

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester I Honours. & Programme Course

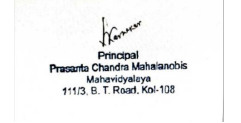
Name of the Department: BENGALI

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
March- April	Hons.	বাংলা সাহিত্যের ইতিহাস BNGACOR0 1T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-S.G Unit 2- U.K Unit 3- M.B Unit 4-N.T
		প্রাগাধুনিক বাংলা সাহিত্য পাঠ BNGACOR0 2T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1- U.K Unit 2-S.G Unit 3- S.M Unit 4- S.M
	Program me Course	বাংলা সাহিত্য এবং বাঙ্গালীর সংস্কৃতি চর্চার ইতিহাস BNGHGEC0 1T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1 – S.G Unit2- U.K Unit3 – M.B + N.T Unit4-S.M
May- June	Hons.	বাংলা সাহিত্যের	Unit -1	OFFLINE Discussion Question &	Offline Internal Assessment	60 hrs.	Unit 1-S.G Unit 2- U.K

		ইতিহাস BNGACOR0 1T	Unit- 2 Unit -3 Unit-4	Answer			Unit 3- M.B Unit 4-N.T
		প্রাগাধুনিক বাংলা সাহিত্য পাঠ BNGACOR0 2T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1- U.K Unit 2-S.G Unit 3- S.M Unit 4- S.M
	Program me Course	বাংলা সাহিত্য এবং বাঙ্গালীর সংস্কৃতি চর্চার ইতিহাস BNGHGEC0 1T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1 – S.G Unit2- U.K Unit3 – M.B + N.T Unit4-S.M

Recommended Text books:

- বাংলা সাহিত্যের ইতিবৃত্ত – অসিতকুমার বন্দ্যোপাধ্যায়
- বাঙলা সাহিত্যের ইতিহাস- সুকুমার সেন



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2018-19

Semester III Honors. & Programme Course

Name of the Department: BENGALI

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluatio n	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	ছন্দ-অলংকার BNGACOR05T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1 –S.G Unit2- S.G Unit3 –S.M Unit-4-S.M
		বাংলা নাটক ও রঙ্গমঞ্চ BNGACOR06T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–N.T Unit2- S.G Unit3 –U.K Unit4-S.M
		বাংলা গদ্য প্রবন্ধ BNGACOR07T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–S.G Unit2- U.K Unit3 –S.M Unit4-M.B
	Program me Course	জীবনী সাহিত্য BNGHGEC03T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1 –M.B Unit2- U.K Unit 3–M.B + B.K Unit4-B.K
	SEC	চলচ্চিত্র ও সাহিত্য BNGSSEC01M	Unit -1 Unit- 2	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1-M.B Unit2-U.K
May-June	Hons	ছন্দ-অলংকার BNGACOR05T	Unit -1 Unit- 2 Unit -3	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1 –S.G Unit2- S.G Unit3 –S.M

			Unit-4				Unit-4-S.M
		বাংলা নাটক ও রঙ্গমঞ্চ BNGACOR06T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–N.T Unit2- S.G Unit3 –U.K Unit4-S.M
		বাংলা গদ্য প্রবন্ধ BNGACOR07T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–S.G Unit2- U.K Unit3 –S.M Unit4-M.B
	Program me Course	জীবনী সাহিত্য BNGHGEC03T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1 –M.B Unit2- U.K Unit 3–M.B + B.K Unit4-B.K
	SEC	চলচ্চিত্র ও সাহিত্য BNGSSEC01M	Unit -1 Unit- 2	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit1-M.B Unit2-U.K

Recommended Text books:

- অলংকার চন্দ্রিকা –শ্যামাপদ চক্রবর্তী
- বাংলা ছন্দের মূলসূত্র- অমূল্যধন মুখোপাধ্যায়
- নাটকের কথা- অজিতকুমার ঘোষ
- সাহিত্যের রূপরীতি- কুন্তল চট্টোপাধ্যায়



Principal
Prasanta Chandra Mahalanobis
Mahavidyalaya
111/3, B. T. Road, Kol-108

Prasanta Chandra MahalanobisMahavidyalaya

Lesson Plan- 2018-19

Semester V Honors. &Programme Course

Name of the Department: BENGALI

Period	Hons/ Programe Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluatio n	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	বাংলা উপন্যাস BNGACOR11 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-S.M Unit2-M.B Unit 3-S.G Unit4-U.K
		বাংলা ছোটগল্প BNGACOR12 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-N.T Unit2- U.K Unit3 -S.G Unit4-S.M
		মধ্যযুগের সাহিত্য পাঠ BNGADSE01 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-U.K Unit2- M.B Unit3 -S.G Unit4-S.M
		বাংলা গদ্য ও প্রবন্ধ পাঠ BNGADSE02 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-S.M Unit2- N.T Unit3 -U.K Unit4-S.G +M.B
	Programe Course	বাংলা কাব্য ও কবিতা DSE1B	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-N.T Unit2- U.K Unit3 -M.B Unit4-B.K
May-June	Hons	বাংলা উপন্যাস BNGACOR11 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-S.M Unit2-M.B Unit 3-S.G Unit4-U.K
		বাংলা ছোটগল্প BNGACOR12 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1-N.T Unit2- U.K Unit3 -S.G Unit4-S.M

		মধ্যযুগের সাহিত্য পাঠ BNGADSE01 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–U.K Unit2- M.B Unit3 –S.G Unit4-S.M
		বাংলা গদ্য ও প্রবন্ধ পাঠ BNGADSE02 T	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–S.M Unit2- N.T Unit3 –U.K Unit4-S.G +M.B
	Programe Course	বাংলা কাব্য ও কবিতা DSE1B	Unit -1 Unit- 2 Unit -3 Unit-4	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	Unit 1–N.T Unit2- U.K Unit3 –M.B Unit4-B.K

Recommended Text books:

1. শ্রীকুমার বন্দ্যোপাধ্যায়- বঙ্গসাহিত্যে উপন্যাসের ধারা
2. ক্ষেত্রগুপ্ত –বাংলা উপন্যাসের ইতিহাস
3. নারায়ণ গঙ্গোপাধ্যায় –সাহিত্যে ছোটগল্প
4. আশুতোষ ভট্টাচার্য –বাংলা মঙ্গলকাব্যের ইতিহাস
5. শশিভূষণ দাশগুপ্ত –বাংলা সাহিত্যের নবযুগ



Principal
Prasanta Chandra Mahalanobis
Mahavidyalaya
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Lesson Plan- 2020-21

Semester II Honors. & Programme Course

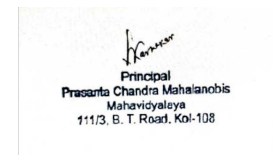
Name of the Department: BENGALI

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
March- April	Hons.	03T BNGACOR 03T	ভাষাতত্ত্ব 1. Unit - I 2. Unit-II 3. Unit-III 4. Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1. S.G 2.S.M 3.M.B 4. N.T
		04T BNGACOR 04T	আধুনিক বাংলা সাহিত্যের ইতিহাস 1. Unit -I Unit- II Unit-III Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs	1.S.G 2.U.K 3.M.B N.T 4.S.M
	Program me Course	BNGHGEC0 2T	বাংলা ভাষার ইতিহাস ও ভাষাতত্ত্ব 1. Unit-I Unit-II Unit-III Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	50hrs	1.S.G 2.S.M 3N.T 4.M.B
		AECC BNGSAEC0 1T	বাংলা ব্যাকরণ ও সহজ পাঠ	OFFLINE	PROJECT	15hrs	U.K M.B
May- June	Hons.	03T BNGACOR	ভাষাতত্ত্ব 1. Unit - I 2. Unit-II	OFFLINE Discussion Question &	Offline Internal Assessment	45 hrs	1. S.G 2.S.M 3.M.B

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

Recommended Text books:

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



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester IV Honors. & Programme Course

Name of the Department: BENGALI

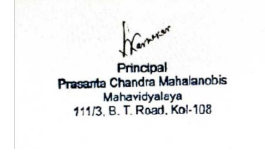
Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluatio n	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	08T BNGACOR08T	বাংলা কাব্য ও কবিতা 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.S.G 2.U.K 3.M.B 4.S.M
		09T BNGACOR09T	রবীন্দ্র সাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1 . S . M 2 . U . K 3 . S . G 4 . N . T
		10T BNGACOR10T	সাহিত্যের রূপরীতি ও ভারতীয় সাহিত্যতত্ত্ব 1.Unit -1 ক) কাব্যের রূপভেদ খ)নাটকের রূপভেদ 2.UInit-II ক)প্রবন্ধ-নিবন্ধের রূপভেদ খ) কথাসাহিত্যের রূপভেদ 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.ক) S . G খ) U . K 2.ক) N . T খ) M . B 3 . S . M 4 . U . K
		SEC BNGSSEC02M	প্রুফ রিডিং ও কম্পিউটারে বাংলা লিখন	Offline	Project	15 hrs	M.B N.T
	Program me Course	BNGGCOR04T	বাংলা শিশু ও কিশোর পাঠ্যসাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	40 hrs.	1.S.G 2.S.G 3.U.K 4.N.T

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

			2.Unit-II 3.Unit-III 4.Unit-IV				
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Recommended Text books:

1. মোহিতলাল মজুমদারঃ কবি মধুসূদন
2. দীপ্তি ত্রিপাঠীঃ আধুনিক বাংলা কাব্য পরিচয়
3. নীহাররঞ্জন রায়ঃ রবীন্দ্রসাহিত্যের ভূমিকা
4. সঞ্জয় ভট্টাচার্যঃ কবি জীবনানন্দ দাশ



Prasanta Chandra MahalanobisMahavidyalaya

Lesson Plan- 2020-21

Semester VI Honors. &Programme Course

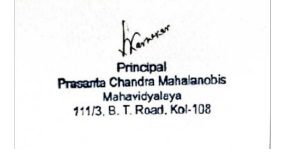
Name of the Department: BENGALI

Period	Hons/ Programe Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluatio n	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	13T BNGA COR1 3T	সংস্কৃত,ইংরেজি,হিন্দি ও অসমিয়া সাহিত্যের ইতিহাস 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.N.T 3.S.G 4.S.M
		14T BNGA COR1 4T	ভ্রমণসাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.N.T 3.S.G 4.S.M
		DSE 4 BNM GADS E04T	বাংলার নাটক ও নাট্যভাবনা 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.S.G 3.S.M 4.M.B
		DSE 5 BNGA DSE05 T	বাংলার কথাসাহিত্যঃ মঞ্চের, দাঙ্গা ও দেশভাগ 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.M.B 3.S.M 4.S.G
	Programe Course	BNGG DSE1 DT	বাংলা নাটক ও প্রহসন 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.N.T S.G 2.S.M 3.U.K 4.M.B
May-June	Hons	13T BNGA COR1 3T	সংস্কৃত,ইংরেজি,হিন্দি ও অসমিয়া সাহিত্যের ইতিহাস 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.N.T 3.S.G 4.S.M
		14T	ভ্রমণসাহিত্য 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.N.T 3.S.G 4.S.M
		DSE 4	বাংলার নাটক ও নাট্যভাবনা 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.S.G 3.S.M 4.M.B

		DSE 5	বাংলার কথাসাহিত্য: মন্বন্তর, দাঙ্গা ও দেশভাগ 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.U.K 2.M.B 3.S.M 4.S.G
Progra mme Course	BNGG DSE1 DT		বাংলা নাটক ও প্রহসন 1.Unit -1 2.UInit-II 3.Unit-III 4.Unit-IV	OFFLINE Discussion Question & Answer	Offline Internal Assessment	60 hrs.	1.N.T S.G 2.S.M 3.U.K 4.M.B

Recommended Text books:

1. অর্জিত কুমার ঘোষ: বাংলা নাটকের ইতিহাস
2. রথীন্দ্রনাথ রায়: দ্বিজেন্দ্রলাল কবি ও নাট্যকার
3. উজ্জ্বল কুমার মজুমদার: পঞ্চাশের দশকের কথাকার
4. সেমন্তী ঘোষ: দেশভাগ, স্মৃতি স্তব্ধতা



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester I/ II Honors. & Programme Course

Name of the Department: English

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

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

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

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

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

Recommended Text books:

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

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



Principal
Prasanta Chandra Mahalanobis
Mahavidyalaya
111/3, B. T. Road, Kol-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester III/ IV Honors. & Programme Course

Name of the Department: English

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

			F. Scott Fitzgerald- ‘The Crack-up’ William Faulkner - ‘Dry September’ Nathaniel Hawthorne - ‘The Ambitious Guest’ Group C- Drama Tennessee Williams- <i>A Street Car Named Desire</i>			10 hours	
						10 hours	
		06T	Background study—Coming of age, the canonical and the popular, caste, gender and identity, ethics and education in children’s literature, sense and nonsense, the graphic novel. Group A. Lewis Carroll— <i>Through the Looking Glass</i> Group B. Agatha Christie— <i>The Murder of Roger Ackroyd</i> Group C. ShyamSelvadurai— <i>Funny Boy</i> Herge- <i>Tintin in Tibet</i>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching 	Grading and assessing student learning by means of assignments, exams, students’s project works.	7 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Arka De Barman • Chandrama Basu • NanditaBhowmik Chowdhury • Ankana das
						14 hours	
						12 hours	
						10 hours	
						10 hours	
August-September	Hons.	07T	Group A. History, politics and socio-cultural background, religious & secular thought in the 17th century, its impact	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method 	Grading and assessing student learning by means of assignments, exams, students’s project works.	13 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • NanditaBhowmik Chowdhury

