



RAJGANJ COLLEGE

**Estd. 2009**

(Affiliated to North Bengal University)

P.O. Rajganj, Dist. Jalpaiguri-735134

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**SOCIOLOGY HONOURS  
UNDER CBCS  
UNIVERSITY OF NORTH  
BENGAL**

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**CORE COURSE- 05  
RETHINKING DEVELOPMENT**

**Course Objective:**

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

**Course Content:**

**Unit-1: Unpacking Development:**

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

**Unit-2: Theorizing Development.**

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

**Unit-3: Developmental Regimes in India**

- Mixed economy
- Liberalization

**Unit-4: Issues in Developmental Praxis.**

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

  
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**CORE COURSE- 07  
SOCIOLOGY OF GENDER**

**Course Objectives:**

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

**Course Content:**

**UNIT -1: Gender as Social Construct:**

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

**UNIT-2: Gender Differences and Inequalities:**

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

**UNIT-3: Gender, Power and Resistance:**


- Patriarchy
- Power and subordination
- Resistance and Feminist Movement

**UNIT-4: Theories of Feminism:**

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

**UNIT-5: Empowerment of Women:**

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

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

**Course Objective:**

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

**Course Content:**

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

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**Discipline Specific Electives (DSE)**

**DSE-01:  
URBAN SOCIOLOGY**

**Course Objective:**

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

**Course Content:**

**UNIT-1: Introducing Urban Sociology:**

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

**UNIT-2: Perspectives in Urban Sociology**


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

**UNIT-3: Politics of Urban Space**

- Culture and Leisure
- Caste, Class and Gender

**UNIT-4: Urban Policies and Development**

- Urban Development During Colonial period

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

**UNIT-5: Urban Problems:**

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

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**DSE-02 :  
AGRARIAN SOCIOLOGY**

**Course Objective:**

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

**Course Content:**

- UNIT-1: Agrarian Sociology:**
- Definition, Subject Matter and Scope
- UNIT-2: KEY ISSUES IN AGRARIAN SOCIOLOGY**
- The Agrarian Question-
  - Moral Economy: Jajmani system – Features, interrelationship, Changing Trend
  - Agrarian Commodity system-
- UNIT-3: THEMES IN AGRARIAN SOCIOLOGY IN INDIA**
- Labour , Agrarian class Structure
  - Land Reforms- objectives and Programmes
  - Caste and Agrarian Structure
  - Gender and agrarian Realities.
- UNIT-4: AGRARIAN FUTURE:**
- Agrarian Crisis, Agrarian movements
  - The Global Agrarian order.

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**DSE- 03**

***Sociology of Health and Medicine***

**Objectives:**

  
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*The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge.*

*Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.*

**Outline:**

1. Introduction to the Sociology of Health and Medicine
  - Origins and Development
  - Conceptualising Disease, Sickness and Illness
  - Social and Cultural Dimensions of Illness and Medicine
2. Theoretical Orientations in Health and Illness
  - Political Economy
  - Systems Approach
  - Discourse and Power
  - Feminist Approach
3. Negotiating Health and Illness
  - Medical Practices
  - Health Policy in India

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**DSE-05 :  
ENVIRONMENTAL SOCIOLOGY**

**Course Objective:**

*This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.*

**Course Content:**

1. Envisioning Environmental Sociology
  - What is Environmental Sociology?
  - Realist-Constructionist Debate.
2. Approaches
  - Treadmill of Production
  - Ecological Modernization
  - Risk
  - Ecofeminism and Feminist Environmentalism
  - Political Ecology

  
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### 3. Environmental Movements in India

- Forest based movement – Chipko Water based movement – Narmada
- Land based movements – Anti-mining and Seed

## SOCIOLOGY HONOURS UNDER CBCS UNIVERSITY OF NORTH BENGAL

DSE-06 :

### INDIAN SOCIOLOGICAL TRADITIONS

#### **Course Objective:**

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

#### **Course Content:**

##### Unit-1: D P Mukerji

- Tradition and Modernity
- Middle Class

##### Unit-2: Radhakamal Mukerjee

- Personality, Society, Values
- Social Ecology

##### UNIT-3: G S Ghurye

- Caste and Race
- City and Civilization

##### Unit-4: Irawati Karve

- Gender and Kinship

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

- Ideas of Nationalism

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

- Social Change

##### Unit-7: Irawati Karve

- Gender and Kinship

##### Unit -8: Binay Kumar Sarkar

- Contribution to Indian Sociology

##### Unit-9: S. C. Dube

  
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- Sociology of Development

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**GE : GENDER AND VIOLENCE**

