovery of India.

B. Zachariah, Nehru.

S. Thorat and Aryana eds.: Ambedkar in Retrospect.

J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism

Y. Meherally ed.: Narendra Deva: Socialism and National Revolution.

Ramchandra Guha: India after Gandhi.

Uma Chakrabarti: Rewriting History: The Life and Times of Pandita Ramabai.

B. K. Bhattacharya ed., Salient Ideas of Rammonohar Lohia.

Bidyut Chakrabarty and R.K. Pandey: Modern Indian Political Thought--- Text and Context.

Global Politics since 1945 Code: PLS-A-CC-4-9-TH+TU

Readings:

P. Calvocoressi: World Politics since 1945 (latest edition).

R. Mansbach and K. Taylor, (2012) Introduction to Global Politics

J. Baylis and S. Smith (eds), The Globalization ofWorld Politics: An Introduction to International Relations.

G. Ritzer: Globalization--- A Basic Text.

J.A. Moore, Jr. and J. Pubantz: The New United Nations.

S. Juyal and B. Ramesh Babu: The United Nations and World Peace.

K. Bajpai and H.C. Shukul eds.: Interpreting World Politics.

J. Baylis and S. Smith: The Globalization of World Politics.

L.M. Goodriche: The UN in Changing World.

M.S. Rajan: Essays in Non-Alignment and UN.

Alvin Y. So: Development and Social Change.

J. Haynes: Third World Politics.

Ankie Hoogvelt: Globalization and the Postcolonial World

N.O. Sullivan ed.: Terrorism, Ideology and Revolution.

D. Nayyar: Governing Globalization.

G. Ritzer: Globalization--- A Basic Text.

S.D. Muni: Responding to Terrorism in South Asia.

Peter Burnel: Politics in the Developing World.

B.C. Smith: Understanding Third World Politics.

Björn Hettne: Development Theory and the Three Worlds.

রাধারমণ চ�বত� ও সুক�াচ�বত�: সমসাময়িক আ�জর্াতিক স�ক

পুরেষাত্তম ভ�াচাযরঅিন�য্জেয্াতিত মজুমদা(স�া.):আ�জর্াতিক স�েক র্রূপে

েগৌতম বসু: আ�জর্াতিক স�ক: ত্ব ও িবতর্

অনীক চে�াপাধয্া: ঠা�ায়ুে�র পর আ�জর্াতিক স�ক

WESTERN POLITICAL THOUGHT AND THEORY I Code: PLS-A-CC-4-10-TH+TU

Readings:

A.Skoble and T. Machan: Political Philosophy: Essential Selections.

D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates tothe Present

G. H. Sabine and T.I. Thorson: A History of Political Theory.

D. Boucher and P. Kelly: Political Thinkers: From Socrates to the Present.

S. Mukherjee and S. Ramaswamy: A history of Political Thought: From Plato to Marx.

R.G. Gettell: History of Political Thought.

B. Barker: The Political Thought of Plato and Aristotle.

Q. Skinner: Machaivelli: A Very Short Introduction.

A.K. Mukhopadhyay: Western Political Thought: from Plato to Marx.

Skill Enhancement Courses- Honours

SEMESTER III

Democratic Awareness through Legal Literacy

Code: PLS-A-SEC-3-A(1)-TH

Readings:

Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy,* New Delhi: Oxford University Press, pp.61-77.SAHRDC, (2006)'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi:Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India-The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, pp.72-84.

P. Mathew, (2003) *Your Rights if you are Arrested,* New Delhi. Indian Social Institute.

P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes,* New Delhi: Indian Social Institute.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38

K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

V. Kumari, (2008) 'Offences against Women', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy,* New Delhi: Oxford University Press.

P. D. Mathew (2004)*The Measure to Prevent Sexual Harassment of Women in Work Place.* New Delhi: Indian Social Institute.

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in

C. Kumar and K. Chockalingam (eds) *HumanRights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India,* New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_ rti_act_2005_Eng lish2012_light_Aspire.pdf.

Bare Acts**:**

Consumer Protection Act, 1986, Available at http://chdslsa.gov.in/right_menu/act/pdf/consumer. pdf. *Criminal law Amendment Act, 2013*, Available at http://egazette.nic.in/WriteReadData/2013/E_17_20 13_212.pdf , Accessed: 10.04.2013.

Protection of Women Against Domestic Violence Act, 2005, Available at

http://wcd.nic.in/wdvact.pdf.

Right to Information Act, 2005, Available at http://righttoinformation.gov.in/rti-act.pdf.

Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at

http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf.

Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights)

Act 2006, Available at http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf.

The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full

Participation) Act, 1995, Available at

http://bhind.nic.in/Sparsh_disability%20act%201995.pdf.

The Right of Children to Free and Compulsory Education
Act, 2009, Available at
http://www.delta.org.in/form/rte.pdf.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal)

Bill, 2012**,** Available at

http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf.

Criminal Law Amendment Act, 2013**,** Available at

mha.nic.in/pdfs/TheCrimnalLaw030413.pdfFile Format: PDF/Adobe Acrobat – Quick View.

Understanding the Legal System

Code: PLS-A-SEC-3-A(2)-TH

Readings:

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

S..K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.

Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford
University Press, New Delhi,2003 B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.

P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002

V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition.

Parmanand Singh, *'Access to Justice and the Indian Supreme Court'*, 10 & 11 Delhi Law Review 156, 1981-82.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly,* Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available at http://www.rtigateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Ha rsh%20Mander.pdf.
P. Mathew, and P. Bakshi, (2005) '*Indian Legal System'*, New Delhi: Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) '*Women and the Constitution*',
New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in *Seeing Like a Feminist*
New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*.Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at http://www.rtigateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE .pdf , Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.

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Sankaran and U. Singh, *Towards Legal Literacy,* New Delhi:
Oxford University Press, pp.61-77.

SAHRDC, (2006)'Reporting a Crime: First Information Report',
in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India-The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) *Your Rights if you are Arrested,* New Delhi. Indian Social Institute

SEMESTER IV

Legislative Practices and Procedures

Code: PLS-A-SEC-4-B(1)-TH

Readings:

M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, Accessed: 19.04.2013 S. N. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/mplads-487/, Accessed: 19.04.2013 129 H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Eng agement%20with%20the%20Legislative%20Process.pdf, Accessed: 19.04.2013. Government of India (Lok Sabha Secretariat), (2009) Parliamentary Procedures (Abstract Series), Available at http://164.100.47.132/LssNew/abstract/index.aspx, Accessed: 19.04.2013

The legislative process

Readings:

Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter- 09.htm, Accessed: 19.04.2013 Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation, Parliamentary Procedure, Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013 D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf, Accessed: 19.04.2013 O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANATHAN.pdf, Accessed: 19.04.2013 B. Debroy, (2001) 'Why we need law reform' Seminar January.

Legislative Committees

Readings:

Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83. Government link: http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/ K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf, Accessed: 19.04.2013

Elementary Aspects of Social Research

Code: PLS-A-SEC-4-B(2)-TH

Readings:

R. Kumar, Research Methodology: A Step-by-Step Guide for Beginners, Sage, 2010.

W.L. Neuman, Social Research Methods: Qualitative and Quantitative Approaches, Pearson.

E. McNabb, (2004) Research Methods for Political Science- Quantitative and Qualitative Methods, New Delhi: Prentice-Hall of India Pvt. Ltd.

Q. Chatterjee, (1979) Methods of Political Enquiry, Calcutta: The World Press Pvt. Ltd., 1979.

SECOND YEAR ANNUAL SYSTEM

HONOURS PART II: 200 marks

Paper III: INDIAN POLITICAL THOUGHT AN DMOVEMENT

Readings:

1. R.S. Sharma: Aspects of Political Ideas and Institutions in AncientIndia.
2. T. Pantham and K.L. Deutsch: Political Thought in ModernIndia.
3. Sumit Sarkar: Modern India.
4. A.R. Desai: Social Background of IndianNationalism.
5. Bipan Chandra et al. : India's Struggle forIndependence.
6. Advaita Ashram: Complete Works of SwamiVivekananda.
7. U.N. Ghosal: The History of Hindu PoliticalTheories.
8. J. Bandopadhyay: Social and Political Thought ofGandhi.
9. D.D. Kosambi: AncientIndia.
10. Romila Thapar: From Lineages toState.
11. K.A. Nizami ed.: Politics and Society during the Early MedievalPeriod.
12. V.R. Mehta: Foundation of Indian PoliticalThought.
13. B. Bhattacharya: Evolution of the Political Philosophy ofGandhi.
14. Bipan Chandra: Nationalism and Colonialism in ModernIndia.
15. K.N. Panikkar Ed.: Nationalism and Left Movement inIndia.
16. B.R. Nanda: Gandhi and HisCritics.
17. D.N. Dhanagare: Peasant Movement in India:1920-1950.
18. R. Chatterjee: Working Class and NationalistMovement.
19. J. Nehru: Discovery ofIndia.
20. S. Thorat and Aryana eds.: Ambedkar inRetrospect.
21. V.R. Mehta and T. Pantham: Political Ideas in ModernIndia.
22. Partha Chatterjee: Nationalist Thought and the ColonialWorld.
23. Rabindranath Tagore: Nationalism.
24. Sudipta Kaviraj: The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse inIndia.
25. Y. Meherally ed.: Narendra Deva: Socialism and NationalRevolution.
26. Ramchandra Guha: India afterGandhi.
27. Uma Chakrabarti: Rewriting History: The Life and Times of PanditaRamabai.

Paper IV: COMPARATIVE GOVERNMENT AND POLITICS

Readings:

1. Gabriel Almond et al eds.: Comparative Politics Today: A World View (latestedition).
2. Subrata Mukherjee and S. Ramaswamy: Theoretical Foundations of Comparative Politics.
3. J. Bara and M Pennington eds.: ComparativePolitics.
4. J. Kopstein and H. Lichbach eds.: ComparativePolitics.
5. J. Harvey and S. bather: The BritishConstitution.
6. J. Wilson: AmericanGovernment.

7. S.E. Finer: ComparativeGovernment.
8. J. Blondel: An Introduction to ComparativePolitics.
9. The Constitution of People's Republic ofChina.
10. J. Gittings: China Changes Face: The Road from Revolution1949-89.
11. S. Boyron: The Constitution of France: A ContextualAnalysis.
12. M. Burgess: Comparative Federalism: Theory andPractice.
13. J. McCormick, Jr.: Comparative Politics inTransition.
14. R. Chatterjee: Introduction to Comparative PoliticalAnalysis.
15. N.K. Singh: Bangladesh--- Constitution, Law andJustice.
16. J. Henderson: Constitution of the Russian Federation: A ContextualAnalysis.

Readings :

1.	Roy Macridis (ed.)	:	Foreign Policy in World Politics.
2.	J. Bandopadhyay	:	The Making of India's Foreign Policy.
3.	J. Frankel	:	The Making of Foreign Policy.
4.	E. Luard	:	The United Nations as a Political Institution.
5.	Asok Mukhopadhyay	:	Panchayat Administration in West Bengal.
6.	Asok Mukhopadhyay	:	Municipal Government.
7.	Swapan Pramanick & Prabhat Datta	:	Panchayat and People. The West Bengal Experience.
8.	Mohit Bhattacharya & Prabhat Datta	:	Governing Rural India.
9.	A.Avasthi & A.P.Avasthi	:	Indian Administration.
10.	Shriram Maheswari	:	Indian Adminstration.
11.	Subhas C. Kashyap	:	Our Parliament.
12.	Amiya K. Chaudhury	:	Legislative control over Public Administration.
13.	Prabhat Datta	:	The Second Generation Panchayats in India.

14. Z.F. Arat : Democracy and Human Rights in Developing Countries.

15. M. Cranston : What are Human Rights?

16. M.Albrow & E.King (eds.) : Globalization, Knowledge & Society.

17. I. Brownlie (ed.) : Basic Documents of Human Rights.

18. R. Burback, O. Nunez & B. Kagalitsky : Globalization and its Discontents. The rise of Post Modern Socialism.

19. M. Walters : Globalization.

20. P. Dicken : Global Shift : The Internationalization of Economic Activity.

21. Radharaman Chakraborty : United Nations.

22. Rumki Basu : U.N.O.

23. অনাদি কুমার মহাপাত্র : ভারতের রাজনীতিক ব্যবস্থা প্রকৃতি ও প্রয়োগ।

24. অমল কুমার মুখোপাধ্যায় ও ভোলানাথ বন্দ্যোপাধ্যায় : সাম্প্রতিক ভারতীয় রাজনীতি ও প্রশাসন।

25. রুমকী বসু ও অঞ্জনা ঘোষ : সম্মিলিত জাতিপুঞ্জ।

26. নির্মলকান্তি ঘোষ : আন্তর্জাতিক সংগঠন ও জাতিপুঞ্জ।

27. গৌরীপদ ভট্টাচার্য : আন্তর্জাতিক সম্পর্ক।

CBCS Syllabus in Political Science- Reading List

General

Discipline-specific Electives

SEMESTER V

Public Administration Code: PLS-G-DSE-A-5-1A-TH+TU

Readings:

Mohit Bhattacharya: Public Administration: Structure, Process and Behaviour.