	Hons.+Gen.	SEC	<p>ELT (2 credits equivalent to 25 marks)</p> <p>1. Knowing the Learners</p> <p>i. Characteristics of a Good Language Learner</p> <p>ii. Factors behind Success/Failure behind Language Learning</p> <p>2. Teaching and Learning Basic Language skills</p> <p>i. Listening, Speaking, Reading and Writing- Basics of Skill Development</p> <p>3. Approaches and Methods of English Language Teaching</p> <p>i. Grammar- Translation Method</p> <p>ii. Direct Method</p> <p>iii. Communicative Approach</p> <p>4. Materials for Language Teaching</p> <p>i. Materials for Teaching Four language Skills (LSRW)</p> <p>ii. Using the Textbook</p> <p>iii. Using authentic Materials</p> <p>iv. Using Teaching Aids</p>	<ul style="list-style-type: none"> • Project based learnin. • Class • Lecture method • ICT teaching. • Class assignm ents. 	<p>Grading and assessing student learning by means of assignments, exams,students’s project works.</p>	<p>8 hours</p> <p>7 hours</p> <p>7 hours</p> <p>6 hours</p>	<ul style="list-style-type: none"> • Arka De Barman • Dr. Sukanta Das
	Programme Course	03T	<p><i>Oliver Twist</i> by Charles Dickens</p> <p><i>Merchant of Venice</i> by William Shakespeare</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal 	<p>Grading and assessing student learning by means of assignments, exams,students’s project works.</p>	<p>20 hours</p> <p>20 hours</p>	<ul style="list-style-type: none"> • Arka De Barman

				<ul style="list-style-type: none"> group discussion. ICT teaching 			<ul style="list-style-type: none"> Chandrama Basu
November - December	Hons.	05T	<p>Group A- Poetry</p> <p>Anne Bradstreet- ‘The Prologue’</p> <p>Walt Whitman - ‘Passage to India’ (lines 1–68)</p> <p>Langston Hughes- ‘The Negro Speaks of Rivers’</p> <p>Alexie Sherman Alexie- ‘Crow Testament’; ‘Evolution’</p>	<ul style="list-style-type: none"> Project based learning. Class Lecture method Formal and informal group discussion. ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students’ project works.	7 hours	<ul style="list-style-type: none"> Dr. Sukanta Das Nandita Bhowmik Chowdhury Arka De Barman Chandrama Basu
			<p>Group B- Fiction Novel:</p> <p>Tonny Morrison-- <i>Beloved</i></p>			12 hours	
			<p>Short Stories:</p> <p>Edgar Allan Poe - ‘The Purloined Letter’</p> <p>F. Scott Fitzgerald- ‘The Crack-up’</p> <p>William Faulkner - ‘Dry September’</p> <p>Nathaniel Hawthorne - ‘The Ambitious Guest’</p>			19 hours	
			<p>Group C- Drama</p> <p>Tennessee Williams- <i>A Street Car Named Desire</i></p>			11 hours	
		06T	<p>Group A.</p> <p>Lewis Carroll— <i>Through the Looking Glass</i></p>	<ul style="list-style-type: none"> Project based learning. Class 	Grading and assessing student learning by means of assignments,	10 hours	<ul style="list-style-type: none"> Dr. Sukanta Das Arka De Barman

			<p>Group B. Agatha Christie— <i>The Murder of Roger Ackroyd</i></p> <p>Group C. ShyamSelvadurai— <i>Funny Boy</i> Herge-<i>Tintin in Tibet</i></p>	<ul style="list-style-type: none"> • Lecture method • Formal and informal group discussion. • ICT teaching. 	<p>exams, students's project works.</p>	<p>10 hours</p> <p>10 hours</p> <p>8 hours</p>	<ul style="list-style-type: none"> • Chandrama Basu • NanditaBhownik Chowdhury • Ankana das
November - December	Hons.	07T	<p>John Milton - <i>Paradise Lost Book I</i></p> <p>Alexander Pope - <i>The Rape of the Lock</i> (Cantos I & III)</p> <p>John Webster -<i>The White Devil</i> AphraBehn -<i>The Rover</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>	<p>10 hours</p> <p>14 hours</p> <p>10 hours</p> <p>12 hours</p>	<ul style="list-style-type: none"> • Dr. Sukanta Das • NanditaBhownik Chowdhury • Arka De Barman
November - December	Hons.	SEC	<p>ELT (2 credits equivalent to 25 marks)</p> <p>1. Knowing the Learners</p> <p>i. Characteristics of a Good Language Learner</p> <p>ii. Factors behind Success/Failure behind Language Learning</p> <p>2. Teaching and Learning Basic Language skills</p> <p>i. Listening, Speaking, Reading and Writing- Basics of Skill Development</p> <p>3. Approaches and Methods of English Language Teaching</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • ICT teaching. • Class assignments. 	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>	<p>7 hours</p> <p>7 hours</p>	<ul style="list-style-type: none"> • Arka De Barman • Dr. Sukanta Das

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

Recommended Text books:

- Krishna Sen & Ashok Sengupta, *A Short History of American Literature* (Hyderabad: OBS, 2017) Page 14 of 38
- Hector St John Crèvecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from *Brute Neighbours*, in *Walden* (Oxford: OUP, 1997) chap. 12.

- Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
- Chelva Kanaganayakam, ‘Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature’ (ARIE L, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
- Sumathi Ramaswamy, ‘Introduction’, in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- Leslie Fiedler, ‘Towards a Definition of Popular Literature’, in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- John Milton, *The Doctrine & Discipline of Divorce* (Ch. I & II)
- John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature and Progress of Satire*, in, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.
- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- Bonamy Dobree, *Restoration Comedy 1660/1720* (Oxford: Clarendon Press, 1924)
- Edward Burns, *Restoration Comedy: Crises of Desire and Identity* (London & Hong Kong, 1987)
- Thomas Fujimura, *The Restoration Comedy of Wit* (Princeton, Princeton UP, 1952)
- Laura Brown, *English Dramatic Form, 1660-1700* (New Haven, Yale UP, 1981)
- Christopher Hill, *Milton and the English Revolution*, (London & Boston: Faber & Faber, 1977).



Principal
Prasanna Chandra Mahalanobis
Mahavidyalaya
11/3, B. T. Road, Kol-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester V/ VI Honors. & Programme Course

Name of the Department: English

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

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

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

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

			<p>Sylvia Plath - <u>Daddy</u>’, <u>Lady Lazarus</u>’ Eunice De Souza <u>Advice to Women</u>’, <u>Bequest</u>’</p> <p>Group B. Fiction</p> <p>Jean Rhys—<i>The Wide Sargasso Sea</i> Charlotte Perkins Gilman- <u>The Yellow Wallpaper</u>’ Katherine Mansfield - <u>Bliss</u>’</p> <p>Group C: Non-fiction 1. Mary Wollstonecraft A Vindication of the Rights of Woman (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.</p> <p>2. Ramabai Ranade <u>A Testimony of our Inexhaustible Treasures</u>’, in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP,</p>	<p>project works.</p>	<p>20 hours</p> <p>20 hours</p> <p>13 hours</p>	<ul style="list-style-type: none"> • Arka De Barman • Chandrama Basu
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		DSE01T	<p>DSE : Old English Literature, Philology, Rhetoric & Prosody</p> <p>Group A. Old English Literature: <ul style="list-style-type: none"> • Old English Poetry- Background of the age, culture, structure of the epic, style, theme. A passage from <i>Beowulf</i>. The idea is to use an extract and from there work into the context and analyze how that shapes the writing. • Non-epic, secular, elegiac poetry, theme, style, social picture, language, style : <i>Deor's Lament</i> • Christian poetry- Caedmon's hymn; Cynewulf, </p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.	12 hours	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu

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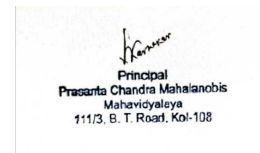
			<p>conflict, dramatic irony, masque, three unities Terms related to Fiction - bildungsroman, character, point of view, epistolary technique, picaresque, stream of consciousness</p>				
	Programme Course	DSET01T	<p><i>LITERARY TYPES & TERMS</i> Group A: Literary Types</p> <ul style="list-style-type: none">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

Recommended Text books:

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

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

- Steiner, George. *The Death of Tragedy*. (New York: Knopf, 1961. Reprint, with new foreword, New York: Oxford University Press, 1980.)
- Williams, Raymond. *Modern Tragedy*. (London: Chatto and Windus, 1966. Reprint, with new afterword, London: Verso, 1979.)
- Ian Watt, *The Rise of the Novel: Studies in Defoe, Richardson and Fielding* (Berkeley: U of California P, 2001)
- David Lodge, *The Art of Fiction* (London: Vintage, 1992)
- Stephen Hazell ed, *The English Novel: Development in Criticism since Henry James (A Casebook)*, (London: Macmillan, 1978)
- M.H. Abrams—*A Glossary of Literary Terms*
- Wilfred L. Guerian—*A Handbook of Critical Approaches to Literature*
- Patricia Waugh—*Literary Theory and Criticism*



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester V/ VI Honors. & Programme Course

Name of the Department: English

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

			<ul style="list-style-type: none"> • Renaissance Humanism 				
			<ul style="list-style-type: none"> • The Stage, Court and City 				
			<ul style="list-style-type: none"> • Religious and Political Thought • Ideas of Love and Marriage • The Writer in Society <p><u>Group B. Poetry</u> Geoffrey Chaucer— ‘Prologue (lines 1-42) Spenser – ‘One day I wrote her name’ Shakespeare, Sonnets : 30, 129 Donne, ‘Cannonization’</p>				
	Programme Course		Dalit Voices Writing in English Womanspeak: Examples from Kannada and Bangla	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students’s project works.		<ul style="list-style-type: none"> • Chinmoy Dey • Nandita Bhowmik Chowdhury • Arka De Barman • Chandra ma Basu • Isha Biswas
May-June	Hons.	03T	<u>Group A- Poetry</u> Kamala Das- Introduction K. Ramanujan— ‘Another View of Grace’ Nissim Ezekiel— ‘The Night of the Scorpion’	<ul style="list-style-type: none"> • ICT teaching. • Class • Lecture method • Formal and informal group discussion 	Grading and assessing student learning by means of assignments, exams, students’s		<ul style="list-style-type: none"> • Chandra ma Basu • Nandita Bhowmik Chowdhury

			Jayanta Mahapatra- Hunger Novel: R.K.Narayan— <i>The Guide</i> Short Stories: Sashi Despande—‘The Intrusion’ Ruskin Bond- ‘Tiger, Tiger, Burning Bright’		project works.		• Chinmo y Dey
		04T	Marvell, ‘To His Coy Mistress’ Herbert, ‘Pulley’ <u>Group C . Drama</u> William Shakespeare- <i>Macbeth</i> , William Shakespeare- <i>Twelfth Night</i> ,	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students’s project works.		<ul style="list-style-type: none"> • Chinmo y Dey • Nandita Bhowmik Chowdhury • Arka De Barman • Chandra ma Basu
	Programme Course		Dalit Voices Writing in English Womanspeak: Examples from Kannada and Bangla	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students’s project works.		<ul style="list-style-type: none"> • Chinmo y Dey • Nandita Bhowmik Chowdhury • Arka De Barman • Chandra ma Basu

Recommended Text books:

- Arvind K. Mehrotra, *An Illustrated History of Indian Literature in English* (Delhi & Ranikhet: Permanent Black, 2017)
- Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

- M.K. Naik, *History of Indian English Literature* (New Delhi: Sahitya Akademi, 1982)
- Mulk Raj Anand, *The Indian Theatre* (London: Dennis Johnson, 1955)
- Krishna Sen, *Critical Essays on R K Narayan's The Guide, With an Introduction to Narayan's Novels* (Hyderabad: OBS, 2004)
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.
- Jawaharlal Nehru, 'The Variety and Unity of India' and 'The Epics, History, Tradition and Myth', in *The Discovery of India* (Bombay: Asia Publishing House, 1961) pp. 61–3, 99–106.
- U.R. Ananthamurthy, 'Tradition and Creativity', ed. A.J. Thomas, *Literature and Culture* (Calcutta: Papyrus, 2002).
- Shashi Deshpande, 'Where do we belong: Regional, National or International?', and 'Why Am I a Feminist', in *Writing from the Margins and Other Essays* (New Delhi: Viking, 2003) pp. 82–5.