**Course Objective:**

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

Course content:

**UNIT-1. Gendered Violence:**

Meaning and Concept UNIT-2:

Structural and Situated

Violence

- Caste, Gender and Violence
- Domestic and Familial Violence

UNIT-3: Situated violence

- Violence,

Harassment and the Workplace

UNIT-3; Sexual Violence

UNIT-4: Addressing Gendered Violence:

- Politics and Public Policy

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**GE- 01  
SOCIOLOGY OF EDUCATION**

**Course Objectives:**

*This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of*

  
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*knowledge, comprehension, empowerment and contestation to sites and practices of education.*

**Course content:**

**UNIT-1: Perspectives in the Sociology of Education**

- Meaning of Sociology of Education and Educational Sociology
- Sociology as an agent of Education
- Sociological Determinants of Education
- Education as Socialisation
- Education as Social Reproduction
- Education and Resistance
- Education and Gendered Identities

**UNIT- 2: Sites of Reproduction and Negotiations of Social Identities**

- Contexts of Discrimination
- Equalization of Educational Opportunities
- Educational Policy in India during post independence period
- Role of Texts and Learning

**UNIT- 3: Contemporary Issues in Higher Education**

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**GE -02  
POPULATION AND SOCIETY**

**Course Objective:**

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

**Course content:**

**Unit-1. Introducing Population Studies:**

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

**Unit-2: The Theories of population**

- Pre- Malthusian
- Malthusian Theory & critique
- Post-Malthusian



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- Marxist-theories

**Unit-3: Population, Social Structure and Processes:**

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

**Unit-4: Population Dynamics and Development**

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

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**G E- 02**

**SOCIOLOGY OF WORK**

**Course Objective:**

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

**Course content:**

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

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

**UNIT- 2. Forms of Industrial Culture and Organisation**

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

Meaning and Feat

**UNIT-3. Dimensions of Work:**

- Nature of Indian work and Workers
- Gender Dimensions of Indian Workers

  
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- Work in the Informal Sector: Unpaid and Forced Workforce in India

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**CORE-02:**

**Sociology of India**

**Course Objectives:**

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

Unit-01: India - A plural Society

- Features of Pluralism, Unity in Diversity

UNIT-2: Social Institutions and Practices

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

Nature of change and Kinship UNIT-3: **Institution of Family**

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

Functional Change UNIT-4: **Identities and Change**

- Dalits' Movement –
- Women's Movement

UNIT- 5:

**State and Society:**

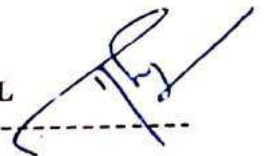
- Civil society – Meaning , Feature , Role in contemporary Society
- Communalism – Causes of growth, Impact on contemporary Indian Society
- Secularism - Meaning, concept, Challenges of Secularism in India

**BA PROGRAMME IN  
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BASED CREDIT SYSTEM(CBCS)  
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**Skill Enhancement Course: (SEC)**

**SEC-01**

**Sociology of Media**



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### Course Objective:

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

### Course Content:

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

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

### BENGAL Discipline Specific Elective(DSE)

#### DSE-02b

#### Gender and Sexuality

### Course Objective:

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

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

**UNIT-4: Politics of Gender**  
▪ Resistance and Movements

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

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

**Course Objective:**

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

**Course content:**

**UNIT-1. Gendered Violence:**

**Meaning and Concept** **UNIT-2:**

**Structural and Situated**

**Violence**

- Caste, Gender and Violence
- Domestic and Familial Violence


**UNIT-3: Situated violence**

- Violence, Harassment and the Workplace

**UNIT- 3; Sexual Violence**

**UNIT- 4: Addressing Gendered Violence:**

- Politics and Public Policy

  
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**BENGAL**  
**Generic Elective(GE)**  
**GE- 01 b.**  
**Sociology of Education**

**Course Objectives:**

*This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.*

**Course content:**

**UNIT-1: Perspectives in the Sociology of Education**

- Meaning of Sociology of Education and Educational Sociology
- Sociology as an agent of Education
- Sociological Determinants of Education
- Education as Socialisation
- Education as Social Reproduction
- Education and Resistance
- Education and Gendered Identities