A. Avasthi and S. Avasthi: Pubic Administration.

M. Bhattacharya: Restructuring Public Administration.

M.P. Sharma: Public Administration in Theory and Practice.

Rumki Basu: Public Administration: Concepts and Theories.

Sapru, R.K. Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers.

েমাহিত ভ◌াচাযর্ ও ◌িব◌নাথ েঘা: জন◌শাসন ও পিরক◌না

েসামা েঘাষ: জন◌শাসন: ত◌ ও ◌েয়াগ

রাজ◌ বসু: জন◌শাসন

Indian Foreign Policy Code: PLS-G-DSE-A-5-1B-TH+TU

Readings:

K.K Ghai, *International Relations: Theory and Practice of International Politics* Vinay Kumar Malhotra, *International Relations*, Fourth edition, Vikas Publications. Peu Ghosh, *International Relations*, Pretince Hall Publishers.

Pushpesh Pant, *International Relations in the Twenty-first Century*, Tata McGraw Hill Publishers. Prakash Chander and Prem Aroa, *International Relations and Comparative Politics*, Cosmos Bookhive Publicaitons.

Aneek Chatterjee, *Neighbours, Major Powers and Indian Foreign Policy*, Orient Blackswan. Prem Arora, *Foreign Policy of India*, Cosmos Bookhive Publishers.

SEMESTER VI

Feminism: Theory and Practice Code: PLS-G-DSE-B-6-2A-TH+TU

Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives,* New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader,* pp. 27-37.

U. Chakravarti, (2003) *Gendering Caste through a Feminist Len,* Kolkata, Stree, pp. 139-159.

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State,* Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction,* New Delhi: Pearson, pp. 224-233.

রাজ্ঞ বসু ও বাসবী চ্ঞবত্ত (স্ঞা): ্স্ মানবীিবদয্া

Human Rights: Theory and Indian Context Code: PLS-G-DSE-B-6-2B-TH+TU

Readings:

Universal Declaration of Human Rights, www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Alok Kumar Meena, *Human Rights in India: Concepts and Concerns*, India: Pointer Publishers.

S.C. Joshi, *Human Rights: Concepts, Issues and Laws*, India: Akansha Publishing House.

Amit Bhattacharya and Bimal Kanti Ghosh (eds.), *Human Rights in India, Historical Perspective and Challenges Ahead*.

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction,* Delhi, Pearson.

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

Skill Enhancement Courses

Understanding the Legal System Code: PLS-G-SEC-5-A(2)-TH

Readings:

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi,2003.

B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.

P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002

J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly,* Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*,
http://www.rtigateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Ha rsh%20Mander.pdf.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005:*
A Citizen's Guide,
http://www.rtigateway.org.in/Documents/Publications/A%20CITIZE
N'S%20GUIDE.pdf

K. Sankaran and U. Singh, *Towards Legal Literacy,* New Delhi: Oxford University Press, 2008.

Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi:

Oxford University Press. Relevant articles.

SEMESTER VI

Basic Research Methods Code: PLS-G-SEC-6-B(2)-TH

Readings:

R. Chatterjee, (1979) Methods of Political Enquiry, Calcutta: The World Press Pvt. Ltd.

D. E. McNabb, (2004) Research Methods for Political Science- Quantitative and Qualitative Methods, New Delhi:

Prentice-Hall of India Pvt. Ltd.

CBCS Syllabus in Political Science- Reading List

Honours

Semester V

WESTERN POLITICAL THOUGHT AND THEORY II Code: PLS-A-CC-5-11-TH+TU

Readings:

A.Skoble and T. Machan: Political Philosophy: Essential Selections.

D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates tothe Present

G. H. Sabine and T.I. Thorson: A History of Political Theory.

D. Boucher and P. Kelly: Political Thinkers: From Socrates to the Present.

S. Mukherjee and S. Ramaswamy: A history of political Thought: From Plato to Marx.

R.G. Gettell: History of Political Thought.

Q. Skinner: The Foundations of Modern Political Thought (2 Volumes).

A.K. Mukhopadhyay: Western Political Thought: from Plato to Marx.

C.E.M. Joad: Political Theory.

L. Kolakowski: Main Currents of Marxism (3 Volumes).

D.K. Das and T. Chattopadhyay: Varieties of Socialism.

D. McLellan: The Thought of Karl Marx.

D. McLellan: Marxism after Marx.

S. Mukherjee and S. Ramaswamy: A History of Socialist Thought.

Frankfurt School: Internet Encyclopedia of Philosophy, http://www.iep.utm.edu/frankfur/

েশাভনলাল দত্ত (স�া.:পা�াতয্ রা�ভাবন)

অমল কুমার মুেখাপধয্: রা�দশ্েনর ধার

রামকৃ্ণ ভ�াচাযর: মাকর্সবাদ িজ�াস

অমতাভ্ বে�য্াপাধয্: পা�াতয্ রা�িচ�ার হিতহা

সুদী◆ েদ: গণরাজয্(ে◆েটার Republic র অনুবাদ)

িনমর্লকাি◆ মজুমদা: এয্াির◆টেলরPolitics –র অনুবাদ

সুনীল বরণ ি◆াস: মযাি◆য়াভেলীরPrince -র অনুবাদ

িহমাংশ েঘা: রাজৈনিতক তে◆র হিতহাস (J H Sabine র ভাষা◆র)

েশাভনলাল দত্ত: মাকর্সীয় রা◆িচ◆–মার্কস েথেক মাও েস ত ু

Political Sociology Code: PLS-A-CC-5-12-TH+TU

Readings:

Michael Rush: Politics and Sociology.

B. Axford et al.: Politics--- An Introduction.

Tom Bottomore: Political Sociology.

Amal K. Mukhopadhyay: Political Sociology.

S. Chakraborty ed.: Political Sociology.

Tom Bottomore: Classes in Modern Society.

R. Chatterjee ed.: Religion, Politics and Communalism.

B. Lindenfeld ed.: Reader in Political Sociology.

Pradip Basu (ed.) – Political Sociology

J. Forbes: Women in Modern India.

M. Evans ed.: The Women Question.

P. Worsley: The Three Worlds: Culture and World Development.

Samuel Huntington: Political Order in a Changing Society.

G.A. Almond and J.S. Coleman eds.: The Politics of Developing Areas.

J. Manor: Rethinking Third World Politics.

J. Kantola et al eds.: The Oxford Handbook of Gender Politics.

J. Blondel: Comparative Government.

G.A. Almond and G.B. Powell, Jr.: Comparative Politics: A Developmental Approach.

S. Oates: Introduction to Media and Politics.

টম বটেমারঃ মা��য় সমাজত� (অনুবাদঃ হমাংশি েঘা); সতয্ত চ বত ঃ রা, সমাজ ও রাজনীিত

Semester VI

Public Administration-- Concepts and Perspectives Code: PLS-A-CC-6-13-TH+TU

Readings:

Nicholas Henry: Public Administration and the State.

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101
Mohit Bhattacharya: Public Administration: Structure, Process and Behaviour.

M. Bhattacharya, Public Administration: Issues and Perspectives.

A. Avasthi and S. Avasthi: Pubic Administration.

M. Bhattacharya: Restructuring Public Administration.

B. Chakrabarty: Public Administration: From Government to Governance.

B. Chakrabarty and M. Bhattacharya eds.: Pubic Administration: A Reader.

B. Chakrabarty and M. Bhattacharya eds.: The Governance Discourse.

Shivani Singh: Governance: Issues and Challenges.

M.P. Sharma: Public Administration in Theory and Practice.

Rumki Basu: Public Administration: Concepts and Theories.

G.H. Frederickson: New Public Administration.

R. Prasad et al. eds.: Administrative Thinkers.

S.R. Maheswari: Administrative Theory.

Ramesh Arora: Comparative Public Administration.

R.K. Sapru: Development Administration.

M. Bhattacharya: New Horizons of Public Administration.

T. Dye, (1984) Understanding Public Policy, 5th Edition.

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen, The Public Policy Primer: ManagingThe Policy Process.

Prabir Kumar De, *Public Policy and Systems*,

B. Chakrabarty and P. Chand: Public Administration in a Globalizing World: Theories and Practices.

U. Medury, Public administration in the Globalisation Era.

Additional Reading: The Oxford Handbook of Public Policy.

Administration and Public Policy in India Code: PLS-A-CC-6-14-TH+TU

Readings:

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience.

S. R. Maheswari: Indian Administration.

R.B. Jain: Contemporary Issues in Indian Administration.

B. Chakrabarty and P. Chand: Indian Administration.

Noorjahan Bava, Development Policies and Administration in India.

Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions and Politics inRural India.

Basu Rumki: Public Administration in India Mandates, Performance and FuturePerspectives.

A.Celestine: How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/ Primer on the Budget Process published by PRS, Available athttp://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/

R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson.

B. Chakrabarty and P. Chand: Public Policy: Concepts, Theory and Practice.

S. Singh and P. Sharma: Decentralization: Institutions and Politics in Rural India.

Anil Jana ed.: Decentralizing Rural Governance and Development.

P. Datta: Panchayats, Rural Development and Local Autonomy: the West Bengal Experience.

A. Mukhopadhyay: Panchayat Administration in West Bengal.

For both Courses 13 and 14:

েমাহিত ভ�াচাযর্ ও িব�নাথ েঘা: জন�শাসন ও পিরক�না

েসামা েঘাষ: জন�শাসন: ত্ব ও ্েয়াগ

রাজ্ব বসু: জন্শাসন

প�া রামচ�নঃ ভারেত সরকারী �শাসন
(অনুবাদঃসে�াষ কুমার অিধকার) অিসত বসু:
পি�মবে� প�ায়েত বয্ব� �ভাত দত: �স�
প�ায়েত

Discipline- specific Elective Category: 4 courses (8 courses provided). One from Group A and one from Group B in Semesters 5 and one from Group A and one from Group B in Semester 6.

Discipline-specific Electives:

SEMESTER V

Gender and Politics

Code: PLS-A-DSE-5-A(1)-TH+TU

Readings:

Groundings

1. Patriarchy

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writingin India,* New Delhi, Oxford University Press, pp. 221-234.

a. Sex Gender Debates

Readings:

V Geetha, (2002) *Gender,* Kolkata,
Stree, pp. 1-20 b. Public and Private

Readings:

M. Kosambi, (2007) *Crossing the Threshold,* New Delhi, Permanent Black,
pp. 3-10; 40-46 c. Power

Readings:

N. Menon, (2008) ‘Power’, in R. Bhargava and A. Acharya (eds), *Political Theory: AnIntroduction,* Delhi: Pearson*,* pp.148-157

2. Feminism

Readings:

B. Hooks, (2010) ‘Feminism: A Movement to End Sexism’, in C. Mc Cann and S. Kim (eds),

The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57

R. Delmar, (2005) ‘What is Feminism?’, in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader,* pp. 27-37

3.Family, Community and State

a.Family

Readings:

R. Palriwala, (2008) ‘Economics and Patriliny: Consumption and Authority within the Household’ in M. John. (ed) *Women's Studies in India,* New Delhi: Penguin, pp. 414-423 b. Community

Readings:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Len,* Kolkata, Stree, pp. 139-159. c. State

C. MacKinnon, ‘The Liberal State’ from *Towards a Feminist Theory of State,* Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics,* Available at http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm, Accessed: 19.04.2013.

N. Menon (2008) ‘Gender’, in R. Bhargava and A. Acharya (eds), *Political Theory: AnIntroduction,* New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) ‘Sultana’s Dream’, in *Sultana’s Dream and Selections from the SecludedOnes – translated by Roushan Jahan,* New York: The Feminist Press

S. Ray ‘Understanding Patriarchy’, Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed:

19.04.2013.

S. de Beauvoir (1997) *Second Sex,* London: Vintage.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voicesfrom Within,* New

Delhi: monograph

II. Movements and Issues

1. History of Women's Movement in India

Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women'sMovement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges toFeminism in India', in A.