 Principal
 Prasanta Chandra Mahalanobis
 Mahavidyalaya
 111/3, B. T. Road, Kol-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2021-22

Semester III/ IV Honors. & Programme Course

Name of the Department: _____English_____

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	08T	<p><u>Background topics</u>—the 18th century as the age of prose and reason; the Enlightenment and Neoclassicism; the mock-epic and satire; the country and the city; rise of sensibility; the rise of the periodical press and the novel as a genre.</p> <p><u>Group A. Poetry.</u> Gray, ‘Elegy Written in a Country Churchyard’; Blake, Introduction to <i>Songs of Innocence</i>, ‘The Lamb’, ‘The Tyger’ from <i>Songs of Experience</i>.</p> <p><u>Group B. Drama</u> William Congreve, <i>The Way of the World</i></p> <p><u>Group C.</u> <u>Fictional & Non-fictional</u> Prose Jonathan Swift, <i>Gulliver’s</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	<p>Grading and assessing student learning by means of assignments, exams, students’s project works.</p>		<ul style="list-style-type: none"> • Dr. Sukanta Das • Arka De Barman • Chandrama Basu • Nandita Bhowmik Chowdhury • Isha Biswas

			<p><i>Travels</i> BK.3 & 4. <u>Non-fictional Prose</u>: Daniel Defoe, ‘The Complete English Gentleman’ in <i>Literature and Social Order in Eighteenth-Century England</i></p>				
		09T	<p><u>Backgrounds to Romantic, Victorian poetry</u>—trends, traditions and techniques and a general overview of poets and their works. Social, political and intellectual developments and their impact on literature. Suggested topics are: reason & imagination; conceptions of man and nature; literature & revolution; the gothic; dramatic monologue, utilitarianism; Victorian novel and the novelist in society; faith and doubt; marriage and sexuality. <u>Group A. Poetry</u> William Wordsworth- ‘Tintern Abbey’; Ode on Intimations of Immortality S.T. Coleridge- ‘Kubla Khan,’ Christabel I <u>Fictions and Non-fictions-</u></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. <p>ICT teaching</p>	<p>Grading and assessing student learning by means of assignments, exams, students’s project works.</p>		<ul style="list-style-type: none"> • Dr. Sukanta Das • Arka De Barman • Chandrama Basu • Nandita Bhowmik Chowdhury • Isha Biswas

			William Hazlitt- 'On the Love of the Country' from <i>Selected Essays</i> as edited by Geoffrey Keynes (London: Nonsuch Press, 1930). Horace Walpole- <i>The Castle of Otranto</i>				
		10T	<u>Historical Background:</u> Utilitarianism; The 19th Century Novel; Marriage and Sexuality; The Writer and Society; Faith and Doubt; The Dramatic Monologue <u>Group A. Poetry</u> Christina Rossetti --'The Goblin Market' Matthew Arnold- Dover Beach <u>Group B. Novel</u> Charles Dickens— <i>David Copperfield</i> <u>Group C. Non- fictional Prose:</u> Arnold – 'Modern Elements in Literature'	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Isha Biswas
		SEC	Knowing the Learners i i. Characteristics of a Good Language Learner ii ii. Factors behind Success/Failure behind Language Learning	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • ICT teaching. • Class assignments. 	Grading and assessing student learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> • Nandita Bhowmik Chowdhury • Arka De Barman

			<p>3. Teaching and Learning Basic Language skills</p> <p>i. Listening, Speaking, Reading and Writing- Basics of Skill Development</p> <p>4. Approaches and Methods of English Language Teaching</p> <p>i i. Grammar- Translation Method</p> <p>ii ii. Direct Method</p> <p>iii iii. Communicative Approach</p>			
	Programme Course		<p>Essay: The Seaside- Robert Lynd</p> <p>Short Fiction- The Last Leaf- O. Henry</p> <p>Poetry- Goodbye Party for Miss Pushpa T.S.- Nissim Ezekiel A River- A. K. Ramanujan</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching 	Grading and assessing student learning by means of assignments, exams, students's project works.	<ul style="list-style-type: none"> • Isha Biswas • Chandrama Basu • Arka De Barman • Nandita Bhowmik Chowdhury <ul style="list-style-type: none"> • Dr. Sukanta Das
May-June	Hons	08T	<p><u>Group A. Poetry.</u> Gray, 'Elegy Written in a Country Churchyard'; Blake, Introduction to <i>Songs of Innocence</i>, 'The Lamb', 'The Tyger' from <i>Songs of Experience</i>. <u>Non-fictional Prose:</u> Joseph Addison, 'The Scope of Satire'</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students's project works.	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu

		09T	<p><u>Poetry-</u> P.B. Shelley- 'Ode to the West Wind', Ozymandias John Keats— 'Ode on a Grecian Urn', Ode to Autumn Group B: Fiction</p> <p><u>Non-fiction:</u> Charles Lamb- Dream Children, The Superannuated Man</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu • Isha Biswas
		10T	<p><u>Group A. Poetry</u> Tennyson- 'Ulysses'; 'The Lady of Shallot' Robert Browning - 'My Last Duchess'; 'The Last Ride Together' <u>Group B. Novel</u> Jane Austen - <i>Pride and Prejudice</i> <u>Group C- Non-fictional prose</u> Darwin- 'Introduction'. <i>Origin of Species</i> Carlyle- <i>Heroes and Hero Worship</i>, Lecture III, 'The Hero as Poet' (only the portion on Shakespeare)</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Isha Biswas
		SEC	<p>5. Materials for Language Teaching i. Materials for Teaching Four language Skills (LSRW) ii. Using the Textbook</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • ICT teaching. 	Grading and assessing student learning by means of assignments, exams, students's		<ul style="list-style-type: none"> • Arka De Barman • Nandita Bhowmik Chowdhury

			iii. Using authentic Materials iv. Using Teaching Aids	<ul style="list-style-type: none"> Class assignments. 	project works.		
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	Programme Course		Essay: Sir Roger At Home- Joseph Addison Short Fiction- Tiger in the Tunnel- Ruskin Bond Poetry- The Solitary Reaper- William Wordsworth Road Not Taken- Robert Frost	<ul style="list-style-type: none"> Project based learning. Class Lecture method Formal and informal group discussion. ICT teaching 	Grading and assessing student learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> Isha Biswas Chandrama Basu Arka De Barman Nandita Bhowmik Chowdhury Dr. Sukanta Das
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Recommended Text books:

- Krishna Sen & Ashok Sengupta, *A Short History of American Literature* (Hyderabad: OBS, 2017)
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- *Creative writing: A Beginner's Manual* by Anjana Neira Dev and Others (Delhi, 2009)
- Boris Ford. *From Dryden to Johnson*. The New Pelican Guide to English Literature (London: Penguin Books, 1957)
- William Wordsworth, 'Preface to *Lyrical Ballads*', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–78.

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester V/ VI Honors. & Programme Course

Name of the Department: English

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	11T	Background Reading: Politics, Social Change and the Stage Text and Performance European Drama: Realism and Beyond Tragedy and Heroism in Modern European Drama The Theatre of the Absurd Plays: 1. Henrik Ibsen- <i>A Doll's House</i> 2. Bertolt Brecht - <i>The Good Woman of Szechuan</i> 3. Samuel Beckett - <i>Waiting for Godot</i>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. <ul style="list-style-type: none"> • ICT teaching 	Grading and assessing student learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu • Isha Biswas
		12T	<u>Background study</u> — decolonization, globalization and literature; literature and identity	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	Grading and assessing student learning by means of assignments,		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman

			<p>Politics; writing for the new world; region, race and gender; postcolonial literatures and gestion of form.</p> <p><u>Group A.</u> Pablo Neruda-- 'Tonight I can Write',</p> <p><u>Group B.</u> Fiction Novels: Chinua Achebe— <i>Things Fall Apart</i> Gabriel Garcia Marquez-- <i>Chronicle of a Death Foretold</i> <u>Short Fiction:</u> Bessie Head 'The Collector of Treasures'</p>		<p>exams, students's project works.</p>	
		DSE	<p><u>Group A.</u> William Wordsworth: Preface to the <i>Lyrical Ballads</i> (1802) S.T. Coleridge: <i>Biographia Literaria.</i> Chapters XIII.</p> <p><u>Group B</u> Virginia Woolf: Modern Fiction T.S. Eliot: "Tradition and the Individual Talent" 1919.</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Chandrama Basu <ul style="list-style-type: none"> • Isha Biswas
		DSE	<p><u>Background Study:</u> Colonialism, Nationalism, and the Partition,</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method 	<p>Grading and assessing student learning by means of</p>	<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman <ul style="list-style-type: none"> • Isha Biswas

			<p>Communalism and Violence, Homelessness and Exile, Women in Partition</p> <p><u>Group A- Poetry</u></p> <p>Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in Modern Indian Literature (New Delhi: OUP, 2004) pp. 8–13.</p> <p>3. Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in Translating Partition, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.</p>	<ul style="list-style-type: none"> • Formal and informal group discussion. 	<p>assignments, exams, students's project works.</p>		
	Programme Course		<p>SOFT SKILLS-</p> <p>1. Teamwork</p> <p>2. Emotional Intelligence</p> <p>3. Employability Skills</p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman <ul style="list-style-type: none"> • Isha Biswas
May-June	Hons	11T	<p>Henrik Ibsen- <i>A Doll's House</i></p> <p>2. Bertolt Brecht -<i>The Good Woman of Szechuan</i></p> <p>3. Samuel Beckett - <i>Waiting for Godot</i></p>	<ul style="list-style-type: none"> • Project based learning. • Class • Lecture method • Formal and informal group discussion. 	<p>Grading and assessing student learning by means of assignments, exams, students's project works.</p>		<ul style="list-style-type: none"> • Dr. Sukanta Das • Nandita Bhowmik Chowdhury • Arka De Barman • Chandrama Basu <ul style="list-style-type: none"> • Isha Biswas

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

		5. Problem solving skills 6. Learning skills	<ul style="list-style-type: none"> Formal and informal group discussion. 	learning by means of assignments, exams, students's project works.		<ul style="list-style-type: none"> Isha Biswas
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Recommended Text books:

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



DEPARTMENT OF SOCIOLOGY
LESSON PLAN FOR EVEN SEMESTER 2020-2021
(SEM II)

SEM II (H)

NAME OF TEACHER	COURSE	SYLLABUS	Method and materials	Methods of Evaluation
DK	Introduction to Sociology II (SOCACOR03T)	<p>1. Understanding Sociological Theory: (7 hrs.) Feb-Apr</p> <p>1.1 Building blocks of Sociological Theory</p> <p>1.2 Functions and types of theories</p> <p>Interpretive Sociology (17 hrs.) May-June</p> <p>3.1 Critique of Structural Functionalism</p> <p>3.2 George Herbert Mead</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Sociology of India II (SOCACOR04T)	<p>1. Ideas on Indian Society (33 hrs.) Feb-Apr</p> <p>1.1. Tagore, Gandhi and Ambedkar</p> <p>1.2. Indological (G. S. Ghurye) and Ethnographic Approaches (M. N Srinivas,</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		A. Béteille)		
SC	Introduction to Sociology II (SOCACOR03T)	5. Feminist Perspective (17 hrs.) May-June 5.1 Liberal Feminist Thought 5.2 Radical Feminist Thought 5.3 Socialist Feminist Thought 5.4 Eco Feminism 3. Interpretive Sociology (17 hrs.) Feb-Apr 3.3 Herbert Blumer and Thomas Kuhn 3.4 Erving Goffman	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Sociology of India II (SOCACOR04T)	2. Resistance, Mobilization, Change (30 hrs.) Feb-Apr 2.1. Dalit Movements 2.2 Women's Movement 2.3 Peasant Movements 2.4 Ethnic Movements 2.5 Middle Class Phenomenon May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

UB	Introduction to Sociology II (SOCACOR03T)	4. Conflict Perspective (17 hrs.) Feb-Apr 4.1 Karl Marx 4.2 Ralf Dahrendorf 4.3 Georg Simmel and Lewis Coser May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Sociology of India II (SOCACOR04T)	3. Challenges to Civilization, State and Society (12 hrs.) 3.1. Communalism 3.2. Secularism Feb-Apr 3.3. Nationalism May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
MS	Introduction to Sociology II (SOCACOR03T)	2.Functionalism (17 hrs.) 2.1 Roots of Functionalism (Auguste Comte and Emile Durkheim) Feb-Apr 2.2 Contributions of Social Anthropologist (Radcliffe Brown and Bronislaw	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		<p>Malinowski) Feb-Apr</p> <p>2.3 Analytical Functionalism of Talcott Parsons Feb-Apr</p> <p>2.4 Empirical Functionalism of Robert K. Merton May-June</p> <p>2.5 Critique of Functionalism May-June</p>		
	<p>Sociology of India II (SOCACOR04T)</p>	<p>1 Ideas on Indian Society (33 hrs.)</p> <p>1.3 Benoy Kumar Sarkar, Radhakamal Mukherjee Feb-Apr</p> <p>1.4 D. P. Mukherji, A. R Desai May-June</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>

SEM II (G)

NAME OF TEACHER	COURSE	SYLLABUS	Method and Material	Methods of Evaluation
DK	Sociology of India (SOCGCOR02T)	<p>1. India as a Plural Society (10 hrs.) Feb-Apr</p> <p>2. Social Institutions and Practices(25 hrs.) May-June</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre);</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>

		<p>2.1 Caste</p> <p>2.3 Class</p> <p>2.4 Village</p>	E-PG Pathshala; CEC; Egyankosh; Using PPTs	
SC	Sociology of India (SOCGCOR02T)	<p>3. Identities and Change(20 hrs.) 3.1 Dalit Movement 3.2 Women's Movement May-June</p> <p>2. Social Institutions and Practices(25 hrs.) Feb-Apr 2.2 Tribe 2.5 Family and Kinship</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
MS	Sociology of India (SOCGCOR02T)	<p>4. Challenges to State and Society(20 hrs.) 4.1 Communalism Feb-Apr 4.2 Secularism May-June</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

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DEPARTMENT OF SOCIOLOGY
LESSON PLAN FOR EVEN SEMESTER
2020-2021
(SEM IV AND VI)

SEM IV (H)