**UNIT-2: Sites of Reproduction and Negotiations of Social Identities**

- Contexts of Discrimination
- Equalization of Educational Opportunities
- Educational Policy in India during post independence period
- Role of Texts and Learning

**UNIT-3: Contemporary Issues in Higher Education**

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

**BENGAL  
Generic Elective(GE)  
G E- 02 b.  
SOCIOLOGY OF WORK**

**Course Objective:**

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

**Course content:**

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

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

**UNIT-2. Forms of Industrial Culture and Organisation**

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

**UNIT-3. Dimensions of Work:**

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

**Syllabus for Environmental Studies (AECC-1) under CBCS**

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

**ENVS (AECC-1) Course- 1**

**Unit 1: Introduction to environmental studies**

Multidisciplinary nature of environmental studies

Scope and importance; Concept of sustainability and sustainable development.

**Unit 2: Ecosystems**

What is an ecosystem?

Structure and function of ecosystem;

Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem



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d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

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

Land resources and land-use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over – exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state), Dams – benefits and problems.

Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity.

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies

### **Unit 4: Biodiversity and Conservation**

Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hotspots.


India as a mega-biodiversity nation; Endangered and endemic species of India, threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.

Conservation of biodiversity: In – situ and Ex – situ conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### **Unit 5: Environmental Pollution**

Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution

  
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Nuclear hazards and human health risks

Solid waste management: Control measures of urban and industrial waste.

Pollution case studies

#### **Unit 6: Environmental Policies & Practices**

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

#### **Unit 7: Human Communities and the Environment**

Human population growth: Impacts on environment, human health and welfare.

Resettlement and rehabilitation of project affected persons; case studies.

Disaster management: floods, earthquake, cyclones and landslides.

Water conservation, rain water harvesting, watershed management.

Wasteland reclamation.

Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.

Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

  
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B.A. Education (Programme)

SEMESTER-I

EDU-P-DSC-1(PAPER-1): Philosophical Foundation of Education

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

**Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:**

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1997)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

**Unit-II: Factors of Education: their inter-relationship.**



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- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

### **Unit-III: School of Philosophy and national values**

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

### **Unit-IV: Great Educators and their educational philosophy**

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

## **B.A. Education (Honours)**

### **SEMESTER-I**

#### **EDU-H-DSC-T-1: Philosophical Foundation of Education**

#### **Course Objectives:**

*After completion of the course the learners will be able to:*

*Discuss the meaning, nature, scope and aims of education.*

*Discuss the meaning and scope of educational philosophy.*

*Explain the factors of education and their relationships.*

*Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Nyaya, Yoga and Buddhism, Charvaka, Jain.*



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*Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism, Marxism.*

*Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi*

*Explain about the Philosophy of Western Great Educators like - Rousseau, Pestalozzi, Froebel and Montessori*

**Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:**

- a) Meaning, Nature and Scope of Education.
- b) Aims of Education: Individualistic and socialistic.
- c) Report of Delor's Commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

**Unit-II: Factors of Education:**

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and Types. Co-curricular activities.
- d) School: vision and functions.

**Unit-III: Schools of Philosophy:**

- a) Indian schools of Philosophy: Vedic - Sankhya, Yoga, Nyaya. Non-Vedic: Buddhism, Charvaka, Jain; in terms of metaphysics, epistemology, axiology.
- b) Western School of Philosophy: Idealism, Naturalism, Pragmatism, Marxism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

**Unit-IV: Great Educators and their educational philosophy:**



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- a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, And  
Western: Rousseau, Pestalozzi, Froebel, Montessori.

**B.A. Education (Honours)**

**SEMESTER-II**

**EDU-H-DSC –T-4: History of Education in Ancient and Medieval India**


**COURSE OBJECTIVES:**

*After end of this course the learners will able to:*

- *Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.*
- *Explain the education system of different educational institutions of Brahmanic system of education.*
- *Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.*
- *Explain the education system of different educational institutions of Buddhistic system of Education.*
- *Compare between Brahmanic and Buddhistic system of Education.*
- *Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.*
- *Discuss the educational contribution of Akbar, Aurangageb.*
- *Explain the women and vocational education in Ancient and Medieval India.*

**Unit 1: Brahmanic System of Education:**

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Centre of Learning: Takshasila and Nabadwip

  
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**Unit 2: Buddhistic System of Education:**

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
- c) Centre of Learning: Nalanda and, Vikramasila
- d) Comparison between Brahmanic System of Education and Buddhistic System of Education.