Loomba *South Asian Feminisms,* Durham and London: DukeUniversity Press, pp. 333-355 2. Violence against Women

Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion,* New Delhi:Permanent Black, pp. 106-165

3. Work and Labour

a. Visible and Invisible work

Readings:

P. Swaminathan, (2012) 'Introduction', in *Women and Work,* Hyderabad: Orient Blackswan,pp.1-17 b. Reproductive and care work

Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioningthe Political*, Boulder: Westview Press, pp. 139-156

c. Sex work

Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic(Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work,* New Delhi,Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work,* New Delhi:Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at http://www.marxists.org/archive/zetkin/1896/10/women.htm, Accessed: 19.04.2013. F. Engles, *Family, Private Property and State*, Available at http://readingfromtheleft.com/PDF/EngelsOrigin.pdf, Accessed: 19.04.2013.

J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India,* Delhi:Women Unlimited *Justice Verma Committee Report,* Available at http://nlrd.org/womens-rightsinitiative/ justice-verma-committee-report-download-full-report, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women'sMovement,* New Delhi: Kali for Women.

V. Bryson, (1992) *Feminist Political Theory,* London*:* Palgrave-MacMillan, pp. 175-180; 196-200.

M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-andhousewifization/,

R. Ghadially, (2007) *Urban Women in Contemporary India,* Delhi: Sage Publications.

S. Brownmiller, (1975) *Against our Wills,* New York: Ballantine.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti,* Delhi, pp. 284-306.

V. Bryson (2007) *Gender and the Politics of Time,* Bristol: Polity Press.

Understanding South Asia

Code: PLS-A-DSE-5-A(2)-TH+TU

Readings:

Hewitt, V. (1992) 'Introduction', in The International Politics of South Asia. Manchester:

Manchester University Press, pp.1-10.

Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp.399-418.

Muni, S.D. (2003) 'South Asia as a Region', South Asian Journal, 1(1), August-September, pp.

1-6

Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press, pp.376-394.

Baxter, C. (2010) 'Introduction', Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp.1-24

II. Politics and Governance

De Silva, K.M. (2001)'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) Problems of Governance in South Asia. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.

Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) The

Territorial Management of Ethnic Conflict. Oregon: Frank Cass, pp. 173-193.

Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) Electoral Processes and Governance in South Asia. New Delhi: Sage, pp.15-52.

Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) Problems of Governance in South Asia. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.

Hachethi, K. and Gellner, D.N.(2010) 'Nepal : Trajectories of Democracy and Restructuring of the State', in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp. 131-146.

Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) Varieties of Federal Governance. New Delhi: Foundation Books, pp. 104-130.

Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) Democracy, Development and Discontent in South Asia. New Delhi: Sage, pp. 264-281.

Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp. 83-97.

Kaul, N. (2008)'Bearing Better Witness in Bhutan', Economic and Political Weekly, 13 September, pp. 67-69.

III. Socio-Economic Issues

Phadnis, U.(1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.

Kukreja, V. (2003) Contemporary Pakistan. New Delhi: Sage, pp. 75-111 and 112-153.

IV. Regional Issues and Challenges

Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) Emerging dimensions of SAARC. New Delhi: Foundation Books, pp. 32-50.

Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) Emerging dimensions of SAARC. New Delhi: Foundation Books, pp. 1-31.

Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.301-332.

Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.453-469.

Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) South Asia in World Politics. Lanham: Roman and Littlefield Publishers, pp.281-295.

Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144

Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157.

Additional Readings

Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.

Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage.

Thakur, R. and Wiggin, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.

Hagerty, D.T.(ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.

Samaddar, R. (2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) Searching for Peace in Central and South Asia. London: Lynne Reinner.

Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi:

Sage.

Indian Foreign Policy in a Globalising World

Code: PLS-A-DSE-5-B (1)-TH+TU

Readings:

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in India Review, Vol. 8 (1), pp. 4–19.

Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), Handbook of India's

International Relations, London: Routeledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trysts with Democracy:

Political Practice in South Asia, Anthem Press: University Publishing Online.

J. Bandhopadhyaya, (1970) The Making of India's Foreign Policy, New Delhi: Allied Publishers.

II: India's Relations with the USA and USSR/Russia

S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the

Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), India as an

Emerging Power, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in International Affairs, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in India and the Superpowers: India's Political Relations with the Superpowers in the 1970s, Dhaka, University Press.

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, Contemporary

Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System, Palgrave

Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in Asian Survey, Vol.

46 (5), pp. 675-698.

III: India's Engagements with China

H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), Handbook of India's International Relations,
London: Routeledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and

the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of

Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia:

China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

IV: India in South Asia: Debating Regional Strategies

S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.V. Sood, (2009) 'India and regional

security interests', in Alyssa Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and

the United States, New Delhi: Sage.

M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76,

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in India

Review, Vol. 8 (2), pp. 107-143 112

V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, India: Emerging Power, Brookings

Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', Working

Paper, New Delhi: Centre for Policy Research. N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in

Economic and Political Weekly, Vol. 35 (7), pp. 525-533.

P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in Economic and Political Weekly, Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), Handbook of India's International

Relations, London: Routledge, pp. 266-277.

VI: India in the Contemporary Multipolar World

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia:

China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a

Rising India', in International Affairs, Vol. 82 (1), pp. 59-76.

P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in India

Review, Vol. 8 (3), pp. 209–233.

Development Process and Social Movements in Contemporary India

Code: PLS-A-DSE-5-B(2)-TH+TU

Readings:

I. The Development Process since Independence

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres(ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India'sEconomic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*,Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.),*Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and theRadical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: OxfordUniversity Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The PoliticalEconomy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', *R. R. KaleMemorial Lecture*, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

Readings:

A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay:Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of EconomicReform*, Delhi: Oxford University Press.

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III. Agrarian development strategy and its impact on social structure

Readings:

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V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in*Economic and Political Weekly*, XLI (16).

IV. Social Movements

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

R. Singh (2001), *Social Movements, Old and New:A Post-Modernist Critique*, New Delhi: Sage

P. Wignaraja (ed.), (1993), *New Social Movements in the South:Empowering the People*, New Delhi: Vistar V. Globalisation and Social Movements in India

Readings:

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights*: *Social Movements and the*

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Additional Readings:

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S. T. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

SEMESTER VI

Public Policy in India Code: PLS-A-DSE-6-A(3)-TH+TU

Readings:

I Introduction to Policy Analysis

Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The PolicyProcess: A Reader*

(2nd Edition). London: Prentice Hall, pp. 30-40.

Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.

Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.

McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process:A Reader.* 2nd Edition. London: Prentice Hall, pp. 53-61.

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III. Political Economy and Policy: Interest Groups and Social Movements. Lukes, S. (1986) *Power.* Basil: Oxford, pp. 28-36.

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2nd Edition. London: Prentice Hall, pp. 45-52.

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IV. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

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Understanding Global Politics

Code: PLS-A-DSE-6-A(4)-TH+TU

Readings:

I. What Makes the World What it is? a. The Sovereign State System

S. Elden, (2009) 'Why Is The World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.)

Global Politics: A New Introduction, New York: Routledge, pp. 192-219.

M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.)

Global Politics: A New Introduction, New York: Routledge, pp. 220-243.

R. Mansbach and K.Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 34-68.

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b. The Global Economy

Readings:

V. Peterson**,** (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.

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Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), *InternationalRelations: Perspectives*

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III. Why We Need to Bring the World Together? a. Global Environment

Readings:

S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

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Readings:

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Code: PLS-A-DSE-6-B(3)-TH+TU

Essential Readings

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Code: PLS-A-DSE-6-B(4)-TH+TU

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Human Rights: Theory and Institutionalization

Essential Readings:

I. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

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The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

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Issues

Torture: USA and India

Essential Readings:

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

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USA and India Essential Readings:

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Caste and Race: South Africa and India

Essential Readings:

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and PoliticalWeekly*, Vol. 36(30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction,* Delhi: Pearson, pp. 241-262.

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Gender and Violence: India and Pakistan

Essential Readings:

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253

K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice:Non-Discrimination and the Indian Constitution***,**New Delhi, Routledge, pp.425-443

Adivasis/Aboriginals and the Land Question: Australia and India Essential Readings:

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in

A. Cadzow and J. Maynard (eds**.),***Aboriginal Studies,* Melbourne: Nelson Cengage Learning, pp.254-259.

K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice:Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.

N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard

(eds**.),***Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its

Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation PreventImpoverishment?*

*Reforming Resettlement through Investments and Benefit-Sharing***,**pp.181-207, New Delhi: Oxford University Press.

Additional Readings:

A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights,* Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction,* Delhi, Pearson, pp.26-70.

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J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

J. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.

J. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

K. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al.,

Weapon of the Oppressed: Inventory of People's Rights in India, New Delhi: Danish Books,pp.1-11

M. Cranston, (1973) *What are Human Rights?* New York: Taplinger

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi:

Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112

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U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H.

Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166.

THIRD YEAR ANNUAL SYSTEM

Honours

PART III: 400 marks

Paper V: INTERNATIONAL RELATIONS ANDGLOBAL POLITICS

Readings:

1. P. Calvocoressi: World Politics since 1945 (latestedition).
2. H.J. Morgenthau: Politics amongNations.
3. S.H. Hoffman: Essays in Theory and Politics of InternationalRelations.
4. J. Frankel: The Making of ForeignPolicy.
5. J. Frankel: Contemporary International Theory and Behaviour ofStates.
6. J. Bennett: InternationalOrganizations.
7. L.M. Goodriche: The UN in ChangingWorld.
8. J.A. Moore, Jr. and J. Pubantz: The New United Nations.
9. J. Bandopadhyay: The Making of India's ForeignPolicy.
10. S. Juyal and B. Ramesh Babu: The United Nations and WorldPeace.
11. K. Bajpai and H.C. Shukul eds.: Interpreting WorldPolitics.
12. D.A. Baldwin ed.: Neo-realism andNeo-liberalism.
13. J. Baylis and S. Smith: The Globalization of WorldPolitics.
14. M.S. Rajan: Essays in Non-Alignment andUN.
15. K.J. Holsti: International Politics: A Framework forAnalysis.
16. Alvin Y. So: Development and SocialChange.
17. J. Haynes: Third WorldPolitics.
18. Ankie Hoogvelt: Globalization and the PostcolonialWorld
19. N.O. Sullivan ed.: Terrorism, Ideology and Revolution.
20. D. Nayyar: GoverningGlobalization.
21. G. Ritzer: Globalization--- A BasicText.
22. M. Smith and R. Little: Perspectives on WorldPolitics.
23. P.R. Viotti and M.V. Kauppi: International Relations and WorldPolitics.
24. S.D. Muni: Responding to Terrorism in SouthAsia.
25. Peter Burnel: Politics in the DevelopingWorld.
26. B.C. Smith: Understanding Third WorldPolitics.
27. Peu Ghosh: InternationalRelations.
28. S.D. Muni: Indian Foreign Policy: The DemocracyDimension.
29. K.P. Bajpai and H.V. Panth: India's Foreign Policy--- AReader.
30. Sumit Ganguly: India's Foreign Policy: Retrospect andProspect.
31. V. P. Dutt: India's Foreign Policy sinceIndependence.
32. V.P. Dutt: Indian Foreign Policy in a ChangingWorld.
33. Björn Hettne: Development Theory and the ThreeWorlds.

Paper VI:POLITICAL SOCIOLOGY

Readings:

1. Michael Rush: Politics andSociology.

2. B. Axford et al.: Politics--- An Introduction.
3. Tom Bottomore: PoliticalSociology.
4. Amal K. Mukhopadhyay: PoliticalSociology.
5. S. Chakraborty ed.: PoliticalSociology.
6. Tom Bottomore: Classes in ModernSociety.
7. R. Chatterjee ed.: Religion, Politics andCommunalism.
8. B. Lindenfeld ed.: Reader in PoliticalSociology.
9. J. Forbes: Women in ModernIndia.
10. M. Evans ed.: The WomenQuestion.
11. M. Duverger: PoliticalParties.
12. P. Worsley: The Three Worlds: Culture and WorldDevelopment.
13. Samuel Huntington: Political Order in a ChangingSociety.
14. G.A. Almond and J.S. Coleman eds.: The Politics of DevelopingAreas.
15. J. Manor: Rethinking Third WorldPolitics.
16. J. Kantola et al eds.: The Oxford Handbook of GenderPolitics.
17. J. Blondel: ComparativeGovernment.
18. G.A. Almond and G.B. Powell, Jr.: Comparative Politics: A Developmenta lApproach.
19. J. Fisher: Nongovernments: NGOs and the Political Development of the ThirdWorld.
20. S. Oates: Introduction to Media andPolitics.