NAME OF TEACHER	COURSE	SYLLABUS	Hours Alloted	Methods and Materials	Method of Evaluation
DK	Semester IV Core Course 08 (SOCACOR08T) ECONOMIC SOCIOLOGY	1. Perspectives in Economic Sociology 1.1 Formalism and Substantivism 1.2 New Economic Sociology	(18 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 09 (SOCACOR09T) Sociology of Kinship	2. Family, Household and Marriage 2.1 Changing Structure and Functions of Marriage, Family and Household 2.2 Meaning, Characteristics and household dimensions of joint family – Disintegration	(15 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		Debate			
	Semester IV Core Course 10 (SOCACOR10T) Social Stratification	2. Theories of Stratification 2.1. Marx: Class 2.2. Functionalism: Talcott Parsons and Robert K. Merton 2.3. Max Weber: Class, Status and Power	(30 hrs.) May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
SC	Semester IV Core Course 08 (SOCACOR08T) ECONOMIC SOCIOLOGY	4. Some Contemporary Issues in Economic Sociology 4.1 Development 4.2 Globalization	(18 hrs.) May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 09 (SOCACOR09T) Sociology of Kinship	3. Re-casting Kinship 3.1 Power and Discrimination in Family, Kinship and Marriage 3.2 Marriage Migration 3.3 New Reproductive Technologies	(30 hrs.) May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		3.4 Re-imagining Families: Debates around lesbian, gay, bisexual, transgender and queer (LGBTQ) and Live-in Relationships.			
	Semester IV Core Course 10 (SOCACOR10T) Social Stratification	2. Theories of Stratification 2.4. Pierre Bourdieu: Forms of Capital 2.5. Feminist Theory: Patriarchy 3. Identities and Inequalities (30 hrs.) 3.3. Gendered Stratification: LGBTQ Identities	(30 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
UB	Semester IV Core Course 08 (SOCACOR08T) ECONOMIC SOCIOLOGY	2. Forms of Exchange 2.1 Reciprocity and Gift 2.2 Exchange and Money	(14 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 09 (SOCACOR09T) Sociology of Kinship	1. Introduction: 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family,	(30 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		Residence		Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
	Semester IV Core Course 10 (SOCACOR10T) Social Stratification	4. Political Economy of Inequality 4.1 Economic Inequality and Democracy 4.2 Globalization and the Third World	(10 hrs.) May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
MS	Semester IV Core Course 08 (SOCACOR08T) ECONOMIC SOCIOLOGY	3. Systems of Production, Circulation and Consumption 3.3 Peasant 3.4 Capitalism 3.5 Socialism	(25 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 09 (SOCACOR09T) Sociology of Kinship	1. Introduction: 1.2 Approaches: 1.2.2 Alliance 1.2.3 Indological	(30 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 10 (SOCACOR10T) Social Stratification	3. Identities and Inequalities 3.1. Caste	(30 hrs.) May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		3.2. Race and Ethnicity		Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
SR	Semester IV Core Course 08 (SOCACOR08T) ECONOMIC SOCIOLOGY	3. Systems of Production, Circulation and Consumption 3.1 Hunting and Gathering 3.2 Domestic Mode of Production	(25 hrs.) May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 09 (SOCACOR09T) Sociology of Kinship	1. Introduction: 1.2 Approaches: 1.2.1 Descent	(30 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester IV Core Course 10 (SOCACOR10T) Social Stratification	1. Introducing Social Stratification: Forms and Consequences	(5 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

SEM VI (H)

NAME OF TEACHER	COURSE	SYLLABUS	Methods and Materials	Methods of Evaluation
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DK	Semester VI Core Course 13 (SOCACOR13T) Sociological Thinkers II	3. G.H.MeadandErvingGoffman(15hrs.) 3.1. Interactional Self (Feb-Apr) 4. PeterL.BergerandThomasLuc kmann(8hrs.) 4.1. Social Construction of Reality (May-June)	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Core Course 14 (SOCACOR14T) Sociological Research Methods – II	Statistical Methods : (36 hrs.) 4.1 Graphical and Diagrammatic Representation – Bar Diagrams, Pie Chart, Histogram, Frequency Polygon, Smoothed Frequency Curve and Ogive 4.2 Measures of Central Tendency: Mean, Median, Mode 4.3 Measures of Dispersion: Range, Variance, Standard Deviation (Feb-April)	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI SOCIOLOGY OF WORK	2 Work in the Informal Sector	Lecture method; Chalkboard Splash; Audio Visual Aids;	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

	(SOCADSE04T)	(10 hrs.) 4.1 Nature and Types 4.2 Social, Political and Economic Consequences (May-June)	Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
	Semester VI Indian Sociological Traditions (SOCADSE06T)	1. G S Ghurye (15 hrs.) 1.1 Caste and Race 1.2 City and Civilization 7. LeelaDube (5 hrs.) 7.1 Caste and Gender (Feb-Apr)	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
SC	Semester VI Core Course 13 (SOCACOR13T) Sociological Thinkers II	6. Pierre Bourdieu (8 hrs.) 6.1. A Theory of Practice (May-June)	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Core Course 14 (SOCACOR14T) Sociological Research Methods – II	Data Collection : (12 hrs.) 2.1 Interview	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		2.2 Questionnaire 2.3 Observation (Feb-Apr)	SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
	Semester VI SOCIOLOGY OF WORK (SOCADSE04T)	2. Forms of Industrial Culture and Organisation (20 hrs.) 2.1 Industrialism 2.2 Post-industrial Society 2.3 Information Society Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Indian Sociological Traditions (SOCADSE06T)	4. Verrier Elwin (5 hrs.) 3. Tribes in India 6. Irawati Karve (10 hrs.) 2 Gender and Kinship May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
UB	Semester VI Core Course 13 (SOCACOR13T) Sociological Thinkers II	5. Max Horkheimer, T.W. Adorno and Herbert Marcuse (25 hrs.) 5.1. Critical Social Theory	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		May-June		
	Semester VI Core Course 14 (SOCACOR14T) Sociological Research Methods – II	Sampling : (12 hrs.) 1.1 Probability and Non-probability Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI SOCIOLOGY OF WORK (SOCADSE04T)	3. Dimensions of Work (20 hrs.) 3.1 Alienation 3.2 Gender 3.3 Unpaid Work and Forced Labour Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Indian Sociological Traditions (SOCADSE06T)	2. RadhakamalMukerjee (15 hrs.) 2.1 Personality, Society, Values 2.2 Social Ecology May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
MS	Semester VI Core Course 13 (SOCACOR13T) Sociological Thinkers II	2. ClaudeLeviStrauss(8hrs.)	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		2.1. Structuralism Feb-Apr	SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
	Semester VI Core Course 14 (SOCACOR14T) Sociological Research Methods – II	Data Analysis: (15 hrs.) 3.2 Qualitative May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI SOCIOLOGY OF WORK (SOCADSE04T)	3 Risk, Hazard and Disaster (15 hrs.) 5.1 Socio-Environmental Risk – The case of Tehri Dam 5.2 Health Hazards – Silicosis Intervention 5.3 Industrial Disaster – The case of Bhopal Gas Tragedy Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Indian Sociological Traditions (SOCADSE06T)	3. D. P. Mukerji (15 hrs.) 3.1 Tradition and Modernity 3.2 Middle Class May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

SR	Semester VI Core Course 13 (SOCACOR13T) Sociological Thinkers II	1. Talcott Parsons (11 hrs.) 1.1. Action Systems Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Core Course 14 (SOCACOR14T) Sociological Research Methods – II	Data Analysis: (15 hrs.) 3.1 Quantitative May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI SOCIOLOGY OF WORK (SOCADSE04T)	1. Interlinking Work and Industry(10 hrs.) Feb-Apr	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
	Semester VI Indian Sociological Traditions (SOCADSE06T)	5. M.N. Srinivas (10 hrs.) 5.1. Social Change May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

SEM IV (G)

NAME OF TEACHER	COURSE	SYLLABUS	Methods and Materials	Methods of Evaluation
DK	Semester IV Core Course 04 (SOCGCOR04T) Methods of Sociological Enquiry	1. The Logic of Social Research(25 hrs.) 1.1 What is Sociological Research? Feb-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
UB	Semester IV Core Course 04 (SOCGCOR04T) Methods of Sociological Enquiry	1.2 Objectivity in the Social Sciences 1.3 Reflexivity Feb-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
SC	Semester IV Core Course 04 (SOCGCOR04T) Methods of Sociological Enquiry	3. Modes of Enquiry(25 hrs.) 3.1 Theory and Research Feb-Apr 3.2 Analysing Data: Quantitative and Qualitative May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
MS	Semester IV Core Course 04 (SOCGCOR04T) Methods of Sociological	2. Methodological Perspectives(25 hrs.) 2.2 The Ethnographic Method	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre);	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

	Enquiry	Feb-June	E-PG Pathshala; CEC; Egyankosh; Using PPTs	
SR	Semester IV Core Course 04 (SOCGCOR04T) Methods of Sociological Enquiry	2. Methodological Perspectives(25 hrs.) 2.1 The Comparative Method Feb-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

SEM VI (G) DSE

NAME OF TEACHER	COURSE	SYLLABUS	Methods and Materials	Methods of Evaluation
DK	Discipline Specific Elective 03 (SOCGDSE03T) Semester VI Social Stratification	1. Social Stratification: Concepts and Approaches(15 hrs.) Feb-Apr 2. Forms of Social Stratification (35 hrs.) 2.1 Race and Ethnicity May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
UB	Discipline Specific Elective 03 (SOCGDSE03T)	2. Forms of Social Stratification (35 hrs.)	Lecture method; Chalkboard Splash; Audio Visual Aids;	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

	Semester VI Social Stratification	2.2 Caste and Class Feb-Apr 2.3 Gendering Inequality Feb-Apr 2.4 Poverty and Social Exclusion May-June	Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
MS	Discipline Specific Elective 03 (SOCGDSE03T) Semester VI Social Stratification	3. Social Mobility: meaning, types and factors responsible (25 hrs.) Feb-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

SEM VI (G) GE

NAME OF TEACHER	COURSE	SYLLABUS	Methods and Materials	Methods of Evaluation
UB	Generic Elective 02 (SOCGGEC02T) Semester VI Economy and Society	3. Contemporary Issues(25 hrs.) 3.1 Globalization Feb-Apr 3.2 Development May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
DK	Generic Elective 02 (SOCGGEC02T) Semester	2. Modes of Production(25	Lecture method; Chalkboard Splash; Audio Visual Aids;	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

	VI Economy and Society	hrs.) 2.1 Domestic Mode of Production 2.2 Peasants Feb-Apr 2.3 Capitalism Feb-Apr 2.4 Socialism May- June	Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	
SC	Generic Elective 02 (SOCGEC02T) Semester VI Economy and Society	1. Sociological Aspects of Economic Phenomenon(25 hrs.) 1.2 Sociological Aspect of Economic Processes Feb-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
SR	Generic Elective 02 (SOCGEC02T) Semester VI Economy and Society	1. Sociological Aspects of Economic Phenomenon(25 hrs.) 1.1 Approaches: Formalism and Substantivism Feb-Apr 1.2 Sociological Aspect of Economic Processes May-June	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

NAME OF TEACHER	COURSE	SYLLABUS	Methods and Materials	Methods of Evaluation
DK	Skill Enhancement Course 02 (SOCSSSEC02M) Gender Sensitization	<p>1. Sex, Gender and Sexuality (20 hrs.)</p> <p>1.1 Introduction to debates on the social construction of sex and gender 1.2 Cultural construction of masculinity and femininity</p> <p>1.3 Understanding sexual preference as a right Feb-Apr</p> <p>3. Gender Rights and the Law (20 hrs.)</p> <p>3.4 Violence against women</p> <p>3.5 Sexual harassment</p> <p>3.6 Rape</p> <p>3.7 Domestic violence</p> <p>May-June</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making
UB	Skill Enhancement Course 02 (SOCSSSEC02M) Gender Sensitization	<p>2. Gender, Family, Community and the State (10 hrs.) Feb-Apr</p> <p>3. Gender Rights and the Law (20 hrs.)</p>	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making

		<p>3.1 Women's Rights in Indian Constitution: Fundamental rights and Directive Principles Feb-Apr</p> <p>3.2 Right to property May-June</p> <p>3.3 Personal laws May-June</p>		
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SEM VI SEC

NAME OF TEACHER	COURSE	SYLLABUS	Methods and Materials	Methods of Evaluation
UB	<p>Skill Enhancement Course 02 (SOCSSSEC02M)</p> <p>Semester VI</p> <p>Gender Sensitization</p>	<p>1. Sex, Gender and Sexuality (20 hrs.) Feb-Apr</p> <p>1.1 Introduction to debates on the social construction of sex and gender 1.2 Cultural construction of masculinity and femininity</p> <p>1.3 Understanding sexual preference as a right</p> <p>3. Gender Rights and the Law (20 hrs.)</p> <p>May-June</p> <p>3.4 Violence against women</p> <p>3.5 Sexual harassment</p>	<p>Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs</p>	<p>Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making</p>

		3.6 Rape 3.7 Domestic violence		
SR	Skill Enhancement Course 02 (SOCSEEC02M) Semester VI Gender Sensitization	2. Gender, Family, Community and the State (10 hrs.) Feb-Apr 3. Gender Rights and the Law (20 hrs.) May-June 3.1 Women's Rights in Indian Constitution: Fundamental rights and Directive Principles 3.2 Right to property 3.3 Personal laws	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala; CEC; Egyankosh; Using PPTs	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making




 Principal
 Prasanta Chandra Mahalanobis
 Mahavidyalaya
 11/3, B. T. Road, Kol-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester I Honors/Programme. Course

Name of the Department: SOCIOLOGY

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

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

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

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

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

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

Recommended Text books:

01T

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

02T

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

Programme Course (SOCGCOR01T)

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

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester III Honors. & Programme Course

Name of the Department: SOCIOLOGY

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

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

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

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

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

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

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

				Using GMeet and Google Classroom			
		(SOC ACOR 07T)	3. Gender, Power and Resistance 3.1 Social Subordination 3.2 Violence against Women 3.3 Women's and LGBTQ Movements in India	Lecture method; Chalkboard Splash; Audio Visual Aids; Usings MOOCs and e-resources available on SWAYAM (Inflibnet Centre); E-PG Pathshala ; CEC; Egyankosh; Using PPTs; Using GMeet	Formative Assessments like MCQs; Quiz; Debate; Poster and Chart making Summative Assessments: Internal Assessment (Short Question of 5 marks); End Semester CBCS Examination conducted by WBSU	(25 hrs.)	Dr Sreyasi Chatterjee (SC) Mr Debadyuti Karmakar (DK) Mr Utpal Biswas (UB) Ms Monolina Seth (MS) Ms Sharmistha Ray (SR)

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

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

Recommended Text books:

05T

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

06T

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

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

07T

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

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

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

Routledge

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

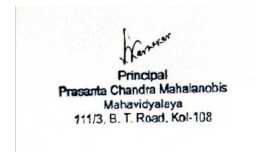
28. Rege, Sharmila. (ed). 2003. Sociology of Gender: The Challenge of Feminist Sociological

Knowledge. New Delhi: Sage.