**Unit 3: Medieval System of Education:**

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Contribution of Akbar and Aurangzeb
- d) Centre of Learning: FatehpurSikri and Delhi

**Unit 4: Women and Vocational education in Ancient and Medieval India:**

- a) Women's Education in Ancient India
- b) Women's Education in Medieval India
- c) Vocational Education in Ancient India
- d) Vocational Education in Medieval India

  
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**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-DSC-T-11: Contemporary issues in Education Core Course**

**Course Objectives:**

*After completion of the course the learners will be able to:*

- *Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.*
- *Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.*
- *Explain the concept, role of Higher Education and Knowledge Commission and RUSA.*
- *Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.*

### **Unit-I: Universalization of (Elementary and Secondary) Education**

a) Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems.

b) Universalization of Secondary Education: Meaning, aims & objectives, significance; Role of RMSA, Problem.

### **Unit-II: Higher Education and RUSA**

a) Knowledge Commission & Higher Education

b) Higher Education and RUSA

c) Problems of Higher Education in India

### **Unit-III: Issues in Education**

a) Peace Education: Meaning, aims & objectives, need.

b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development.

c) Open & Distance Learning System: Meaning, Characteristics and need.

d) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education..

### **Unit-IV: Gender and Society:**

a) Concept, definition, identity and roles

b) Gender roles and relationship matrix

c) Presentation of gender in the development of curriculum and text books

**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-DSE-T-1/2(D): Great Educators**

**Discipline Specific Elective Course**

#### **Course Objectives:**

*After end of this course learner will able to- • Discuss the philosophies of great thinker of the east and west*

*• Explain the educational ideas of great thinker of the east and west*

*• Explain some experiments on education of eastern and western philosophers and*

  
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*thinkers*

- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

**Unit – I: Indian Educators:**

Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.

- Sarvapalli Radhakrishnan.
- Shri Aurobinda.

**Unit - II: Western Educators:**

Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

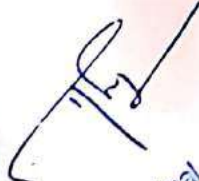
- Bertrand Russel
- Paulo Freire

**Unit - III: Modern Thinkers on Education in India**

- Abul Kalam Azad
- Annie Besant
- Jiddu Krishnamurty

**Unit- IV: Some Experiments of Great Educators on Education:**

- Visva – Bharati and Rabindranath Tagore
- Basic Education and Gandhiji
- Kindergarten and Froebel
- Laboratory School and John Dewey

  
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**SEMESTER-V**

**EDU-H-DSE-T-1/2(A): Value Education**

**Discipline Specific Elective Course**

**objectives:**

After end of this course learner will able to- • Explain the meaning, nature, classify value and its reflection in Indian Constitution.

- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

#### **UNIT-I: Meaning and nature of Value**

- a) Value: Meaning and Nature
- b) Values enshrined in Indian constitution, Need for value education in India
- c) Classification of values
- d) Inculcation of National Value: Democracy, Socialism and Secularism.

#### **UNIT-II: Value Education**

- a) Value Education: concept and objective.
- b) Psychological basis of Value Education.
- c) Classification of value education (Social, Moral and Aesthetic)
- d) Values and Human Rights Education

#### **UNIT-III: Value Education in School**

- a) Value Education through Curriculum and Co-Curricular Activities.
- b) Role of teachers to facilitate development of values among the learners
- c) Factors affecting value preferences, culturally induced values, value systems

#### **UNIT-IV: Strategies of value education**

- a) Story - telling, Play-way Method, Role plays.
- b) Value clarifying model, Tools of value inculcation.

  
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### **CBCS SYLLABUS FOR ENGLISH B.A. HONOURS AND PROGRAMME COURSES**

**University of North Bengal**

**SEMESTER 5**

**Core Course 11**

**Women's Writing**



**Unit I:**

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

**Unit II:**

Alice Walker: The Color Purple

**Unit III:**

1. Charlotte Perkins Gilman: "The Yellow Wallpaper"
2. Katherine Mansfield: "Bliss"
3. Mahasweta Devi: "Draupadi", tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

  
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