Paper VII: WESTERN POLITICAL THOUGHTANDTHEORY

Readings:

1. G. H. Sabine and T.I. Thorson: A History of PoliticalTheory.
2. D. Boucher and P. Kelly: Political Thinkers: From Socrates to thePresent.
3. S. Mukherjee and S. Ramaswamy: A history of political Thought: From Plato toMarx.
4. R.G. Gettell: History of PoliticalThought.
5. B. Barker: The Political Thought of Plato andAristotle.
6. Q. Skinner: The Foundations of Modern Political Thought (2Volumes).
7. Q. Skinner: Machaivelli: A Very ShortIntroduction.
8. A.K. Mukhopadhyay: Western Political Thought: from Plato toMarx.
9. C.E.M. Joad: PoliticalTheory.
10. L. Kolakowski: Main Currents of Marxism (3Volumes).
11. D.K. Das and T. Chattopadhyay: Varieties ofSocialism.
12. D. McLellan: The Thought of Karl Marx.
13. D. McLellan: Marxism afterMarx.
14. S. Mukherjee and S. Ramaswamy: A History of SocialistThought.
15. D. Held: Models ofDemocracy.
16. S. P. Huntington: The ThirdWave.

Paper VIII:PUBLICADMINISTRATION

Readings:

1. Nicholas Henry: Public Administration and theState.
2. Mohit Bhattacharya: Public Administration: Structure, Process andBehaviour.
3. A. Avasthi and S. Avasthi: PubicAdministration.

4. M. Bhattacharya: Restructuring PublicAdministration.
5. M.P. Sharma: Public Administration in Theory andPractice.
6. Rumki Basu: Public Administration: Concepts andTheories.
7. G.H. Frederickson: New PublicAdministration.
8. R. Prasad et al. eds.: AdministrativeThinkers.
9. S.R. Maheswari: AdministrativeTheory.
10. Ramesh Arora: Comparative PublicAdministration.
11. R.K. Sapru: DevelopmentAdministration.
12. M. Bhattacharya: New Horizons of PublicAdministration.
13. B. Chakrabarty and P. Chand: Public Administration in a Globalizing World: Theories andPractices.
14. B. Chakrabarty and M. Bhattacharya eds.: Pubic Administration: AReader.
15. B. Chakrabarty and M. Bhattacharya eds.: The GovernanceDiscourse.
16. S. R. Maheswari: IndianAdministration.
17. R.B. Jain: Contemporary Issues in IndianAdministration.
18. S. Singh and P. Sharma: Decentralization: Institutions and Politics in RuralIndia.
19. Anil Jana ed.: Decentralizing Rural Governance andDevelopment.
20. M. Bhattacharya and P. Datta: Governing RuralIndia.
21. P. Datta: Panchayats, Rural Development and Local Autonomy: the West BengalExperience.
22. A. Mukhopadhyay: Panchayat Administration in WestBengal.

READING LIST FOR B. A. /B.Sc with PSYCHOLOGY

CORE COURSES

SEMESTER I

CC-1: FOUNDATIONS OF PSYCHOLOGY

Readings:

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham:Open University Press.

Further Readings

Baron, R.A. (1995). Psychology: The Essential Science. Allyn and Bacon, New York.

Baron, R. & Misra.G.(2013).Psychology. New Delhi: Pearson.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1986). Introduction to Psychology. (International Student Edition) McGraw Hill Book Co.

Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Theories of Personality Paperback – 16 Jan 2013 by Jess Feist (Author), Gregory J Feist (Author), Tomi-Ann Roberts (Author)

Introduction to Psychology Paperback – 1 Jul 2017 by Clifford Morgan (Author), Richard King (Author), John Weisz (Author),

SEMESTER II

CC-2: INTRODUCTION TO SOCIAL PSYCHOLOGY

Readings:

Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

SEMESTER-III

CC-3: PSYCHOLOGICAL DISORDERS

Readings:

Carson,R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.

Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

SEMESTER IV

CC-4: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

Readings:

Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.

Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer & Simons Pvt. Ltd.

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.).* New Delhi: Pearson Education.

King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.

Further Readings

Mangal, S.K. (2012).Statistics in Psychology & Education. (2nd Ed). New Delhi:PHI learning Pvt. Ltd

Singh,A.K.(1988). Tests, Measurements and Research Methods In Behavioural Sciences. Tata McGraw Hill, New Delhi

ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 2) (one in sem V from Group A and one in Sem VI from Group B):

DSE- 1A: LIFE SPAN DEVELOPMENT

Readings:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

Further readings

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

Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Hurlock, E.B. (1978). Child development. McGraw-Hill, - Psychology

OR

DSE-1A: HEALTH AND WELL-BEING

Reading List:

DiMatteo, M.R. and Martin, L.R.(2002). Health psychology. New Delhi: Pearson.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

Snyder, C.R., & Lopez,S.J.(2007).Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill.

DSE-1B : INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

Reading List:

Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning.

Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.

DSE-1B: COUNSELLING PSYCHOLOGY

Readings:

Gladding, S. T. (2012) Counseling: A Comprehensive Profession. (7th ed). Pearson

Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.

Seligman,L.& Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

Further Readings

Gibson, R. L. & Mitchell, M. H. (2012).Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.

<u>SKILL ENHANCEMENT ELECTIVE COURSE (SEC) (SKILL BASED) (one in Sem III/ V from Group A and one in Sem IV/VI from Group B):</u>

SEC 1A: MANAGING STRESS

Readings:

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.* New Delhi: Pearson.

Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning .

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

OR

SEC 1A: APPLICATIONS OF SOCIAL PSYCHOLOGY

Readings:

Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.

Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

Further Readings

Gun R Semin, Klaus Fiedler: Applied Social Psychology, SAGE, 28-May-1996 - Psychology - 492 page

SEC 1B: MANAGING HUMAN RESOURCES

Readings:

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

DeCenzo,D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

Harzing,A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

Further Readings

Ghosh, P.K. &Ghorpade, M.B.: Industrial Psychology, Himalaya Publishing

OR

SEC 1B: DEVELOPING EMOTIONAL COMPETENCE

Readings:

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

Further Readings:

Emotional Intelligence 2.0 Hardcover – June 16, 2009 by Travis Bradberry (Author), Jean Greaves (Author), Patrick M. Lencioni (Foreword)

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.

READING LIST FOR B.A./ B.Sc (HONS.) PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (CBCS)

THREE-YEAR FULL-TIME PROGRAMME

CORE COURSES

SEMESTER-I

CC-1: INTRODUCTION TO PSYCHOLOGY

Readings:

Baron, R. &Misra.G. (2013).*Psychology*. New Delhi: Pearson.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010).*Psychology: South Asian Edition*. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

Further Readings

Best, J.B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328

Baron, R. A.(2001). Psychology (5th Edition), Prentice-Hall oflndia Private Limited.

Galloti, K. M.(2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016

Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6th Edition). Oxford IBH Publishing

Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.

Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Booh Company.

Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.

Plotnik, R. & Kouyoumdjian, H.(2014). Introduction to Psychology (10th Edition). An Cengage Learning.

Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education

Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.

Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 2006

CC-2: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

Reading List:

Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences.*Reliance Pub. House: New Delhi

Coolican, H. (2006). *Introduction to Research Methodology in Psychology.* London: Hodder Arnold.

Gravetter, F.J. &Wallnau, L.B. (2009).*Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.

King, B.M. &Minium, E.W, (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.

Mangal, S.K. (2012).*Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.

Further Readings

Anastasi, A.(1990). Psychological Testing, New York: MacMillan Co.

Das, D. & Das, A. (2008). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (Latest edition)

Freeman, S.F.: Theory and practice of Psychological testing. Oxford & IBH publishing Co. Calcutta. Third Edition.

Garrett, H.E. (1981). Statistics in Psychology and education. VakilsFeffer & Simons Ltd.

Guilford, J.P. & Fruchter, B. (1973). Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi.

Kaplan, R.M. & Saccuzzo D.P.: Psychological Testing Principles, Applications, and Issues, Wadsworth, Fifth Edition.

Singh,A.K.(1988). Tests, Measurements and Research Methods In Behavioural Sciences. Tata McGraw Hill, New Delhi.

SEMESTER II

CC-3: BIOPSYCHOLOGY

Readings:

Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

Further Readings

Hall, J. E., & Guyton, A. C. (2011) Guyton and Hall textbook of medical physiology. Philadelphia, PA: Saunders Elsevier.

Kalat, J.W. (2004). Biological Psychology, 8th Edition, Thompson – Wadsworth.

Levinthal, C.F. (2005). Introduction to Physiological Psychology, 3rd Edition, Prentice -Hall of India Pvt. Ltd., New Delhi.

Morgan, C.T. (1965). Physiological Psychology, McGraw Hill, New York.

CC-4: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Readings:

Carr, A. (2011): Positive psychology. Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Baron, R. A. & Mishra, G. (2015). Psychology. Pearson Education Limited. ISBN-13: 9788131773444.

Further Readings

Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.

Sinha, D., Misra, G., & Dalal, A.K. (2015, September). Psychology for India . SAGE Publications

The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C. R. Snyder. Oxford Library of Psychology

SEMESTER- III

CC-5: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Readings:

Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminism and Psychology, Vol.11(2):147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist,40, 266-275.

Helgeson, V.S. (2006). Psychology of Gender. Pearson Education.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. Social Analysis, Volume 50, Number 2, Summer 2006,pp.25-44.

King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.).Pearson education

Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Rider, E. A. (2004, Apr). Our Voices: Psychology of Women, 2nd Edition. Wiley Publishers ISBN: 978-0-471-47879-9. Copyright 2005

St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.

Schultz & Schultz (1999).A History of Modern Psychology.Harcourt College Publishers/ Latest edition available.

Thomas, Teo. (2005). The Critique of Psychology: From Kant to Post Colonial Theory. Springer.

CC-6: PSYCHOLOGICAL RESEARCH

Reading List:

Bryman, A.(2004). Quantity and Quality in Social Research.Routledge.

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.).*New Delhi: Pearson Education.

Kerlinger, F.N.& Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth

Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.

Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method.Philadelphia : Open University Press.

Further Readings

Anastasi, A. & Urbina S.(1996). Psychological Testing, Pearson, First Edition.

Kothari, C.R. (1990). Research Methodology Methods and Techniques. Wishwa Prakashan Calcutta, Second edition.

McGuigan, F.J.(1990). Experimental Psychology: A Methodological Approach, Prentice Hall.

Mohsin, S.M.(1984). Research methods in Behavioural Sciences, Orient longman, Calcutta. (Latest edition).

Singh,A.K.(1988). Tests, Measurements and Research Methods In Behavioural Sciences. Tata McGraw Hill, New Delhi.

CC-7: SOCIAL PSYCHOLOGY

Readings:

Baron, R.A., Byrne, D. &Bhardwaj, G. (2010).*Social Psychology* (12th Ed.). New Delhi: Pearson.

Baumeister,R.F.& Bushman,B.J.(2013).*Social Psychology and Human Nature*.Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg,M.&Vaughan,G.M.(2008).*Social Psychology*.Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008).*Social Psychology*.New York: Houghton Miffin.

Misra, G. (2009).*Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research).*New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006).*Social Psychology (12th Ed.).*New Delhi: Pearson

Further Readings

Krech, D. & Crutchfield, R. S. Theory and Problems of Social Psychology. McGraw Hill.

Kuppuswamy. An Introduction to Social Psychology.Media Promoters and Publishers Pvt Ltd.

SEMESTER- IV

CC-8: Understanding Psychological Disorders

Readings:

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers

Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learning

Further Readings

Comer, R. J.(2010). Abnormal psychology. New York, NY: Worth.9th edition.

Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry. Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippinincott Williams and Wilkins, 2007.

Kring, A.M., Johnson, S.L., Gerald C., & Neale, D.J.M. (2015). Abnormal Psychology. 13th edition.

CC-9: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007).*Statistics for Psychology (*4th Ed). India: Prentice Hall .

Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Field, A. (2009). *Discovering Statistics using SPSS (*3rd Ed). New Delhi :Sage.

King, B.M. & Minium, E.W. (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.

Mangal, S.K. (2012).*Statistics in Psychology & Education.*(2nd Ed). New Delhi: PHI learning Pvt. Ltd.

Further Readings

Broota, K. D. (2017). Experimental Design in Behavioural Research, Delhi.

Das, D. & Das, A. (Latest edition). Statistics in Biology and Psychology. Academic Publishers, Calcutta.

Garrett, H.E. (1981). Statistics in Psychology and education. VakilsFetTer& Simons Ltd.

Kothari, C.R. (1990). Research Methodology Methods and Techniques. Wishwa Prakashan Calcutta, Second edition.