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

Programme Course (SOCGCOR03T)

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



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester V Honors. & Programme Course

Name of the Department: SOCIOLOGY

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

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

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

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

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

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

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

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

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

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

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

Recommended Text books:

11T

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

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

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

13. Hughes, J.A, W, Sharrock and P.J. Martin. 2003. *Understanding Classical Sociology: Marx, Weber, Durkheim (2nd edition)*, Sage.

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

Progress Publishers, Moscow, 1989.

15. Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers.
16. McLellan, David. 1975. Marx. London: Fontana Press.
17. Nisbet, R. A. 1967. The Sociological Tradition. London: Heinemann.
18. Poggi, Gianfranco. 2006. Weber. Cambridge, UK: Polity. Ransome, Paul. 2010. Social Theory. Rawat Publication.

19. Ritzer, George. 1996. Classical Sociological Theory, McGraw-Hill

20. Timasheff, N. S. Sociological Theory. Random House. 1967.

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

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

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

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

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

12T

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

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

of the social sciences. HSRC Press, 1988.

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

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

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

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

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

19. Stinchcombe, Arthur L. The logic of social research. University of Chicago Press, 2005. 20. Young, P.V.-(1966) Scientific Social Survey and Research, Prentice Hall, New Delhi

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

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

DSE (01T)

1. Abraham, M.-(1976) Urban Sociology, Prentice Hall
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3. Bridge and Sophie Watson, (eds.) The Blackwell City Reader. Oxford and Malden, MA: Wiley Blackwell
4. Desai, A.R. & Pillai(ed)-(1970) Slums and Urbanization, Popular Publications
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6. Harvey, David 1985 The Urban Experience, Baltimore: Johns Hopkins University Press
7. I. Susser (ed.) The Castells Reader on Cities and Social Theory, Blackwell
8. Miller and Form-(1964) Industrial Sociology, Harper and Row, New York
9. Miller, D.C. & Form, W.H.- (1980) Industrial Sociology, Harper and Row

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

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

New Delhi

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2. Beteille, Andre. 2007 'The Study of Agrarian Systems: An Anthropological Approach', from Marxism and Class Analysis, New Delhi: Oxford
3. David Mandelbaum, 1983, Sociology in India Bombay: Popular Publication
4. Desai A R 1994, Rural Sociology, Bombay: Popular Prakshan,
5. Doshi S L & P.C Jain, 1999 Rural Sociology, Jaipur: Rawat Publications
6. Ghurye, 1969, Caste & Race in India, Bombay Popular Prakasan
7. Hans Raj 2000 Rural Sociology, Surjeet Publications
8. Harriss, J o h n. Capitalism and Peasant Farming: Agrarian Structure and Ideology in

North Tamil Nadu, Delhi: Oxford University Press, 1982

9. Jodhka Surinder (Ed) 2012, Village Society: Essays from the EPW, New Delhi, Orient

Blackswan

4. Joshi, 1975 Land Problem in India Trends and perspectives, Calcutta: Allied Publishers
5. Lieten, 1992, Continuity & Change in Rural West Bengal, New Delhi: Sage
6. Madan, G. R., India's Developing Villages, Bombay: Allied Publications
7. Madan, Vandana (ed) 2002, The Village in India, Oxford India Reading in Sociology and Anthropology, Delhi, OUP
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Programme Course (DSC) (SOCGDSE02T)

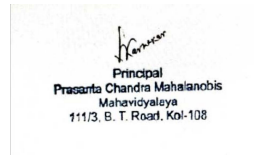
1. A.M. Shah, 1998 The Family in India: Critical Essays, New Delhi: Orient Blackswan
2. Baldassar, Loretta, and Laura Merla, eds. Transnational families, migration and the circulation of care: Understanding mobility and absence in family life. Vol. 29. Routledge, 2013.
3. Banerjee, Kakoli. "Gender stratification and the contemporary marriage market in India." *Journal of Family Issues* 20.5 (1999): 648- 676.
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5. Donner, Henrike. *Domestic goddesses: maternity, globalization and middle-class identity in contemporary India*. Routledge, 2016.
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9. McAdoo, Harriette Pipes. *Family ethnicity: Strength in diversity*. Sage, 1999.

10. Patricia Uberoi (ed.), 1993 *Family, Kinship and Marriage in India*. Delhi: Oxford University Press

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

Programme Course (GE) (SOCGGEC01T)

1. Stepam, A.J. Linz Juan, et al (2011) ‘Crafting State Nations’
2. P. Chatterjee, 1997. State and Politics in India. Delhi: OUP
4. James Manor (ed.) 1991 Rethinking Third World Politics, London: Longman
5. Z. Hasan (ed.) 2000, Politics and the State in India, New Delhi: Sage
6. Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. In Pursuit Of Lakshmi. Chicago: University of Chicago Press
7. M. J. Schwartz (ed.), 1968, Local level Politics: Social and Cultural Perspectives, London: University of London
8. A.Kohli (ed.), 2001 The Success of India’s Democracy,Cambridge: Cambridge University Press



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020

Semester II&IV Honours&Programme Course

Name of the Department: HISTORY

Period	Hons/ Program me Course	Pap er Na me and Pap er Co de	Topics	Methods and materials	Methods of Evaluatio n	Numbe r of classes allotte d in hours	Name of the Teache r assigne d
March- April	Honours Course	HISA COR0 3T	<i>History of India- II (c.300 BCE to 750CE)</i> Unit1: Economy and Society (circa 300 BCE to circa CE 300): Unit2: Changing political formations (circa 300 BCE to circa CE 300): Unit3: Towards early medieval India (circa CE fourth century to CE 750):	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,et c.	Unit1 8hrs. Unit2 9hrs. Unit3 7hrs	Unit1-2 AB Unit3 PM Unit4 MDG
	Honours Course	HISA COR0 4T	<i>Social Formations and Cultural Patterns of the Medieval World.</i> Unit1: Roman Republic, Participate and Empire &slave society in ancient Rome Unit2: Religion and culture in ancient Rome Unit3: Crises of the Roman Empire	Text books, Reference books, Course related various website	Class Tests, Assignments, Student- Teacher Interaction,et c.	Unit1 8hrs. Unit2 9hrs. Unit3 7hrs	Unit1-2 PM Unit3 AB

March-April	Programme Course	HISG COR0 2T	History of India from. c. 300 to 1206 CE. Unit: 1 The Rise & Growth of the Guptas: Unit: 2 Harsha & His Times: Unit:3 South India: Unit:4 Towards the Early Medieval:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,et c.	Unit1 8hrs. Unit2 9hrs. Unit3 7hrs Unit4 8hrs	Unit1-4 PB
	Programme Course	HISG COR0 4T	History of India (1707-1950 CE.) Unit1: Interpreting the 18th Century. Unit2: Emergence of Independent States & establishment of Colonial power. Unit3: Expansion & consolidation of Colonial Power upto 1857. Unit4: Uprising of 1857: Unit5: Colonial economy	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,et c.	Unit1 8hrs. Unit2 9hrs. Unit3 7hrs Unit4 8hrs Unit5 7hrs	Unit1-3 PM Unit4-5 AB
		HISSS EC02 M	Understanding Indian Art Unit1: Prehistoric and protohistoric art. Unit2: Indian art (c. 600 BCE – 600 CE). Unit3: Indian Art (c. 600 CE – 1200 CE):				
May-June	Honours Course	HISA COR0 3T	History of India- II (c.300 BCE to 750CE) Unit4: Religion, philosophy and society (circa 300 BCE- CE 750): Unit5: Cultural developments (circa 300 BCE - CE 750):	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,et c.	Unit4 8hrs Unit5 7hrs	Unit4 AB Unit5 PM

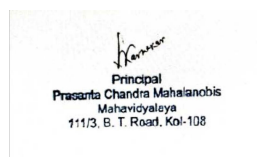
		HISA COR0 4T	<i>Social Formations and Cultural Patterns of the Medieval World.</i> Unit4: Economic developments in Europe from the 7th to the 14th centuries: Unit5: Religion and culture in medieval Europe Unit6: Societies in Central Islamic Lands:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit4 8hrs Unit5 7hrs Unit6 7hrs	Unit4 AB Unit5 PM Unit6 MDG
May- June	Programme Course	HISG COR0 2T	History of India from. c. 300 to 1206 CE. Unit:5 Evolution of Political structures of Rashtakutas, Pala &Pratiharas. Unit:6 Emergence of Rajput States in Northern India: Unit: 7 Arabs in Sindh: Unit: 8 Struggle for power in Northern India and establishment of Sultanate.	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit5 7hrs. Unit6 9hrs Unit7 8hrs. Unit8 7hrs.	Unit5-8 PM
	Programme Course	HISG COR0 4T	<i>History of India (1707-1950 CE.)</i> Unit6: Socio-Religious Movements in the 19th century. Unit7: Emergence &Growth of Nationalism with focus on Gandhian nationalism. Unit8: Communalism: Unit9: Advent of Freedom	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit6 8hrs. Unit7 9hrs. Unit8 7hrs Unit9 8hrs	Unit6-7 PM Unit8-9 AB

		HISSS EC02 M	Understanding Indian Art: Unit4: Indian art and architecture (c. 1200 CE – 1800 CE); Unit5: Modern and Contemporary Indian art and Architecture:				
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Recommended Text books:

HISACOR03T: History of India- II (c.300 BCE to 750CE)

B. D. Chattopadhyaya, *The Making of Early Medieval India* 12



D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*

D. D. Kosambi, *An Introduction to the Study of Indian History*

S. K. Maity, *Economic Life in Northern India in the Gupta Period*

B. P. Sahu, ed. *Land System and Rural Society in Early India*

K. A. N. Sastri, *A History of South India*

R. S. Sharma, *Indian Feudalism*

R. S. Sharma, *Urban Decay in India, c.300- c.1000*

Romila Thapar, *Asoka and the Decline of the Mauryas*

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*

N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*

J. C. Harle, *The Art and Architecture of the Indian Subcontinent*

P. L. Gupta, *Coins*

Kesavan Veluthat, *The Early Medieval in South India*

H. P. Ray, *Winds of Change*

Romila Thapar, *Early India: From the Origins to 1300 A.D.*

D. N. Jha, *Ancient India in Historical Outline.*

Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihaser Sandhan*

Ranabir Chakraborty, ed. *Samaj-sanskritir Itihas* (in Bengali)

Sukumari Bhattacharji, *Itihaser Aaloke Vaidik Sahitya* (in Bengali)

HISACOR04T: Social Formations and Cultural Patterns of the Medieval World.

Perry Anderson, *Passages from Antiquity to Feudalism*

Marc Bloch, *Feudal Society*, 2 Vols.

Cambridge History of Islam, 2 Vols.

Georges Duby, *The Early Growth of the European Economy*

Fontana Economic History of Europe, Vol. I

P. K. Hitti, *History of the Arabs*

P. Garnsey and Saller, *The Roman Empire*

S. Ameer Ali, *The Spirit of Islam*

J. Barrowclough, *The Medieval Papacy*

Encyclopedia of Islam, 1st ed., 4 vols.

M. G. S. Hodgson, *The Venture of Islam*

HISGCOR02T: History of India from. C. 300 to 1206 CE

R. S. Sharma, *Indian Feudalism -India's Ancient Past*

B. D. Chattopadhyaya, *Making of Early Medieval India*

Derryl N. Maclean, *Religion and Society in Arab Sindh*

K. M. Ashraf, *Life and Conditions of the People of Hindustan*

M. Habib and K.A. Nizami, *A Comprehensive History of India. Vol. V*

Tapan Ray Chaudhary and Irfan Habib (ed.), *The Cambridge Economic History of India, Vol. I*

Peter Jackson, *Delhi Sultanate: A Political and Military History*

Tara Chand, *Influence of Islam on Indian Culture* Satish Chandra, *A History of Medieval India, 2 Volumes* Percy Brown, *Islamic Architecture*

Ranabir Chakraborty, *Bharat Itihaser Adiparba*

Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihaser Sandhane* (in Bengali) Dilip Kumar Chakraborty, *Bharatbarsher Prakitihis*

Narendranath Bhattacharya, *Prachin Bharatiya Samaj*

Narendranath Bhattacharya, *Prachin Bharat: Rashtrachinta o Rashtrabyabastha,*

Bhaskar Chattopadhyay, *Bharat Artha-samajik o Rashtriyabyabastha* Bhaskar Chattopadhyay, *Gour Banger itihis o sanskriti* (vol 1) Niharanjan Ray, *Bangalir Itihas*

Romila Thapar, *Bharatbarsher Itihas*

HISGCOR04T: History of India (1707-1950 CE.)