CC-10: APPLIED SOCIAL PSYCHOLOGY

Readings:

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

SEMESTER- V

CC-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Readings:

Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.

Carson,R.C., Butcher,J.N., Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.

Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

Further Readings

Corey, G. (2008).Theory and Practice of Counseling and Psychotherapy. Thomson Learning Academic Resource Center.

Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry. Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippinincott Williams and Wilkins, 2007.

CC-12: DEVELOPMENTAL PSYCHOLOGY

Reading List:

Berk, L. E. (2010).*Child Development* (9th Ed.). New Delhi: Prentice Hall.

Feldman, R.S.&Babu.N. (2011).Discovering the Lifespan.Pearson .

Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007).*Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

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

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012).*Life Span Development* (13 Th ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective.* New Delhi.

Further Readings

Heatherington, E.B., & Parke, R.D.: Child Psychology, McGraw Hill New York, 1986.

Hurlock, E.B.: Developmental Psychology: A Life-Span Approach. McGraw Hill Education, Fifth Edition, 2001.

Hurlock, E.B.: Child Development, McGraw Hill Education, Sixth Edition, 2005.

SEMESTER- VI

CC-13: ORGANIZATIONAL BEHAVIOUR

Readings:

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007).*Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi :Biztantra publishers.

Landy, F.J. & Conte,J.M. (2007).*Work in the 21st Century: An Introduction to Industrial and Organizational Psychology.* New York: Wiley Blackwell.

Luthans, F. (2009).*Organizational behavior.* New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology.* NC: Hypergraphic Press.

Pareek, U. (2010). *Understanding organizationalbehaviour*. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007).*Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008). *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley
Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

Further Readings

Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation

Schultz, D.P. & Schultz S.E.: Psychology and Work Today: an Introduction to Industrial and Organizational Psychology, Prentice Hall.

CC-14: COUNSELLING PSYCHOLOGY

Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.

Belkin, G. S. (1998). Introduction toCounselling (3rd Ed.) Iowa: W. C. Brown.

Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Geldard, K. &Geldard, D. (2011).Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012).Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology.In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson

Rao, S.N. &Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.

Seligman,L.&Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). Theories of Psychotherapy &Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

ELECTIVE: DISCIPLINE SPECIFIC DSE
[2 in Semester V (One from A & one from B) and 2 in Semester VI(One from A & one from B)]:

DSE-A -01: POSITIVE PSYCHOLOGY

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Snyder, C.R., &Lopez,S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths.* Thousand Oaks, CA: Sage.

Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

DSE-A -02: HUMAN RESOURCE MANAGEMENT

Reading List:

Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.

Bhatnagar, J. & Budhwar, J.(2009). *The changing face of people management in India*. London: Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009*). International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.

Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3rd ed.) New Delhi: Sai Printographers.

DeCenzo, D.A.& Robbins, S.P.(2006). *Fundamentals of human resource management*.(8th Ed). NY: Wiley.

DSE-B -03: HEALTH PSYCHOLOGY

Readings:

Allen, F. (2011).Health psychology and behaviour.Tata McGraw Hill Edition.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK:

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Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

DSE-B -04: COMMUNITY PSYCHOLOGY

Readings:

Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., &Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States: Jones and Bartlett Publishers.

Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

Further Readings

APA Handbook of Community Psychology by Meg A. Bond, PhD, Irma Serrano-García, PhD, and Christopher B. Keys, PhD and Marybeth Shinn, PhD (Associate Editor). Part of the APA Handbooks in Psychology Series and APA Reference Books Collection

DSE-A- 05: CULTURAL AND INDIGENOUS PSYCHOLOGY

Readings

Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.

Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.

Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.

Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.

Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company

Mathijs, Cornelissen, R,M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1,Theories and Concepts. New Delhi: Pearson

Misra, G., & Gergen, K. J. (2002).On the place of culture in psychological science. . In G. Misra, and A. K.Mohanty (eds.), Perspectives onindigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.

Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.

Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

Further Readings:

Sinha, D. (2015). Psychology for India. Edited by Misra, G. & Dalal, A.K. SAGE Publications India Pvt. Ltd.

Shiraev, E.B. & Levy, D.A. (2015, 5th Edition).Cross-Cultural Psychology. Critical Thinking and Contemporary Applications. Pearson India Education Services Pvt. Ltd.

DSE-B -06: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Readings:

Bartlett, S., & Burton, D. (2012). *Introduction to education studies.* London: Sage.

Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives.* London: Allyn & Bacon.

Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.

Leicester, M. (2008). *Creating an inclusive school.* London: Continuum International Publishing Group.

Long, M. (2000). *The Psychology of Education.* Sussex: Routledge.
Matthews, M. (1980). *The marxist theory of schooling: A study of epistemology and education.* Sussex: The Harvester Press.

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). *Education and schooling.* London: Methuen & Co. Ltd.

Slavin, R. (2006). *Educational psychology: Theory and practice.* New York: Pearson.

Smith, M. (1977). *The underground and education: A guide to the alternative press.* London: Methuen & Co. Ltd.

Spring, J. (1975). *A preimer of libertarian education.* New York: Free Life Editions.

Sutherland, M. (1988). *Thoery of education.* London: Longman.

Woolfolk, A. (2013). *Educational psychology.* Delhi: Pearson.

SKILL ENHANCEMENT ELECTIVE (SEC) (SKILL BASED) (1 IN SEM III AND 1 IN SEM IV):

Readings:

Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L. (1975). Introduction to Psychology, 6th Ed. Oxford IBH Publishing.

Luthans, F. (2005). Organizational Behaviour, 10th Edition. McGraw Hill Irwin, Boston, MA. ISBN: 0072873876 / 9780072873870.

Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright).Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India.

Further Readings

Miltenberger, R.G.(May 12th 2011) Behaviour Modification: Principles and Procedures. Wadsworth Publishing Company

OR

SEC-A-01: COMMUNICATION

Readings:

Miner, J.B.(1992). Industrial – Organizational Psychology. McGraw Hill

Mumby, D.K. (2001). Organizational Communication: A Critical Approach. Sage Publishing.

Pennington, D.C., Gillen, K., & Hill, P. (1999). Social Psychology. Routledge.

Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright).Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India.

SEC-B-02: EMOTIONAL INTELLIGENCE

Readings:

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nded.)* New Delhi: Response Books.

OR

SEC-B -02: STRESS MANAGEMENT

Readings:

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength.*UK: Routledge.
DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson
Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

Further Readings

Goldberger, I. & Breznitz,S.(1986). Handbook of Stress: Theoretical and Clinical Aspect. The Free Press Collier MacMillan Publishers. London.

Misra, G. (Ed.) (1999). Psychological Perspectives on Stress and Health, New Delhi, Concept.

BA/ BSC

Paper – I (Module 1.1 & 1.2)

(Introduction to Psychology and Basic Psychological Processes)

Bengali Books

১) আফছারউদ্দিন, মো : সাধারণ মনোবিজ্ঞান (দ্বিতীয় মুদ্রণ), একুশে প্রিন্টর্স, ২০০৭।

২) আউয়াল, রবিউল, মো : সরকার, বশিরুল হাসান, এবং সুলতান জাহিদ উদ্দিন : মনোবিজ্ঞান পরিচিতি (প্রথম মুদ্রণ), কবির পাবলিকেশন, ২০১১

৩) ছিদ্দিকি, আবু, বক্কর : স্নাতক ও স্নাতকোত্তর মনোবিজ্ঞান (এয়োদশ সংস্করণ)। সাহিত্যকোষ, ১৯৯৪

৪) সরকার নীহাররঞ্জন : মনোবিজ্ঞান ও জীবন (ত্রয়োদশ সংস্করণ), জ্ঞানকোষ প্রকাশনী, ২০১২

৫) সাইফুল, কাজী : মনোবিজ্ঞানের ভূমিকা তত্ত্বীয় এবং ব্যবহারিক (প্রথম সংস্করণ)। অজিজিয়া বুক ডিপো, ২০০৭

৬) মিত্র স্নিগ্ধা, চ্যাটার্জি ঈশিতা : মনোবিজ্ঞানের প্রথম কথা। বি. বি. কুন্ডু এ্যান্ড সন্স। জানুয়ারী, ২০১৪

৭) মন্ডল, জগদিন্দ্র : মনোবিজ্ঞানের ইতিবৃত্ত। পশ্চিমবঙ্গ বাংলা একাডেমি। ২০১০

BA/ BSC

Part – I

Paper – II (Module 1.3)

১) ব্যবহারিক শারীর বিজ্ঞান

ডঃ দেবনাথ যোগেন

শ্রীধর প্রকাশনী তৃতীয় সংস্করণ ২০০৮

২) শারীর বিজ্ঞান (দ্বিতীয় খন্ড)

ডঃ দেবনাথ যোগেন

শ্রীধর প্রকাশনী

পুনর্মুদ্রণ ১লা অগষ্ট ২০১০

৩) মনোবিজ্ঞান ও জীবন

অধ্যাপক সরকার নীহাররঞ্জন

ত্রয়োদশ সংস্করণ

পুণরমুদ্রণ - ডিসেম্বর/১২

জ্ঞানকোষ প্রকাশনী

৪) স্নায়ুতন্ত্র - সাধারণ মনোবিজ্ঞান

ড. আফছার উদ্দিন মোঃ

দ্বিতীয় মুদ্রণ জুলাই ২০১১

তন্ত্রলিপি

BA/ BSC

Part - II

Paper – III (Module 2.1 & 2.2)

১) পরীক্ষাগারে মনোবিজ্ঞান
প্রফেসর আহমেদ মঞ্জু ও প্রফেসর মুহম্মদ নুরুল্লাহ্।
আলেয়া বুক ডিপো, বঙ্গনিষ্ঠ প্রকাশনা প্রতিষ্ঠান দ্বিতীয় সংস্করণ

২) মনোবৈজ্ঞানিক পরিমাপন ও পরিসংখ্যান
সরকার নীহাররঞ্জন
জ্ঞানকোষ প্রকাশনী, বাংলাবাজার, ঢাকা দ্বিতীয় সংস্করণ।

৩) পরীক্ষণ মনোবিজ্ঞান ও গবেষণা পদ্ধতী
ডঃ সাইফুদ্দীন কাজী ও ডঃ আহসান খান নাজমুল ।
আবীর পাবলিকেশন, বাংলাবাজার, ঢাকা, প্রথম সংস্করণ।

BA/ BSC

Part - II

Paper – IVA (Module 2.3)

১) বানু , সুলতানা : বিকাশ মনোবিজ্ঞান (১ম ও ২য় খন্ড), চয়নিকা, ২০১৩

২) রায়, সুশীল : শিক্ষা মনোবিদ্যা, সোমা প্রকাশনি, ২০১৫

৩) মন্ডল, জগদিন্দ্র : প্রতিবন্ধী ও প্রতিভাবান শিশু : বিশেষ শিক্ষাধারা। সোমা বুক এজেন্সি ২০১০ - ২০১১।

BA/ BSC

Part - III

Paper – V (Module 3.1 & 3.2)

মন্ডল, জগদিন্দ্র : মানসিক স্বাস্থ্যবিদ্যা, সোমা বুক এজেন্সি, ১৯৯৯

মন্ডল, জগদিন্দ্র : 'মনের কথা', দীপ প্রকাশনী ২০১৫

মন্ডল, জগদিন্দ্র ও মুখোপাধ্যায় পৃথা : মনোবৈজ্ঞানিক নির্দেশনা ও পরামর্শদান - সোমা বুক এজেন্সি, ২০১৭

BA/ BSC

Part - III

Paper – VII (Module 3.4 & 3.5)