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*

Sekhar Bandyopadhyay, *From Plassey to Partition*

C.A. Bayly, *An Illustrated History of Modern India 1600 - 1947*
 Sumit Sarkar, *Modern India 1885 - 1947*
 Mushirul Hasan, *John Company to the Republic: A story of Modern India*
 R.P. Dutt, *India Today*
 Thomas Metcalf, *Ideologies of the Raj*
 R. Jeffery and J. Masselos, *From Rebellion to the Republic* Bipan Chandra, *Nationalism and Colonialism in Modern India*
 Urvashi Butalia, *The Other side of Silence*
 Francine Frankel, *India's Political Economy 1947- 1977*
 Paul Brass, *The Politics of India since Independence*
 Lloyd and Susan Rudolph, *In Pursuit of Laxmi: the Political Economy of the Indian State*
 Bipan Chandra et al. *India After Independence* Gail Omvedt, *Dalits and Democratic Revolution* Ramachandra Guha, *The Fissured Land*
 K.G. Subramanian, *The Living Tradition: Perspectives on Modern Indian Art*
 Radha Kumar, *A History of Doing*
 Stanly Wolpert, *A New History of India*
 Amallesh Tripathi, *Swadhinata Sangrame Bharater Jatiyo Congress*

Mrinal Kanti Chattopadhyay, *Jyatiyotabadi Jinnah: Chintar Kromobibartan.*

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Lesson Plan- 2020

Semester I, III & V Honours. & Programme Course

Name of the Department: HISTORY

Period	Hons/ Program Course	Pap er Na me and Pap er Co de	Topics	Methods and materials	Methods of Evaluati on	Numb er of classe s allotte d in hours	Name of the Teach er assign ed
Septemb er- October	Hons	HISA COR0 1T	History of India –I (From Earliest Times to c.300 BCE) Unit:1 Reconstructing Ancient Indian History Unit: 2 Pre-historic hunter-gatherers Unit: 3 Food production	Text books, Reference books, Course related various website	Class Tests, Assignment s, Student- Teacher Interaction, e tc.	Unit1 9hrs. Unit2 8hrs Unit3 8hrs	Unit1-2 PM Unit3 RJ

	Hons	HISA COR0 2T	<i>Social Formations and the Cultural Patterns of the Ancient World.</i> Unit1: Evolution of humankind; Unit2: Food production: Beginnings of agriculture and animal husbandry. Unit3: Bronze Age Civilizations, with reference to any one of the following:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 9hrs. Unit2 8hrs Unit3 8hrs	Unit1-2 AB Unit3 PM
	Hons	HISA COR0 5T	<i>History of India-III (c.750 CE- 1206 CE)</i> Unit1: Studying Early Medieval India: Unit2: Political Structures: Unit3 Agrarian Structure and Social Change:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 9hrs. Unit2 8hrs Unit3 8hrs	Unit1-2 AB Unit3 PM
		HISA COR0 6T	<i>Rise of the Modern West-I</i> Unit1: Transition from feudalism to capitalism Unit2: Early colonial expansion: motives, voyages and explorations; the conquests of the Americas Unit3: Renaissance:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 9hrs. Unit2 8hrs Unit3 8hrs	Unit1-2 AB Unit3 PM


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		HISA COR0 7T	<p>History of India- IV (1206 CE– 1526 CE)</p> <p>Unit1: Sources for studying/Interpreting the Delhi Sultanate Survey of sources:</p> <p>Unit2: Sultanate Political Structures</p> <p>Unit3 Regional Political structures Emergence of provincial dynasties:</p>	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 9hrs. Unit2 8hrs Unit3 8hrs	Unit1-2 RJ Unit3 PM
	Programme Course	HISG COR0 1T	<p>History of India from Earliest Times up to 300 CE</p> <p>Unit 1: Sources & Interpretation of ancient Indian history Unit 2: A broad survey of Palaeolithic, Mesolithic, Neolithic, and Chalcolithic Cultures. Unit 3: Harappan Civilization; Origin, Extent, dominant features & Decline, Unit 4: The Vedic Period: Polity, Society, Economy, and Religion Unit 5: Territorial States and the Rise of Magadha- Conditions for the Rise of Mahajanapadas and the Causes of Magadha's Success</p>	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 8hrs. Unit2 8hrs. Unit3 7hrs Unit4 8hrs Unit5 7hrs	Unit1-3 AB Unit 4-5 RJ

	Programme Course	HISG COR03T	History of India from 1206 CE to 1707 CE. Unit1: Foundation, Expansion & consolidation of the Delhi Sultanate; Unit2: Military, administrative & economic reforms under the Khiljis & the Tughlaqs. Unit3: Bhakti & Sufi Movements. Unit4: Provincial kingdoms Unit5: Second Afghan State	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 8hrs. Unit2 8hrs. Unit3 7hrs Unit4 8hrs Unit5 7hrs	Unit1-3 AB Unit 4-5 RJ
		HISSE01M	Archives and Museums in India: Unit1: Definition and history of development. Unit2: Types of archives and museums.	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 8hrs. Unit2 8hrs.	Unit1 AB Unit 2 MDG
	Programme Course	HISG DSE01T	Society and Economy of Modern Europe: c.15th - 18 Century Unit1: Historiographical Trends Unit2: Feudal Crisis: Unit3: Renaissance: Unit4: European Reformation	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit1 8hrs. Unit2 8hrs. Unit3 7hrs Unit4 8hrs Unit5 7hrs	Unit1-3 PM Unit 4 RJ

November-December	Hons	HISA COR01T	History of India –I (From Earliest Times to c.300 BCE) Unit 4: The Harappan civilization Origins Unit5: Cultures in transition Settlement patterns, technological and economic developments; social stratification;	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit4 9hrs. Unit5 8hrs	Unit4 AB Unit5 MDG
	Hons	HISA COR02T	<i>Social Formations and the Cultural Patterns of the Ancient World.</i> Unit4: Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications Unit5: Slave society in ancient Greece: Unit6: Polis in ancient Greece:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit4 9hrs. Unit5 8hrs Unit6 8hrs	Unit4 AB Unit5&6 MDG
		HISA COR05T	<i>History of India-III (c.750 CE- 1206 CE)</i> Unit4: Trade and Commerce Unit5: Religious and Cultural Developments:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit4 9hrs. Unit5 8hrs	Unit4 AB Unit5 PM

		HISA COR0 6T	<i>Rise of the Modern West-I</i> Unit4: Origins, course and results of the European Reformation in the 16th century. Unit5: Economic developments of the sixteenth century: Unit6: Emergence of European state system:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit4 9hrs. Unit5 8hrs Unit6 8hrs	Unit4 PM Unit5&6 RJ
		HISA COR0 7T	<i>History of India- IV (1206 CE– 1526 CE)</i> Unit4: Sultanate Society and Economy-1 Iqta and the revenue-free grants Agricultural production Unit5: Sultanate Society and Economy-2 Changes in rural society; Unit6: Religion and Culture Sufi silsilas:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit4 9hrs. Unit5 8hrs Unit6 8hrs	Unit4 PM Unit5&6 AB

	Programme Course	HISG COR0 1T	<p>Unit 6: Iranian and Macedonian Invasions, Alexander's Invasion and Impact</p> <p>Unit 7: Jainism and Buddhism: Causes, Doctrines, Spread,, and Contributions</p> <p>Unit 8: Emergence and Growth of Mauryan Empire; State, Administration, Economy, Ashoka's dhamma, Art & Architecture</p> <p>Unit 9: The Satvahana Phase; Aspects of Political History, Administration, Religion; The Age of Shakas: Parthians and Kushans – Aspects of Polity, Society, Religion, Arts& Crafts, Commerce.</p> <p>Unit 10: The Sangam Age: Sangam Literature, The Three Early Kingdoms</p>	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit6 7hrs Unit7 8hrs Unit8 9hrs Unit9 7hrs Unit10 8hrs	Unit6-7 AB Unit8-9 PM Unit10 RJ

	Programme Course	HISG COR03T	History of India from 1206 CE to 1707 CE. Unit6: Emergence and consolidation of Mughal State, C.16th century to mid 17th century. Unit7: Akbar to Aurangzeb: administrative structure. Mansab and Jagirs, State & Religion, Socio-Religious Movements. Unit8: Economy, Society and Culture under the Mughals. Unit9: Emergence of Maratha Power.	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit6 7hrs Unit7 8hrs Unit8 7hrs Unit9 6hrs	Unit7-8 AB Unit9 RJ
		HISSS EC01M	Archives and Museums in India: Unit3: Museum Presentation and Exhibition. Unit4: Museums, Archives and Society:	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit3 7hrs Unit4 8hrs	Unit3 AB Unit 4 MDG
		HISG DSE01T	Society and Economy of Modern Europe: c.15th - 18 Century Unit5: Beginning of the era of colonization: Unit6: Economic developments of the sixteenth century;	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction, etc.	Unit5 7hrs Unit6 8hrs	Unit5 AB Unit6 PM

Recommended Text books:

HISACOR01T: History of India –I (From Earliest Times to c.300 BCE)

R.S.Sharma, India's Ancient Past

R.S.Sharma, Material Culture and Social Formations in Ancient India

D. P. Agrawal, The Archaeology of India Bridget & F. Raymond Allchin, The

Rise of Civilization in India and Pakistan

A. L. Basham, The Wonder That Was India

D. K. Chakrabarti, The Archaeology of Ancient Indian Cities

Upinder Singh, A History of Ancient and Early Medieval India

Romila Thapar, Early India from the Beginning to 1300

D. N. Jha, Ancient India in Historical Outline

R. M. Wheeler, The Indus Civilization

D.K.Chakrabarti, India, an Archaeological History, Paleolithic Beginnings to Early Historic Foundations

B. D. Chattopadhyay, A Survey of Historical Geography of Ancient India

Ranabir Chakraborty, Bharat Itihaser Adiparba

Shereen Ratnagar, The Harappan Civilization

H.C. Raychaudhuri, Political History of Ancient India (Prachin Bharater Rajnaitik Itihas (in Bengali).

R. S. Sharma, Perspectives in Economic and Social History of Early India (Prachin Bharater Samajik O Arthanaitik Itihas (in Bengali).

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

HISACOR02T: *Social Formations and the Cultural Patterns of the Ancient World.*

HISGCOR01T: *History of India from Earliest Times up to 300 CE*

R. S. Sharma, *Indian Feudalism -India's Ancient Past*

B. D. Chattopadhyaya, *Making of Early Medieval India*

Derryl N. Maclean, *Religion and Society in Arab Sindh*

K. M. Ashraf, *Life and Conditions of the People of Hindustan*

M. Habib and K.A. Nizami, *A Comprehensive History of India. Vol. V*

Tapan Ray Chaudhary and Irfan Habib (ed.), *The Cambridge Economic History of India, Vol. I*

Peter Jackson, *Delhi Sultanate: A Political and Military History*

Tara Chand, *Influence of Islam on Indian Culture* Satish Chandra, *A History of Medieval India, 2 Volumes* Percy Brown, *Islamic Architecture*

Ranabir Chakraborty, *Bharat Itihaser Adiparba*

Ranabir Chakraborty, *Prachin Bharater Arthanaitik Itihasersandhane* (in Bengali) Dilip Kumar Chakraborty, *BharatbarsherPrakitihias*

Narendranath Bhattacharya, *Prachin Bharatiya Samaj*

Narendranath Bhattacharya, *Prachin Bharat: Rashtrachinta o Rashtrabyabastha,*

Bhaskar Chattopadhyay, *Bharat Artha-samajik o Rashtriyabyabastha* Bhaskar Chattopadhyay, *Gour Banger itihas o sanskriti* (vol 1) Niharanjan Ray, *BangalirItihas*


Romila Thapar, *BharatbarsherItihas*

HISGCOR03T: *History of India from 1206 CE to 1707 CE.*

Irfan Habib, *The Agrarian System of Mughal India 1556-1707*

Irfan Habib (ed.), *Madhya Kaleen Bharat,* (in Hindi), 8 Volumes

M. Athar Ali, *Mughal Nobility under Aurangzeb*


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111/3, B. T. Road, Kol-108

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson plan 2020-21 Semester I (Hons & Programme Course)

Name of the Department: Political Science

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

			<p>Module 3.</p> <p>a) Union Government: Executive, Legislature, Judiciary</p> <p>b) State Government: Executive, Legislature, Judiciary</p>				Chandrani Mukherjee & Jayanta Sarkar
Sep-Feb	Program me Course	Introduction to Political Theory (PLSHGEC01 T)	<p>Module I.</p> <p>a. What is Politics? b. What is Political Theory and what is its relevance?</p> <p>Module II.</p> <p>Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State</p> <p>Module III.</p> <p>a. Is democracy compatible with economic growth? b. On what grounds is censorship justified and what are its limits? c. Does protective discrimination violate principles of fairness? d. Should the State intervene in the institution of the family?</p>	Offline Lecture method	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>

Reading materials:

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

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

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson plan 2020-21 Semester III (Hons & Programme Course)

Name of the Department: Political Science

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

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Metho ds and materials	Methods of Evaluation	No of classes allott ed in hours	Name of the Teacher assigned
Aug-DEC	HONS	Perspectives on Public Administration (PLSACOR06T)	Module 1 a. Meaning, Dimensions and Significance of the Discipline b. Public and Private Administration c. Evolution of Public Administration Module 2 <i>CLASSICAL THEORIES</i> <ul style="list-style-type: none">• Scientific management (F.W. Taylor)• Administrative Management (Gullick, Urwick and Fayol)• Ideal-type bureaucracy (Max Weber) b. <i>NEO CLASSICAL THEORIES</i> <ul style="list-style-type: none">• Human relations theory (Elton Mayo)• Rational decision making (Herbert Simon) c. <i>CONTEMPORA RY THEORIES</i> <ul style="list-style-type: none">• Ecological approach (Fred Riggs)• Innovation and Entrepreneurshi p (Peter Drucker) Module 3 III. PUBLIC	Offline Lecture method	Formative Assessment	64 hours	Mohiudd in Mondal Manisha Ghosh