১) শিল্প মনোবিজ্ঞান - ডঃ খালেক আবদুল, ঢাকা বিশ্ববিদ্যালয়

২) সাংগঠনিক আচরণ সিদ্দিক রেজাউল করিম

সরকার মো: আকতারুজ্জামান

আজিজিয়া প্রকাশনী

৩) সাংগঠনিক আচরণ - অধ্যাপক জামাল নসিমুল

হোসেন আকতার

আলম মোহাম্মদ শাহ

পারভীন শামীমা

সম্পাদনায় মো : জহিরুল ইসলাম পাটোয়ারী,

গ্রন্থ কুটির।

READING LIST FOR PSYCHOLOGY 2ND YEAR HONOURS

PAPER I
MODULE 1.1
FULL MARKS - 5O
INTRODUCTION TO PSYCHOLOGY
MODULE 1.2
FULL MARKS- 5O
BASIC PSYCHOLOGICAL PROCESSES

Recommended Reading

Text Books:

l. Baron, R. A.: Psychology (5th Edition), Prentice-Hall oflndia Private Limited., 2001.
2. Chauhan, S. S.: Advanced Educational Psychology (7th Edition). Vikas Publishing Private Limited, 1988 ..
3. Collins, M., and Drever, J.: Experimental Psychology. Kalyani Publishers, 2005
4. Dember, W. N., and Warm, J. S.: Psychology of Perception (2"d Revised Edition). HoltSaunders, 1981
5. Freeman, F.S.: Theory and Practice of Psychological Testing (1 st Edition). Oxford and IBH Publishing Company, 2011.
6. Galloti, K. M.: Cognitive Psychology. In and Out of the Laboratory (S'h Edition). Sage Publication, 2016
7. Heidbreder, E.: Seven Psychologies (First Indian Edition). Kalyani Publishers, 2001
8. Hilgard, E. R., Atkinson, R. C., and Atkinson, R. L.: Introduction to Psychology (61h Edition). Oxford IBH Publishing, 1975.
9. Hilgard, E.R. & Bower, G.H.: Theories of Leaming (5th Edition). Prentice Hall of India Pvt. Ltd, 1986.
10. Mangat, **S.K.:** Advanced Educational Psychology (2"d Edition). PHI Leaming, 2002
11. Matlin, W.M.: Cognition. (8th Edition). Harcourt Brace College Publishers. 2012.
12. Mishra, B. K.: Psychology. The Study of Human Behaviour (2"d Edition). PHI Leaming Private Limited, 2016
13. Morgan, C.T., King, R.A., Weisz, J.R., and Schopler, J.: Introduction to Psychology (71h Edition), McGraw Hill Book Company., 2001
14. Munn, N. L., Fernald, L. D., and Fernald, P. S.: Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India, 2007
15. Singh, **A. K.:** Tests, Measurements and Research Methods in Behavioural Sciences. Bharti Bhawan Publisher, 2015
16. Schultz, D.P., & Schultz, S.E.: Psychology and Work Today (to1h Edition). Pearson Education, 2009.
17. Strongman. K. T.: The Psychology of Emotion: From Everyday Life to Theory (51h Edition). Wiley, 2003
18. Woodworth, **R. S.,** and Schlosberg, H.: Experimental Psychology (Revised Edition). Oxford IBH Publishing Company, 1954

Reference Books:

19. Melvin, H. **M.M.,** and William, A. H.: Systems and Theories in Psychology. McGrawHill Higher Education, 1979
20. Solso, R. L., Maclin, H., and Maclin, **M. K.:** Cognitive Psychology (8 111 Edition). Pearson Education, 2008
21. Solso, R. L.: Cognitive Psychology (6th Edition). Pearson Education, 2006
22. Woodworth, R. S., and Sheehan, **M. R.:** Contemporary Schools of Psychology, (Latest Edition). Methuen and Co. Ltd. London

PAPER II-A

MODULE 1.3
FULL MARKS - 5O
BIOLOGICAL BASES OF BERAVIOUR

Recommended Reading:

Text Books-

I. John E. Hall. Textbook of Medical Physiology., Adaptation Editors - Mario Vaz, AnuraKurpao, Tony Raj, Second South Asia Edition, Elsevier Relx India Pvt Ltd .. 2016.
2. Neil R. Carlson. Physiology of Behaviour, 11 th Edition, Pearson India Education services Pvt. Ltd, Copyright - 2015, Second Impression, 2016.
3. Neil R. Carlson. Foundations of Physiological Psychology, 6th Edition, 2011.
4. John P. J. Pine! and Steven J. Barnes. Introduction to Biopsychology .. 9th Edition. Pearson India Education services Pvt. Ltd, Copyright- 2016.
S. John P. J. Pinel. Biopsychology. 1st Impression, Pearson Education Inc, 2006.
6. Charles F. Levinthal Introduction to Physiological Psychology, 3rd Edition, Prentice - Hall of India Pvt. Ltd., New Delhi, 200S.
7. H. Wagner and K. Silber. Physiological Psychology, 1st Edition, BIOS Scientific Publishers, Taylor and Francis Group, 2004.
8. James W. Kalat. Biological Psychology, 8th Edition, Thompson - Wadsworth, 2004.
9. Francis Lenkel. Introduction to Physiological Psychology, 3rd Edition, CBS Publishers and Distributors, Reprint 2002.
10. Allen M. Schneider and Barry Tarshis. Physiological Psychology, Jst Edition Random House, Inc, 1975.
11. Richard F. Thompson. Foundations of Physiological Psychology, A harper International Edition, jointly published by Harper and Row and John Weathermill, Inc, 1967.
12. C.T. Morgan. Physiological Psychology, McGraw Hill, New York, 1965

13. S.P. Grossman. A Text Book of Physiological Psychology, John Wiley and Sons Inc. New York, 1967.

Reference Books

15. Gregory J. Fiest and Erika L. Rosenberg. Psychology - Perspectives and Connections. McGraw Hill International Edition, 2012.
16. Dennis Coon and John 0. Mitterer. Introduction to Psychology - Gateways to Mind and Behaviour, 11 th Edition, Thompson - Wadsworth, Indian Edition by Akash Press, Delhi, 2007.
17. Karen Huffman. Psychology in Action, 7th Edition, John Wiley and Sons, 2004.
18. Don H. Hockenbury and Sandra E. Hockenbury. Discovering Psychology, 4th Edition, Worth Publishers, 2007.
19. Carole Wade and Carol Tavris. Psychology, Pearson Education, Inc, 2006.
20. Nolen- Hoeksema, Fredrickson Loftus and Wagenaar. Atkinson and Hilgard'sPsychology -An Introduction, Cengage Leaming, 2009.
21. Lester M. Sdorow and Cheryl A. Rickabaugh. Psychology, 5th Edition, McGraw Hill Higher Education, 2002.
22. Micheal Passer, Ronald Smith, Nigel Holt, Andy Bremner, Ed Sutherland, Michael L. W. Vliek. Psychology: The Science of Mind and Behaviour. European Edition, McGraw Hill Higher Education, 2009.
23. Robert S. Feldman. Understanding Psychology, Tata McGraw - Hill Edition, 2005.

PART-II

PAPER III

MODULE2.l
FULL MARKS- 5O
PSYCHOMETRY

Recommended Reading:
Text Books:

l. Aron, A. Aron, E.N. & Coups E.: Statistics for Psychology, Pearson, Sixth Edition (2012)
2. Garrett, H.E. Statistics in Psychology and education. VakilsFetTer& Simons Ltd (1981)
3. Das, D. & Das, A.: Statistics in Biology and Psychology. Academic Publishers, Calcutta, (Latest edition).
4. Asthana, H. S. & Bhushan B.: Statistics for Social Sciences (with SPSS Application), Prentice-Hall of India
5. Minium, E.W. & King, **B.M.:** Statistical Reasoning in Psychology and Education. John Wiley and Sons, Fourth Edition, (2003)
6. Mohanti, B. & Mishra S.: Statistics for Behavioural and Social Sciences, Sage Publications, First Edition (2016)

7. Kothari, C.R.: Research Methodology Methods and Techniques. WishwaPrakashan Calcutta, Second edition (1990).

Reference Books:

8. Chadha N.K.: Applied Psychometry, Sage Publishing (2009).
9. Freeman, S.F.: Theory and practice of Psychological testing. Oxford & IBH publishing Co. Calcutta. Third Edition.
10. Gravetter F.J. &Wallnau L.B.: Statistics for the Behavioral Sciences, Wadsworth, Ninth Edition.
11. Guilford, J.P. &Fruchter, B.: Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi ..
12. Howell D.C.: Fundamental Statistics for the Behavioral Sciences, Thomson Wadsworth, Sixth Edition.
13. Kaplan, **R.M.** &Saccuzzo D.P.: Psychological Testing Principles, Applications, and Issues, Wadsworth, Fifth Edition.

MODULE2.2
FULL MARKS - 50
METHODOLOGY

Recommended Reading:
Text Books:

1. Creswell J. W.: Research Design: Quantitative, Qualitative and Mixed Method Approaches, Sage Publishing, Fourth Edition (2014)
2. Broota K.D.: Experimental Design in Behavioural Research, New Age International Publishers (2006)

3. Das, D. & Das, A.: Statistics in Biology and Psychology. Academic Publishers, Calcutta,

(Latest edition).
4. Freeman, S.F.: Theory and practice of Psychological testing. Oxford & IBH publishing Co. Calcutta. Third Edition.
5. Kerlinger F.N.: Foundations of Behavioral Research, Surjeet Publications
6. Kothari, C.R.: Research Methodology Methods and Techniques. WishwaPrakashan Calcutta, Second edition 1990.
7. Anastasi, A. & Urbina S.: Psychological Testing, Pearson, First Edition
8. McGuigan,F.J.: Experimental Psychology: A Methodological Approach, Prentice Hall,1990.
9. Mohsin, S.M.: Research methods in Behavioural Sciences, Orient longman, Calcutta. (Latest edition).
10. Singh, **A.K.:** Tests, Measurements and Research Methods in Behavioural Sciences. Tata McGraw Hill.
11. Kumar R.: Research Methodology a Step by Step Guide for Beginners, Sage Publishing, Fourth Edition
12. Gregory R.J.: Psychological Testing: History, Principles and Applications, Pearson, Seventh Edition (2013)
13. Garrett, H.E. Statistics in Psychology and education. VakilsFeffer& Simons Ltd (1981).

Reference Books:

14. Bordens, K. & Abbott 8.8.: Research Design and Methods: A Process Approach, McGraw-Hill Education, Ninth Edition (2013)
15. McBurney D.H. & White T. L.: Research Methods, Thomson Wadsworth, Seventh Edition

PAPER IV-A

MODULE2.3
FULL MARKS- 50
DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

Recommended Reading:
Texts and References:

I. Aggarwal, J.C.: Basic Ideas in Educational Psychology, Shipra Publication, Delhi,2001.
2. Anastasi, A.: Psychological Testing, Pearson Education, India, Seventh Edition,2016 ..
3. Berk, L.E.: Child Development, PHI Leaming Pvt Ltd, Ninth Edition,2013.
4. Brodzinsky, D.M., Gormly, A.V. &Anibron, S.R.: Life Span Human Development, CBS Publishers, New Delhi, 1986.
5. Carmichael, L. Child Psychology, Wiley Eastern Pvt. Ltd. New Delhi, 1968.
6. Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House (P) Ltd., New Delhi, Seventh Edition, 2007.
7. Heatherington, E.B., &Parke,R.D.: Child Psychology, McGraw Hill New York, 1986.
8. Hurlock E.B.: Developmental Psychology: A Life-Span Approach. McGraw Hill Education, Fifth Edition, 2001.
9. Hurlock E.B.: Child Development, McGraw Hill Education, Sixth Edition, 2005.
IO. Kaplan, R.M. &Sacuzzo, D.P.: Psychological Testing: Principles, Applications and Issues, 5th Edition, Asian Books Pvt. Ltd. Singapore, 200 I.
11. Kar, C: Exceptional Children: Their Psychology and Education, Sterling Publishers Private Limited, Second Edition, 2016.

12. Kirk, Samuel. A.: Educating Exceptional Children. Oxford & IBH Publishing Co. New Delhi, 1962.
13. Kirk, S., Gallagher, J. J.& Coleman, M. R.:Educating exceptional children. Wadsworth Publishing Co Inc; 14th Revised Edition.
14. Mangat, S. K.: Essentials of Educational Psychology, PHI Leaming Pvt Ltd, 2007.
15. Mangat, S. K.: Educating Exceptional Children: An Introduction to Special Education, PHI Leaming Pvt Ltd, 2007.
16. Mishra, B. K.: Psychology:The Study of Human Behavior, PHI Leaming Pvt Ltd, 2008.
17. Mussen, P., Conger, J.J.,& Kagan , J.: Child Development and Personality, (Fifth Edition) Harper and Row, 1979.
18. Papalia, D.E. & Olds, S. W.: Human Development. (Ninth Edition) Tata McGraw Hill, New Delhi,2007.
19. Santrock, J.W.: Essentials of Life Span Development, McGraw Hill lndia,2014.
20. Singh,A.K.: Tests, Measurements and Research Methods In Behavioural Sciences. BharatiBhaban Publishers, New Delhi, 2009.
21. Srivastav, A.K.: Child Development: An Indian Perspective. NCERT, New Delhi, 1998.
22. Thomas, K. Crowl, Kaminsky, Sully &Podell, David, M.: Educational Psychology: Windows on Teaching, 1997.