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

			<p>b. Significance of the Bolshevik Revolution</p> <p>c. Rise of Fascism / Nazism</p> <p>d. World War II : Causes and Consequences</p> <p>e. Cold War: Different Phases</p> <p>f. Emergence of the Third World</p> <p>g. Collapse of the USSR and the End of the Cold War</p> <p>h. Post Cold War Developments and Emergence of Other Power Centers of Power</p>				Jayanta Sarkar
Aug-DEC	programme	Introduction to Comparative Government and Politics (PLSHGEC03T)	<p>Module I.</p> <p>a. Nature and scope b. Going beyond Eurocentrism</p> <p>Module – 2</p> <p>a. Capitalism: meaning and development: globalization</p> <p>b. Socialism: meaning, growth and development</p> <p>c. Colonialism and decolonization: meaning, context, forms of colonialism; anti colonialism struggles and process of decolonization</p>	Offline Lecture method	Formative Assessment	48 hours	<p>Mohiudd in Mondal</p> <p>Manisha Ghosh</p>

			Module – 3 A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil and China.			Chandra ni Mukherjee & Jayanta Sarkar
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References

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




Principal
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Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson plan 2020-21 Semester II(Hons & Programme Course)

Name of the Department: Political Science

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allott ed in hours	Name of the Teacher assigned
Mar-Jun	HONS	PLSACOR03T(Political Theory-Concepts and Debates)	<p>Module 1. i.Nationalism and nation state ii.Sovereignty: Monism, Pluralism</p> <p>Module 2 i. Rights, Liberty, Equality ii. Justice:,Rawls</p> <p>Module 3. a)Idealist Theory b)Liberal and Neo-liberal Theories</p>	Online Lecture Method, google classroom, e-PG pathsala, google meet	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>
Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allott ed in hours	Name of the Teacher assigned
Mar-Jun	HONS	Political Process in India (PLSACOR04T)	<p>Module 1: a)Party system in India: features and trends; coalition Governments b) Electoral process: Election Commission— Composition and Functions</p>	Online Lecture Method, google classroom, e-PG pathsala, google meet	Formative Assessment	64 hours	Mohiuddin Mondal

			Module 2. a) Regionalism in India b) Role of religion ,caste, Women				Manisha Ghosh
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			Module 3. Corruption and politics: Measures to curb corruption in Indian politics b) Media and politics				Chandrani Mukherjee & Jayanta Sarkar
Mar-Jun	Programme Course	Introduction to Political Theory (PLSHGEC01 T)	<p>Module I. Making of the Constitution by the Constitutional Advisor, the Drafting Committee and finally the Constituent assembly</p> <p>Module II. a)Preamble b)Fundamental Rights c)Directive Principles of State Policy d)Federalism</p> <p>Module III. a)Union Government: Executive(total as it is in the constitution)Legislature(total, according to the Constitution) Judiciary(total, following the articles of the constitution</p>	Online Lecture Method , google classroom,e-PG pathsala , google meet	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>

			b)State Government: Executive, Legislature, Judiciary (In the same way as the Union government is to be studied) c)Public service Commission(U PSC and PSC)				
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Reading materials:

1. Bhargava, R. (2008) Political Theory: An Introduction. New Delhi: Pearson Longman
2. O.P.Gauba ,An Introduction to Political Theory
3. Johari. J.C ,Contemporary Political Theory:new dimensions,basic concepts and major trends
4. Bhattacharya Ch. Dinesh, Political Theory: A Comprehensive Study Of
5. A. Bhattacharya Mohit and Ghosh Biswanath,Adhunik Rastrabigyan
6. Mahapatra Anadikumar,Rastrabigyan
7. Ramaswamy Sushila ,Political Theory: Ideas and Concepts
8. Constitution of India, Government of India
9. .Kashyap, Subhas C, Amader Sanbidhan, National Book Trust
10. .Ghosh Soma, Pal Nibedita, Banik Rakhi,(2014) SANBIDHAN PARIKRAMA‘ BOOK ON INDIAN CONSTITUTION AND GOVERNMENT(In Bengali), Kolkata, Progressive Publishers
11. Mukhopadhyay Pralaydeb, Rastro o Rajniti :Tatwa o Motobadik Bitarka
12. Ghosh Krityapriya ,Rastratwa

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Lesson plan 2020-21 Semester IV (Hons & Programme Course)

Name of the Department: Political Science

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Method s and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
Mar-Jun	HONS	Political Processes and Institutions in Comparative Perspective (PLSACOR08T)	<p>Module I. a. Political Culture b. New Institutionalism</p> <p>Module – 2 a. Nation-state: What is nation– state? Historical evolution in Western Europe and postcolonial context b. Process of democratization in postcolonial,</p> <p>Module – 3 a. Federalism: Historical context Federation and Confederation : debates around territorial division of power: USA, INDIA b. ii. Nature of party System: USA, UK, China</p>	Online Lecture Method, google classroo m,e-PG pathsala, google meet	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee & Jayanta Sarkar</p>

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	No of classes allotted in hours	Name of the Teacher assigned
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Mar-Jun	HONS	PLSACOR09T – Public Policy and Administration in India	Module I. a. Concept, relevance and approaches b. Definition, characteristics and models c. Public Policy Process in India d. Social Welfare Policies: Education: Right To Education, National Education Policy, Health: National Health Mission . Food: Right To Food Security a. Employment:, MNREGA	Online Lecture Method, google classroom,e- PG pathsala, google meet	Formative Assessment	64 hours	Mohiuddin Mondal
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HONS

Module II

a. i. Meaning, significance ii.

Local Self Governance:

Rural and Urban – With Special

Reference to West Bengal

b. Redressal of Public

Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

Module III

a. Concept and Significance of Budget b. Budget Cycle in India c.

Various Approaches and Types Of Budgeting, Vote on Account, Zero Base Budgeting, Performance Budgeting

Manisha Ghosh

Chandrani Mukherjee & Jayanta Sarkar

Mar-Jun	hons	PLSACOR10T (global politics)	<p>Module I</p> <p>a. Understanding Globalization and its Alternative c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs e. Global Resistances (Global Social Movements and NGOs)</p> <p>Module II</p> <p>a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate b. Proliferation of Nuclear Weapons c. International Terrorism; Post 9/11 developments e. Human Security</p> <p>Module III</p> <p>Power and</p>	Online Lecture Method, google classroom, e-PG pathsala, google meet	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee Jayanta Sarkar</p>
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			Governance				
Period	Hons/ Programm e Course	Paper Name and Paper Code	Topics	Metho ds and materials	Methods of Evaluation	No of classes allott	Name of the Teacher

						ed in hours	assigned
Mar-Jun	Programme	Introduction to International Relations {PLSHGEC04T }	<p>Module I</p> <p>a. How do you understand International Relations: Levels of Analysis b. History and IR: Emergence of the International State System</p> <p>Module II</p> <p>a. Classical Realism & Neo-Realism b. Liberalism & Neo-liberalism c. Marxist Approaches d. Feminist Perspectives</p> <p>Module III</p> <p>World War II : Causes and Consequences e. Cold War: Different Phases f. Emergence of the Third World g. Collapse of the USSR and the End of the Cold War h. Post Cold War</p>	Online Lecture Method, google classroom, e-PG pathsala , google meet	Formative Assessment	64 hours	<p>Mohiuddin Mondal</p> <p>Manisha Ghosh</p> <p>Chandrani Mukherjee Jayanta Sarkar</p>

			Developments and Emergence of Other Power Centers of Power i. Indian as an Emerging Power Indian Foreign Policy				
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Reading materials:

1. Goldstein, J. and Pevehouse, J.C. (2009) International Relations. New Delhi: Pearson,
2. Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations.
3. Basu, Rumki (ed) (2012) International Politics: Concepts theories and Issues, New Delhi, Sage Publications India Pvt Ltd
4. Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman, 2007
5. Basu Rumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publisher
6. G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell
7. International Relations : Aneek Chatterjee, Purushottom Bhattacharya, Anindya jyoti Majumder, Biswanath Chakroborty, Goutam Kumar Basu
8. Public Administration : Soma Ghosh, Rajasri Basu, Pradipta Mukherjee, P.G. Das



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21 (JAN -JUNE)

Semester II Honors. Programme Course Name

of the Department: EDUCATION

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

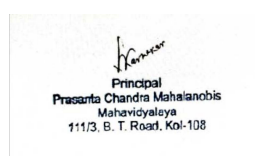
Recommended Text books:

EDCACOR03T: EDUCATIONAL SOCIOLOGY

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

EDCACOR04T: PEDAGOGY

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



May-June	Hons	08T EDCAC OR08T	Unit: 3 Agencies of educational management Unit: 4 Planning and Management	Text books, Reference books, Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 9hrs. Unit4 9hrs.	Unit 3 &4 JP,SC, MC
		09T EDCAC OR09T	Unit: 3 Evaluation and Measurement Unit: 4 Standardization of a test	Text books, Reference books and Course related various website	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 8hrs. Unit4 8hrs.	Unit 3 &4 JP,SC, MC,ID
		10T EDCAC OR10T & EDCAC OR10	Unit:3 Inferential Statistics STATISTICS IN EDUCATION (practical)	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student-Teacher Interaction,etc. Practical Copy	Unit3 9hrs. Unit4 10hrs	Unit 3 &4 JP,RC,MC
		SEC2 EDCSSE C02M	Unit-3: Developing Observational Skill	Topic related various Website & Field experiences	Preparation of Project copy	Unit3 5hrs. Unit4 5hrs.	Unit 3 &4 JP,RC
	Programme Course	DSC 1D (EDCGC OR04T) / GE 4 (EDCHG E04T	Unit 3: Educational tests Unit 4: Statistics	Text books, Reference books and chalk-board, Data collection,etc	Class Tests, Assignments, Student-Teacher Interaction,etc.	Unit3 8hrs. Unit4 9hrs.	Unit 3 &4 RC,SC, MC

Recommended Text books:

EDCACOR08T: EDUCATIONAL MANAGEMENT

Aggarwal, J.C. (2007); Educational Administration and Management: Principles & Practices, DOABA House, New Delhi.

- Chakraborty Dilip, (2004), Sikshagata Babosthapano O Parikalpana, K. Chakraborty Publications. Kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- Chattopadhyay, Saroj, (2007), VidyalayaSangothan O Siksha Prasango, New Central Book Agency, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); Sikshay Babosthapano, West Bengal State Book Council, Kolkata.
- Dash, B.N. (2013); School Organisation Administration and Management, Neelkamal Publications, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, and School Organization, Deep & Deep Publication Pvt Ltd, New Delhi.
- Pal, D. (2014); Siksha Babosthapano, Rita publications, Kolkata.
- Rahaman, M. (2009), Education of Administration, Pravati Library, Dhaka.
- Roy Sushil, (2009), Sikshan O Siksha Prasanga, Soma Book Agency, Kolkata.

EDCACOR09T&10T: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.

- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), SikshayParimap O Mullayan, Pravati Library, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, Banglaacademy, Dhaka.
- Kaul, L. (2012); Methodology of Educational Research, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); Research Methodology And Statistics in Education, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), Statistical Methods (Vol.II), Tata McGraw Hill Education Private Limited, New Delhi.
- Garrett, H.E. (1981), Statistics in Psychology & Education, VakilsFefferandSimonsLtd, Mumbai16
- Guilford, J.P. (1954). Psychometric Methods, Tata McGraw Hill Education Private Limited, New Delhi.
- Mangal, S.K. (2008); Statistics In Education & Psychology, PHI Learning Pvt Ltd. New Delhi.
- Rahaman, L, Khan, A. K. M. S, and Das, S. (2012), Research Methodology & Statistics, GranthaKutir, Dhaka.
- Roy, Sushil. (2005), Mullayan: Niti O Kousal, SomaBookAgency, Kolkata.
- S. Kaberi, (2012), Statistics In Education & Psychology, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); Statistics In Education & Psychology, Sterling Publishers Pvt Ltd. New Delhi

SEC-2: DEVELOPMENT OF OBSERVATIONAL SKILL (EDCSSEC02M)

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



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester VI Honors. & Programme Course Name

of the Department: EDUCATION

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

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

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

Recommended Text books:

EDCACOR13T: CURRICULUM STUDIES

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

EDCACOR14T: SPECIAL EDUCATION &DSE4/5

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



Principal
Prasanna Chandra Mahalanobis
Mahavidyalaya
111/3, B. T. Road, Kol-108

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Lesson Plan- 2020-21

Semester II Honors. & Programme Course

Name of the Department: PHILOSOPHY

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
March- April	Hons.2	03T(Outline of Indian Philosophy - 1).	1. Basic concepts in Indian Philosophy: Rta, Dharma, Jajna, panca- kosa, At man, Bra hman, Jiv a, serya, p reya, mok sha. 2. Nastika Schools:- Carvaka Epistemo logy, Metaphy sics.	Study materials given.	Class assignment and class test.		1.Sarmistha Mitra. 2. Sarmistha Mitra.
			3. Introduct ion, Pratyakṣ a pramāṇa : lakṣaṇa, classifica tion into nirvikalp aka and savikalpa ka (includin g	Discussion method. Analytic method Refer to the text given by UG- BOS	Questionnair e method CLASS TEST		MIJANUR RAHAMAN

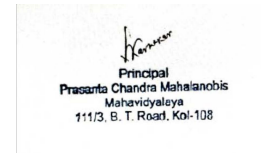
			pratyabh ijñā) and laukika and alaukika.			
		04T(Western Logic-II)	<p>1. Induction : Mill's Method and Copi's Criticism</p> <p>2. Induction per simple enumerat ion, Analogic al Inference</p>	Study materials given.	Class assignment and class test.	<p>1.Sarmisth a Mitra. 2. Sarmistha Mitra.</p>
			<p>3. Quantific ation: Need for Quantific ation Theory, Singular Propositi ons, Quantifie rs, Translati ng Tradition al Subject — Predicat e Propositi on into Logical Notation of Propositi onal</p>	<p>BOARD WORK Refer to the text given by UG- BOS</p>	Practice and class test	<p>MIJANUR RAHAMA N</p>

			Function and Quantifier, Predicate and Predicate functions, Individual Constant and Individual Variable.				
	Programme Course	PHIHGEC02T +PHIGCOR02T-[Western Epistemology and Metaphysics]	1.Causality : Entailment Theory, Regularity Theory.	Study materials& class note given.	Class assignment and class test.		1. Sarmistha Mitra.
			the origin of knowledge: Rationalism, Empiricism and Kant's Critical Theory	Discussion method. Refer to the text given by UG-BOS	class test		MIJANUR RAHAMAN
May-June	Hons.2	03T(Outline of Indian Philosophy - 1)	1. Buddha – Four noble truths, Pratityasamutpada, Nairatmyavada, Basic tenets of four Buddha schools. 2. Jaina school-main concepts.	Study materials and class note given.	Class assignment and class test.		1.Sarmistha Mitra. 2. Sarmistha Mitra.