PART-III

PAPER V

MODULEJ.l
FULL MARKS-50
SOCIAL PSYCHOLOGY

Recommended Reading:

Text and Reference Books -

l. David G.Myers: Social Psychology,8thEdition,Tata McGraw -Hill Publishing Company Ltd.
2. Robert A.Baron and Donn Byrne , Social Psychology , toth Edition ,Prentice -Hall Of India Pvt Ltd.
3. Kuppuswamy. An Introduction to Social Psychology.Media Promoters and Publishers Pvt Ltd.
4. Ram Ahuja , Social Problems in India ,3rd Edition ,Rawat Publication 2014.
5. Joe.R.Feagin and Clairace Book Feagin,SocialProblems:A Critical Power - conclict Perspective, 5th Edition, Prentice- Hall ,New Jersey.
6. MadanG.R.lndian Social Problems, Allied Publishers (1995).
7. Saul Kassin ,Steven Fein, Hazel Rose Markus, Social Psychology, 9th Edition ,Cengage Leaming India Pvt Ltd.
8. Young Kimball , Social Psychology, 3rd Edition,Surjeet Publication.
9. William McDougall, An Introduction to Social Psychology, Surjeet Publication.
10. S.StansfeldSargent ,RobertC. Williamson, (2nd edition) ,Social Psychology: An Introduction to the study of human relation.
11. Sears, D.C., Peplau, I.A., Freedom, J.L., & Taylor, S.E.: Social Psychology. Prentice Hall International Inc., l 2thEditionNew Delhi, 1988.

12. John Dovidio, Miles Hewstone, Peter Glick, Victoria Esses, The Sage Handbook of Prejudice ,Sterotyping and Discrimination.
13. Richard Crisp and Rhiannon N Turner ,Essential Social Psychology (2nd Edition) Sage Publication.
14. Krech, D. & Crutchfield, **R.S.:** Theory and Problems of Social Psychology. McGraw Hill, N.Y. 1961.
15. Brettell and Sargent , Gender in Cross Cultural Prespective , 5th Edition ,PHI Leaming Pvt Ltd.
16. G. Lindsey ,Gender Roles : A sociological Prespectives: 5th Edition PHI Learning Pvt Ltd.
17. NadeemHasnain , Indian Society and Culture : Continuity and Change , Amazon Publisher.
18. Lindgren, H.C.: An Introduction to Social Psychology. Second Edition. John Wiley and Sons, N.Y. 1973.
19. Lindzey, G. & Aronson, E.: Handbook of Social Psychology. Amerind Publishing Company, New Delhi, 1975, Vol Ill and Iv (Selected Chapters).
20. Sherif, M & Sherif, C.W.: Social Psychology, Harper and Row Publishers New York

MODULE3.2
FULL MARKS - 50
HEALTH AND COUNSELLING PSYCHOLOGY

Recommended Reading:
TextBoob-

1. Shelley E. Taylor. Health Psychology (7th Ed.) (2012); Tata McGraw-Hill.

2. David F. Marks, Michael Murray & Brian Evans. Health Psychology: Theory, Research and Practice (3rd Ed.). (2011); Sage Publications Ltd.
3. Calvin S. Hall, Gardner Lindzey& John B.Campbell. Theories of Personality (4th Ed.). (1998). Wiley
4. Gregory Feist, Jess Feist&Tomi-Ann Roberts Theories of Personality (8 th Ed.). (2012). McGraw-Hill Education.
5. Alexander A. Schneider. Personality Dynamics & Mental Health Principles of Adjustment and Mental Hygiene (Rev. Ed.) (1965); New York, Holt, Rinehart & Winston.
6. Windy, D. Key Issues for Counselling in Action (2nded.) N.Y.: Sage Publication, (2008) .

…

Reference Books -

7. The Oxford Handbook of Health Psychology edited by Howard S. Friedman (2011); Oxford University Press.
8. Robert C. Carson, James N. Butcher, James N. Butcher, Susan Mineka and Jill M. Hooley. Abnormal Psychology, 15th Edition, Pearson Education, Inc and Dorling Kindersley, 2013.
9. Larry A. Hjelle, Daniel J. Ziegler. Personality Theories: Basic Assumptions, Research & Applications (3rd Ed.) by (1992); McGraw - Hill.
10. E.W.Atwater. Psychology of Adjustment (2nd Ed.) (1983); Prentice Hall New Jersey.
11. Rao, S. N. (1997). Counselling and Guidance 2nd edition, Tata McGraw Hill publication Company Ltd., New Delhi.
12. Gibson, R. L. and Mitchell, M. H. (2008). Introduction to Counselling and Guidance. 7th

Edition, Prentice Hall oflndia Pvt Ltd, New Delhi.
13. Jones, A. J. (1970). Principles of Guidance. Tata McGraw Hill publication Company Ltd., Bombay, New Delhi.

PAPER VII

MODULE3.5
FULL MARKS- 50
INDUSTRIAL PSYCHOLOGY AND ORGANIZATIONAL BEHAVIOUR

Required

Recommended Reading:

Texts and References:

1. Aamodt M.G.: Industrial Psychology, Cengage, Seventh Edition.
2. Arnold, J. Robertson, l.T. & Cooper, C.L.: Work Psychology Understanding human behavior in the workplace, MACMILLAN.
3. Bhattacharya D. K. Human Resource Planning. 2nd Ed, Excet books, ISBN: 81-7446-448-0.
4. Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation.
5. Carroll, M. & Walton M.: Handbook of Counseling in Organizations, Sage Publishing
6. Davis, K. &Newstorm J.W.: Human Behaviour at Work Organizational Behaviour, Mcgraw Hill, Eigth Edition
7. Fumham A.: The Psychology of Behaviour at Work The Individual in the Organization, Psychology Press
8. Ghosh, P.K. &Ghorpade, M.B.: Industrial Psychology, Himalaya Publishing
9. Halder U.K: Human Resource Development, Oxford
I 0. Harrell T. W.: Industrial Psychology, Oxford and IBH Publishing Co. PVT. LTD.
11. Introduction to Social and Industrial Psychology, Edited by Dr. lshita Chatterjee, B. B. Kundu Grandsons.
12. Kumar A.:Organizational Behaviour, Anmol Publication
13. Maier N.R.F.: Psychology in Industry, Oxford and IBH Publishing, Third Edition.
14. Miner J.B.: Industrial-Organizational Psychology, McGraw Hill
15. Mumby D.K.: Organizational Communication ACritical Approach, Sage Publishing,2001.
16. Stanford Naomi, Organisational Health, Kogan Page Publishers.
17. Schultz, D.P. & Schultz S.E.: Psychology and Work Today: an Introduction to Industrial and Organizational Psychology, Prentice Hall.
18. Schweigner and Klaus, Human Resource Planning. Paper pub Springer, ISBN:987-409-**13860.**
19. Walker J. W. Human Resource Planning. McGraw Hill, ISBN: 978-0070678408.

MODULEJ.6
PSYCHOPATHOLOGY
FULL MARKS- 50

Recommended Reading: …

Text Books

I. Alexander A. Schneiders. Personality Dynamics and Mental Health. Principles of

Adjustment and Mental Hygiene; (Rev Ed) (1965). New York, Holt, Rinehart & Winston
2. Buss, A.H.: Psychopathology, N.Y. John Wiley, 1999.
3. Robert C. Carson, James N. Butcher, James N. Butcher, Susan Mineka and Jill M. Hooley. Abnormal Psychology, 15th Edition, Pearson Education, Inc and Dorling Kindersley, 2013.
a. M. Kring, S. L. Johnson, G. C. Davidson, and J.M. Neale. Abnormal Psychology. t th Edition, Wiley India, 2012.
4. Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry. Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippinincott Williams and Wilkins, 2007.

Reference Books

5. William E. Glassman and Marilyn Hadad. Approaches to Psychology, 4th Edition, Open University Press, McGraw- Hill Education, Reprint 2007.
6. Ronald J. Comer. Abnormal Psychology, gth Edition, Worth Publishers and W. H. Freeman and Company, 2013.
7. New Oxford Textbook of Psychiatry (Volume 1 and 2). Edited by MichealG.Gelder, Juan J Lopez - lbor and Nancy Andreasen, Oxford University Press, 2005.
8. Michael Gelder, Paul Harrison and Philip Cowen. Shorter Oxford Textbook of Psychiatry, 5th Edition, Oxford University Press, 2006.
9. Adult Psychiatry. Edited by Eugene H. Rubin and Charles F. Zorumski, 2nd Edition. Blackwell Publishing, 2006.
10. Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5. American Psychiatric Association.

11. Lauren B. AIJoy, Joan Acocella, Richard R. Bootzin. Abnonnal Psychology - Current Perspectives, McGraw-Hill, INC., 7ttt Edn, 1996.
12. Thomas F. Oltmans and Robert E. Emery. Abnormal Psychology, Pearson,8th Edn,2016.
13. Sarason and Sarason. Text Book of Psychology. Pearson.

PSYCHOLOGY READING LIST – GENERAL COURSE

Module 3.1

Part III

Paper IVA

THEORY-50 Marks

a) Guidance and Counselling I

b) Guidance and Counselling II

Selected Books (Texts and References): Part-III:

1. Mandal, J. : Mental Health, Mental Disorder and Psychotherapy, 2010, Shoma Book Agency.

2. Jones, A.J..: Principles of Guidance, (Latest Ed.) Tata McGraw Hill Co. New Delhi.

3. Kochar, S.K.: Educational & Vocational Guidance in Secondary Schools, (Latest Ed.), Sterling Pub. Pvt. Ltd. New Delhi.

4. Rao, S. Narayan: Counselling and Guidance, (Latest Ed.) The School Guidance of Work (Latest Ed.), General Printers and Publishers, Calcutta.

UNIVERSITY OF CALCUTTA

READING LIST

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THREE-YEAR HONOURS & GENERAL DEGREE COURSES OF STUDIES

PSYCHOLOGY

2010

w.e.f. 2010-11

READING LIST OF THREE-YEAR (Hons&Genl) COURSE IN PSYCHOLOGY

PSYCHOLOGY READING LIST – HONOURS COURSE

PART- I

PAPER- 1 Marks-100 **MODULE 1.1**
FULL MARKS – 50
INTRODUCTION TO PSYCHOLOGY

.

MODULE 1.2
FULL MARKS – 50
BASIC PSYCHOLOGICAL PROCESSES

Selected Books (Texts and References):

1) Anastasi, A.: Psychological Testing, New York: MacMillan Co. 1990.
2) Atkinson, R.L., Atkinson, R.C., Smith, E.E., & Hilgard, E.R. : Introduction to Psychology, (Latest Edition). Harcourt Brace Java Publishers, Tokyo.
3) Baron, R.A. : Psychology: The Essential Science. Allyn and Bacon, New York, 1995.
4) Gallotti, K.M.: Cognitive Psychology – In and Out of the Laboratory. 2nd Ed, Int. Thomson Pub. Co. Bangalore, 2000.
5) Guilford, J.P. & Fruchter, B.: Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi, ISE,1988.
6) Lahey, B.B.: Psychology: An Introduction, 6th Ed., Tata McGraw Hill, New York, 1965.
7) Lefton, L.A.: Psychology, Allyn and Bacon, Boston, 1985.
8) McGuigan, F.J.: Experimental Psychology: A Methodological Approach, Prentice-Hall,1990.
9) Mohsin, S.M.: Research Methods in Behavioral Sciences, Orient Longman, Calcutta, 1981.
10) Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J: Introduction to Psychology (International Student Edition) McGraw Hill Book Co., 1986.
11) Munn, N.L., Fernald, L.D., and Ferhald, P.S.: Introduction to Psychology, Third Edition,
Oxford IBH Publishing House Co., Calcutta 1972.
12) Olson, M.; Hergenhahn, B.R.: Introduction to the Theories of Learning, Prentice-Hall India, 2009.
13) Rathus, S.A.: Psychology in the New Millenium. Prism Books Pvt Ltd. Bangalore, 1999.
14) Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primlani,
Oxford and MBH Publishing Co. Calcutta.
15) Woodworth, R.S., & Sheehan, M.R.: Contemporary Schools of Psychology, (Latest Edition) Methuen and Co. Ltd. London.

16) Woodworth, R.S., & Sheehan, M.R.: Contemporary Schools of Psychology, (Latest Edition) Methuen and Co. Ltd. London.
17) Zimbardo, P.G. & Weber, A.L.: Psychology, Harper Collins College Publishers. New York, 1997.