			3. Anumāna pramaṇa : Lakṣaṇa, pakṣa, sādhya, hetu, vyāpti, vyāptigra hopāya, svārtha and parārthā numana.	Discussion method. Analytic method	Questionnaire method Class test		MIJANUR RAHAMAN
		04T(Western Logic- II)	1. Criteria of Scientific Hypothesis. 2. Probability : Alternative Conception of Probability and other.				1.Sarmistha Mitra. 2. Sarmistha Mitra.
			3. Quantification Rules and Proving Validity, Proving Invalidity for Arguments Involving Quantifiers.	BOARD WORK Refer to the text given by UG- BOS and epg pathshala	Practice and class test		MIJANUR RAHAMAN
	Programme Course	PHIHGEC02T +PHIGCOR02 T- [Western Epistemology and Metaphysics]	1. Substance : Empiricist and Rationalist view	Study materials& class note given.	Class assignment and class test.		1.Sarmistha Mitra.

			of substance.				
			2.				
			3. General Introduction 2 ii. Realism: Naive Realism, Locke's Representationalism	Discussion method. Analytic method Refer to the text given by UG-BOS	class test		MIJANUR RAHAMAN

Recommended Text books: Suggested by the WBSU BOS



Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester IV Honors. & Programme Course

Name of the Department: PHILOSOPHY

Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	N T as
Hons 4	08 (Social and Political Philosophy – Western)	1. Concept of Social Philosophy and Political Philosophy Relation and different: Social & Political Philosophy on the one hand & Sociology and Political Science on the other. 2. Social Change : The Marxist view and the Gandhian view.	Study materials and class note given.	Assignments and class test.		Sar Mit

			Basic concepts: Society, Community, Association, Institution, Caste and Class, Social groups.	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test		ML RA
		09(Psychology and Philosophy of Mind)	1.Methods of Psychology : Introspection, Extrospection and Experimental.	Study materials given.	Class assignments and class test.		Sar Mit
			Relation between Philosophy of Mind, Psychology and Philosophy of Psychology. 5 B. Psychology as science.	Discussion method. Refer to the text given by UG-BOS	Class test , questionnaire		ML RA
		10T(Classical Indian Text : Tarkasamgraha with Dipika)	1 Prataksha : Two types of Prataksha. Difgerent types of Laukika & Alaukika Prataksha. Different types of Sannikarsha.	Study materials and class note given.			Sar Mit
			Jnana, different types of jnana or prama , memory, different types of aprama	Discussion method. Analytic method Refer to the text given by UG-BOS	Class test , questionnaire		ML RA
		SEC	Ethics and ethical concepts	Discussion method.	Class test		ML RA
	Programme Course	PHIHGEC04T+PHIGCOR04T:- Ethics- Indian and Western.	1.Indian Ethics- Difference between Indian & Western Ethics.Purusarthas.Karma.Carvaka Ethics.	Study materials and class note given.	Class assignment and class test.		Sar Mit
			Moral and Non-moral actions: Concept and object of Moral Judgment.	Discussion method.	Class test		ML RA
e	Hons4	08T(Social and Police Philosophy – Western)	1 Family : The Marxist interpretation of Family.Sex gender divide, Patriarchal& Feminist interpretation of Family. The Marxist – Feminist debate.	Study materials and class note given.			Sar Mit
			Political Ideals: Government: Democracy and its different forms, Separation of Power: Three wings	Discussion method. Analytic	Class test		ML RA

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



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Recommended Text books: Suggested by the WBSU BOS

Prasanta Chandra Mahalanobis Mahavidyalaya

Lesson Plan- 2020-21

Semester VI Honors. & Programme Course

Name of the Department: PHILOSOPHY

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

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

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




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Lesson Plan-20-21

Semester III Honors. & Programme Course

Name of the Department: Human Development

Period	Hons/ Programme Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
August- September	Hons	05T	Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions; Schachter-Singer theory.	Google classroom, Wats app, Google meet	Assignments Class interactions	15 hrs.	NabanitaBasu
			Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests; Guilford’s theory; Bruner’s theory.	Google classroom, Wats app, Google meet	Assignments Class interactions	15 hrs.	GargiBhattacharjee
		06T	Tabulation and frequency distribution of data. Graphical representation of data – types; advantages and disadvantages of each type	Google classroom, Wats app, Google meet	Assignments Class interactions	15 hrs	NabanitaBasu GargiBhattacharjee

			<p>Psychological test – Definition and major types.</p> <p>Standardization of psychological tests; concepts of reliability, validity and norms.</p>	<p>Google classroom, Wats app, Google meet</p>	<p>Assignments Class interactions</p>	<p>15 hrs</p>	
		07T	<p>Fundamentals of Guidance and Counselling of children – Definitions, types and techniques.</p> <p>Children with developmental psychopathology - a) Internalizing Disorders – Anxiety disorder, Childhood Depression: Symptoms, causes, scope for Guidance and counseling</p>	<p>Google classroom, Wats app, Google meet</p> <p>Google classroom, Wats app, Google meet</p>	<p>Assignments Class interactions</p> <p>Assignments Class interactions</p>	<p>15 hrs</p> <p>15 hrs.</p>	<p>NabanitaBasu</p> <p>GargiBhattacharjee</p>
		SEC	<p>Adolescence – Definition Importance of the stage , theoretical perspective on adolescence, interpersonal relationships and socio cultural attitudes of adolescents, maturation and learning.</p> <p>Intellectual development – formal operations, moral</p>	<p>Google classroom, Wats app, Google meet</p> <p>Google classroom,</p>	<p>Assignments Class interactions</p> <p>Assignments Class</p>	<p>15 hrs.</p> <p>15 hrs.</p>	<p>NabanitaBasu</p> <p>GargiBhattacharjee</p>

			development – integration of self and psychosexual resolution and resolving identity crisis – reorganization of social life relationship with peers and parents, heterosexual relationships.	Wats app, Google meet	interactions		
August-September	Programme Course		Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests.	Google classroom, Wats app, Google meet Google classroom, Wats app, Google meet	Assignments Class interactions Assignments Class interactions	15 hrs. 30 hrs.	NabanitaBasu GargiBhattacharjee
November-January	Hons	05T	Socialization- Definition, agencies of socialization, gender differences in socialization. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality; Eysenck’s theory; Five-Factor theory.	Google classroom, Wats app, Google meet Google classroom, Wats app, Google meet	Assignments Class interactions Assignments Class interactions	15 hrs. 15 hrs.	NabanitaBasu GargiBhattacharjee
		06T	Concept, uses and computation of bivariate correlation. Concept, major types,	Google classroom, Wats app, Google meet Google	Assignments Class interactions Assignments	15 hrs. 15 hrs.	NabanitaBasu GargiBhattacharjee

			uses and computational techniques of the measures of central tendency and variability.	classroom, Wats app, Google meet	Class interactions		
		07T	Children in difficult circumstances - street children, child prostitutes, children of prostitutes, children of AIDS patients and children of prisoners: Problems, scope for guidance and counseling. b) Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counselling.	Google classroom, Wats app, Google meet Google classroom, Wats app, Google meet	Assignments Class interactions Assignments Class interactions	15 hrs. 15 hrs.	NabanitaBasu GargiBhattacharjee
		SEC	Consequences of puberty changes, sexual development, early and late maturation and psychological implication Vocational performance, training and work transition to adulthood – conflicts with special reference to contemporary socio-cultural changes.	Google classroom, Wats app, Google meet Google classroom, Wats app, Google meet	Assignments Class interactions Assignments Class interactions	15 hrs. 15 hrs.	NabanitaBasu GargiBhattacharjee
November-january	Programme Course		Personality – Definition, influencing factors, role of social norms in personality development, tests of personality. Socialization- Definition, agencies of	Google classroom, Wats app, Google Google classroom, Wats app,	Assignments Class interactions Assignments Class interactions	15 hrs. 15 hrs.	NabanitaBasu GargiBhattacharjee

			socialization, gender differences in socialization.	Google			
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Recommended Text books:

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

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

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

4. Roy, Sushil. Shikshamanovidya.

5. Ghosh, P., Gupta, A., Bhattacharya, P. (2023). Manob Bikasher Ruprekha. Revised Ed. SuhridPrakashani.

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Lesson Plan- 20-21

Semester IV Honors. & Programme Course

Name of the Department: Human Development

Period	Hons/ Program me Course	Paper Name and Paper Code	Topics	Methods and materials	Methods of Evaluation	Number of classes allotted in hours	Name of the Teacher assigned
February- April	Hons	08T	Marriage and Kinship – Marriage in different religious communities of India, Regional variations in kinship system.	google classroom, conference call, wats app, google meet google classroom,	Assignments, class interaction Assignme	15 hrs.	Nabanita Basu

			<p>Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Future of the Indian family</p>	<p>conference call, wats app, google meet</p>	<p>nts, class interaction</p>	<p>15 hrs.</p>	<p>Sreyashi Chatterjee</p>
		09T	<p>Child Welfare – Definition, objectives and philosophies. Constitutional provisions for protection and welfare of children.</p> <p>National policy for children – Salient features, priority areas and gaps.</p>	<p>google classroom, conference call, wats app, google meet</p> <p>google classroom, conference call, wats app, google meet</p>	<p>Assignments, class interaction</p> <p>Assignments, class interaction</p>	<p>15 hrs.</p> <p>15 hrs.</p>	<p>GargiBhattacharjee</p> <p>NabanitaBasu</p>

		10T	<p>Family Welfare – Definition, objectives and philosophies.</p> <p>National policies for women – National Perspective Plan for Women’s</p> <p>Development, National Commission on Women.</p>	<p>google classroom, conference call, wats app, google meet</p> <p>google classroom, conference call, wats app, google meet</p>	<p>Assignments, class interaction</p> <p>Assignments, class interaction</p>	<p>15 hrs.</p> <p>15 hrs.</p>	<p>GargiBhattacharjee</p> <p>NabanitaBasu</p>
		SEC	<p>Introduction to child rights – Definitions of child and child rights, key philosophical concepts in the discourse</p>	<p>google classroom, conference call, wats app, google meet</p>	<p>Assignments, class interaction</p>	<p>30 hrs.</p>	<p>NabaniaBasu</p>

			<p>on child rights, factors of exclusion – socio – economic</p> <p>disability, political etc., role of family ,community and child herself in protecting rights.</p>				
	Program me Course	HMDGCOR 04T; HMDHGEC 04T	<p>Disability – Definition, characteristics of disabled children, major types of disabilities: causes, diagnosis and remedies. Adjustment at home and school.</p> <p>Guidance and counselling of disabled children and children with behaviour problems through different stages of</p>	<p>google classroom, conference call, wats app, google meet</p> <p>google classroom, conference call, wats app, google meet</p>	<p>Assignments, class interaction</p> <p>Assignments, class interaction</p>	<p>15 hrs.</p> <p>15 hrs.</p>	<p>GargiBhattacharjee</p> <p>NabanitaBasu</p>

			Marital adjustment; Marital communication; Marital conflict and violence; Marital counseling.	google classroom, conference call, wats app, google meet	Assignments, class interaction		Sreyashi Chatterjee
		09T	Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption. United Nations Declaration of the Rights of Children; U. N. Convention 1989; National Plan for Children. 5. Overview of child welfare in the legal	google classroom, conference call, wats app, google meet google classroom, conference call, wats app, google meet	Assignments, class interaction Assignments, class interaction	15 hrs. 15 hrs.	GargiBhattacharjee NabanitaBasu

			and policy framework- NGO forum; Role of social networking and social activists.				
		10 T	National policies for the youth and aging - salient features, implications . Maintenance and welfare of parents and Senior citizens Act 2007 Overview of family welfare in the legal and policy framework - NGO forum; Role of social networking and social activists; Need for developing	google classroom, conference call, whatsapp , google meet google classroom, conference call, whatsapp , google meet	Assignments, class interaction Assignments, class interaction	15 hrs 15 hrs	

			comprehensive family policy.				
	Program me course	HMDGCOR 04T; HMDHGEC 04T	4. Child welfare – a) Definition, objectives and philosophies. National policies and legislation related to children. c) Welfare agencies and services: governmental and non-governmental.			15 hrs 15 hrs	NabanitaBasu GargiBhattacharjee
		HMDGCOR 04P; HMDHGEC 04P	Visit to an institution for disabled children and writing a report.			30 hrs.	NabanitaBasu

Recommended Text books:

- Ahuja, R.: a) Society in India b) Social System c) Social Problems In India.
- Chowdhury, A. BharaterSamajPrasange.
- Dube, S. C. (Translated by Rajat Roy).BharaterSamaj. National Book Trust.
- Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.
- Maciver and Page. Society – An Introductory Analysis.
- VidyaBhusan and Sachdev. Sociology.
- Barooh, B. Child Welfare.
- Devi ,L.Encyclopedia of Child Welfare Vol (I-VI).



Principal
Prasanta Chandra Mahalanobis
Mahavidyalaya
111/3, B. T. Road, Kol-108