Paper-II A Marks-50

MODULE 1.3
FULL MARKS – 50
BIOLOGICAL BASES OF BEHAVIOUR

Paper-II B Marks-50

MODULE 1.4
FULL MARKS – 50
PRACTICAL

Selected Books (Texts and References):

1) Carlson, N.: Physiology of Behaviour, Allyn and Bacon,2000.
2) Grossman, S.P.: A Text Book of Physiological Psychology, John Wiley and Sons Inc. New York, 1967.
3) Guyton, Arthur C. & Hall, John E.: Textbook of Medical Psychology, (Ninth Edition) Prism Books Pvt. Ltd., Bangalore, 1966.
4) Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.

5) Morgan, C.T.: Physiological Psychology, McGraw Hill, New York, 1965.
6) Pinel, J.P.J: Biopsychology, Allyn and Bacon, 2000.
7) Schneider, A.M. and Tarshis, B.: Physiological Psychology, Random House, New York,1975.
8) Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology. Oxford University Press, N.Y., 1985.
9) Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primlani,
Oxford and MBH Publishing Co. Calcutta.

PART-II

Paper-III Marks-100

MODULE 2.1
FULL MARKS – 50
PSYCHOMETRY

MODULE 2.2
FULL MARKS – 50
METHODOLOGY

Selected Books (Texts and References):

1) Anastasi, A.: Psychological Testing, New York: MacMillan Co. 1990.
2) Das, D. & Das, A.: Statistics in Biology and Psychology, (Latest Edition) Academic Publishers.
3) Garrett, H.E & Woodworth, R.S.: Statistics in Psychology and Education. Vakils Feffer &
Simons Ltd. 1981.
4) Guilford, J.P. & Fruchter, B.: Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi, ISE,1988.
5) McGuigan, F.J.: Experimental Psychology: A Methodological Approach, Prentice-Hall,1990.
6) Mohsin, S.M.: Research Methods in Behavioral Sciences, Orient Longman, Calcutta, 1981.
7) Singh,A.K.: Tests, Measurements and Research Methods In Behavioural Sciences. Tata
McGraw Hill, New Delhi, 1988.
8) Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology. Oxford University Press, N.Y., 1985

Paper-IV A Marks-50

MODULE 2.3
FULL MARKS – 50
DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

Paper-IV B Marks-50

MODULE 2.4
FULL MARKS – 50
PRACTICAL
(Problem + LNB + Viva Voce = 30 + 10 + 10)

Selected Books (Texts and References):

1) Aggarwal, J.C.: Basic Ideas in Educational Psychology, Shipra Publication, Delhi,2001.
2) Anastasi, A.: Psychological Testing, New York: MacMillan Co. 1990.
3) Berk, L.E.: Child Development, Allyn and Bacon. Boston, 1989.
4) Brodzinsky, D.M., Gormly, A.V. & Anibron, S.R.: Life Span Human Development, CBS
Publishers, New Delhi, 1986.
5) Carmichael, L. Child Psychology, Wiley Eastern Pvt. Ltd. New Delhi, 1968.
6) Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House (P) Ltd., New Delhi, 1987.
7) Heatherington, E.B., & Parke,R.D.: Child Psychology, McGraw Hill New York, 1986.
8) Hurlock E.B.: Developmental Psychology: A Life-Span Approach. TMH Edition, 1985.
9) Kaplan, R.M. & Sacuzzo, D.P.: Psychological Testing: Principles, Applications and Issues, 5th Edition, Asian Books Pvt. Ltd. Singapore, 2001.
10) Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.

11) Mussen, P., Conger, J.J.,& Kagan , J.: Child Development and Personality, (Fifth Edition)
Harper and Row, 1979.
12) Nunnally, J.C.: Psychometric Theory, Tata McGraw Hill, New Delhi, 1981.
13) Papalia, D.E. & Olds, S.W.: Human Development. (Fifth Edition) Tata McGraw Hill, New Delhi,1994.
14) Santrock, J.W.: Life Span Development, McGraw Hill, New York,1999.
15) Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology.
Oxford University Press, N.Y., 1985.
16) Srivastav, A.K.: Child Development: An Indian Perspective. NCERT, New Delhi, 1998.
17) Thomas, K. Crowl, Kaminsky, Sully & Podell, David, M.: Educational Psychology: Windows on Teaching, 1997.
18) Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primlani,
Oxford and MBH Publishing Co. Calcutta.

PART-III

Paper-V Marks-100

MODULE 3.1
FULL MARKS- 50
SOCIAL PSYCHOLOGY
MODULE 3.2
FULL MARKS- 50
HEALTH AND COUNSELLING PSYCHOLOGY

Paper-VI Marks-100

MODULE 3.3
FULL MARKS- 50
PRACTICAL
(Problem + LNB + Viva Voce = 30 + 10 + 10)

MODULE 3.4
FULL MARKS – 50
PRACTICAL
(Problem + LNB + Viva Voce = 30 + 10 + 10)

Selected Books (Texts and References):

1) Atwater, E.W.: Psychology of Adjustment. Prentice Hall New Jersey, 1983.
2) Belkm, G.S.: Introduction to counselling. W.G.: Brown Publishers: 1988.
3) Fiest, G.A.: Theories of Personality, (Latest Edition) Holt, Reinhart & Winston.
4) Goldberger, I. & Breznitz,S.: Handbook of Stress: Theoretical and Clinical Aspect. The
Free Press Collier MacMillan Publishers. London, 1986.
5) Hogan, R.: Personality Theory, Prentice Hall, New Jersey, 1976.
6) Kimble, C.E.: Social Psychology: Studying Human Interaction. C. Brown Publishers, N.Y. 1990.
7) Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.

8) Krech, D. & Crutchfield, R.S.: Theory and Problems of Social Psychology. McGraw Hill,
N.Y. 1961
9) Lindgren, H.C.: An Introduction to Social Psychology. Second Edition. John Wiley and

Sons, N.Y. 1973.
10) Lindzey, G. & Aronson, E.: Handbook of Social Psychology. Amerind Publishing Company, New Delhi,1975, Vol III and Iv (Selected Chapters).
11) Marks, D.F., Murray, M., Evans, B. & Willig,C.: Health Psychology: Theory, Research
and Applications (Latest Edition) New Delhi: Sage Publication, 2000.
12) Misra, G. (Ed.): Psychological Perspectives on Stress and Health, New Delhi, Concept.
1999.
13) Sears, D.C., Peplau, I.A., Freedom, J.L., & Taylor, S.E. : Social Psychology. Prentice
Hall International Inc., New Delhi, 1988.
14) Sherif, M & Sherif, C.W.: Social Psychology, Harper and Row Publishers New York, 1969.
15) Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology.
Oxford University Press, N.Y., 1985.
16) Whitman, R.D.: Adjustment: The Development and Organization of Behaviour. Oxford
University Press, N.Y. 1980.
17) Windy, D.: Counselling in Action. N.Y. : Sage Publication,1988.
18) Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primlani,
Oxford and MBH Publishing Co. Calcutta.

Paper-VII Marks-100

MODULE 3.5
FULL MARKS- 50
INDUSTRIAL PSYCHOLOGY AND ORGANISATIONAL BEHAVIOUR

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MODULE 3.6
PSYCHOPATHOLOGY
FULL MARKS- 50

Paper-VIII Marks-100

MODULE 3.7
FULL MARKS – 50
PRACTICALS
(Problem + LNB + Viva Voce = 30 + 10 + 10)

MODULE 3.8
FULL MARKS- 50
PRACTICAL
(Problem + LNB + Viva Voce = 30 + 10 + 10)

Selected Books (Texts and References):

1) Blum, N.L., & Naylor, J.C.: Industrial Psychology – its theoretical and social foundation;
Harper International Editon. Tokyo Harper & Row, 1968.
2) Chatterjee, N.R.: Psychology in Industry, New Delhi. University of Delhi, 1967.
3) Ghosh, P.K. & Ghorpade, M.B.: Industrial Psychology, (Latest Edition) Himalaya Publishing Bombay.
4) Harrell, T.W.: Industrial Psychology. Indian Edition. Oxford and IBH. Calcutta, 1964.
5) Kumar, A.: Organizational Behaviour. Anmol Publication, 2000.
6) McCormick, E.J. & Ilgen,D.: Industrial Psychology. Prentice-Hall India Pvt. Ltd., New Delhi, 1984.
7) Mohanty, G. : Textbook of Industrial and Organizational Psychology, Oxford and IBH publishing Co. New Delhi, 1988.

8) Robbins, S.P.: Organizational Behaviour: Concepts, Controversies and Applications. VII
Ed. New Delhi, Prentice Hall of India,2000.
9) Schultz, D.P. & Schultz, S.P., Psychology and Industry Today – An Introduction to Industrial and Organizational Psychology(6th ed.) Macmillan Co. N.Y. 1992.
10) Tiffin J. And McCormick E.J.: Industrial Psychology. Allyn and Unwin 1971.
11) Buss,A.H.: Psychopathology, N.Y. John Wiley,1999.
12) Coleman, J.C.: Abnormal Psychology and ModernLife. Taraporevala Sons and Co. Pvt.
Ltd. (Latest edition by Carson and Butcher.)
13) Gelder, N.G. et al. Textbook of Psychiatry, Oxford University Press, 1984.
14) Kolb, D.C. : Modern Clinical Psychiatry, W.B. Sanders Co., London, 1973.
15) Lamm, A.: Introduction to Psychopathology, N.Y.: Sage, 1997.
16) Mohanty,G.: Textbook of Abnormal Psychology, Kalyani Publishers, New Delhi, 1985.
17) Sanmugam, T.G.: Abnormal Psychology. Tata McGraw Hill Co., New Delhi, 1983.
18) Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.
19) Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primlani,
Oxford and MBH Publishing Co. Calcutta.
20) Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology.
Oxford University Press, N.Y., 1985.

PSYCHOLOGY – HONOURS COURSE OF STUDY

MARKS DISTRIBUTION FOR EXAMINATION PURPOSE FOR EACH THEORETICAL MODULE

1. Two questions of 5 marks each out of 4 choices (Word Limit for each answer- 300)
2. One question of 10 marks out of 3 choices (Word Limit for each answer- 800)
3. Two questions of 15 marks each out of 4 choices (Word Limit for each answer- 1000)

EXAMINATION TIME FOR EACH THEORETICAL MODULE 2HOURS

MARKS DISTRIBUTION FOR EXAMINATION PURPOSE FOR EACH

PRACTICAL MODULE

1. Experiment/ Testing - 30
2. Laboratory Note Book - 10
3. Viva Voce - 10

EXAMINATION TIME FOR EACH PRACTICAL MODULE $2_{1/2}$ HOURS

PSYCHOLOGY READING LIST – GENERAL COURSE

Part-I

Paper-I (F.M. 100)

Module 1.1

THEORY- 50 Marks

a) Basic Psychological Processes
b) Biological Bases of Behaviour

Module 1.2

THEORY-50 Marks

a) Developmental Psychology

b) Educational Psychology

Part II

Module 2.1

Paper IIA

THEORY-50 Marks

a) Social Psychology

b) Industrial Psychology

Module 2.3

Paper IIIA

THEORY-50 Marks

a) Psychopathology

b) Adjustment

Selected Books (Texts and References): Part-I and Part II

1. American Psychiatric Association: Quick Reference to The Diagnostic Criteria from DSM – IV: Jaypee Brothers, New Delhi, 1st Indian Edition, 1995.
2. Bhatia, H.R.: Elements of Educational Psychology. Orient Longman, Calcutta, 1973.
3. Boring, E.G., Langfield,H.S. & Weld,H.P.: Foundations of Psychology, Asia Publishing House, Calcutta, 1963.
4. Carson, R.C., Butcher, J.N. & Coleman, J.C.: Abnormal Psychology & Modern Life, (8th ed.) Scoff, Foresman & Co. 1988.

5. Collins, M. & Drever, J.: Experimental Psychology, Lyall Book Depot, Ludhiana, 1968.
6. Garrett, H.E. & Woodworth, R.S.: Statistics in Psychology and Education, Vakils Feffer & Simons Ltd. 1981.
7. Hurlock, E.B.: Child Development, McGraw Hill 1979.
8. Kuppuswamy, B.: Elements of Social Psychology, Vikas Pub. House (P) Ltd. New Delhi, 1993.
9. McCormick, E.J. & Tiffin, J.: Industrial Psychology, Prentice Hall, New Delhi, 1974.
10. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J: Introduction to Psychology (International Student Edition) McGraw Hill Book Co., 1986.
11. Munn, N.L., Fernald, R.S. & Carmichael, L.: An Introduction to Psychology, (8th ed.) Oxford and IBH Pub. Co. Calcutta, 1967.

12. Parameswaram, E.G.E., Beena, C.: Invitation to Psychology, Tata McGraw Hill Publishing Co. Ltd. New Delhi, 1968.