

K. K. Das College

GRH – 17, Baishnabghata – Patuli

Kolkata – 700084

West Bengal

India



**Criterion7 - Institutional
Values and Best Practices (100)**

7.1.1

Additional Information

INDEX FOR ADDITIONAL DOCUMENT 7.1.1

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K.K. DAS COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality



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REPORT OF THE GENDER AUDIT 2023

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

According to UN Sustainable Development Goal 5: Gender equality, gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- Information and knowledge management on gender issues.
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality.
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies.
- Organisational culture and its effects on gender equality.

K.K. DAS COLLEGE as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfill its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology. Towards this end, I made two visits (Online and onsite both applicable) to K.K. DAS COLLEGE and had interactive sessions with the teachers, staff and students of the College on the College premises. With the cooperation of the Principal, teachers and students of the College I was able to visit the various facilities and structures of the College premises and examine them in relation to their gender quotient. I also examined various records and documents of the College as provided by their office. I am satisfied that I have sufficient data to prepare a comprehensive gender

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audit that is presented below.

Given below is a brief profile of K. K. Das College:

K.K. Das College affiliated to University of Calcutta was established in 1964 as K. K. Das College of Commerce, with the vision of enlightening the under-privileged students of this predominant refugee inhabited hinterland despite several odds and constraints. The college had a modest beginning, a difficult adolescence and youth, but has a promising future, as stakeholders in this institution possess the desire to change and the capacity to actualize the desire. Initially it was an evening college. The initiative of establishing a Commerce College in evening shift was felt by prominent educationists of the locality. The dream became a reality with a generous donation from Dr. K. K. Das. The college was named after the great philanthrope. Along the last decade or so, the college has been showing vitality and planned consolidation on the basis of the strengths acquired in the past. We hope to gradually move towards growth and maturity.

The college shared the premises of Dinabandhu Andrews College since its inception. The college with a handful of teaching faculty was serving its purpose well. In the late 90's, however, demand for starting B.A and B.Sc programmes came up. The governing body and the faculty rose to the occasion which resulted in the introduction of B.A and B.Sc honours and general programmes in the 2001-2002 Academic year. In the same year, the college was also transformed into a Co-education college. Inclusivity became the motto. The college is now K.K.Das College, multi-faculty and co-education. The college now wanted to spread its wings and needed premises of its own for its expansive goals. With huge support from the locality, students, teachers and non-teaching staff, the governing body went ahead and a plot of land was acquired from KMDA. The stone laying ceremony was held on 14th February, 2001. The college organised quite a few blood donation camps, walks and a huge musical extravaganza at Nazrul Mancha as part of fundraising programmes for the construction of the college building. Huge efforts on the part of students, the Principal, faculty and nonteaching staff and good wishes and spontaneous donations from well-wishers and help of MP and MLA LAD funds the construction was partly completed with a much needed computer laboratory and a modest but well stocked library in March 2008. The college started operating from its new premises since 28th March 2008 as a day college.

The college has only ten departments. Our quality policy is "Small is Beautiful". We focus on maintaining quality. With the quality control aspect in mind a large number of Cells/Sub-Committees have been formed including the Internal Quality Assurance Cell (established in the year 2010) to look into both academic and non-academic aspects. An understanding Governing Body, co-operative teaching and non-teaching staff, supportive students' union are always striving to make the college a better place to work, to learn to develop and to grow. The college boasts of an active NSS unit, an NCC unit and Eco-Club. They inculcate value-based education to the students. Students learn to become active participants in the transformation of the society. Cultural Society and Literary Society bring out the hidden talents of the students and help them grow beyond academics. We encourage all students to take advantage of the opportunities provided by the college and involve themselves in all the extra-curricular activities that are offered.

Under the able stewardship of the Principal K.K.Das College got accredited by NAAC(1st cycle) in 2016.

The college has always been striving for betterment. The number of Teaching & Non-Teaching Staff and students have increased day by day. Different Add-on courses have been introduced for the benefit of the students.

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The college has started to move towards ICT empowerment since 2015 by providing the students with e-Teaching-Learning benefits. Now, we can claim ourselves almost ICT empowered. We can proudly state that we are encouraging other institutions for ICT empowerment by providing different training programmes in connection to "Use of ICT in Teaching-Learning and Evaluation" and promise to continue the training programme.

THE AUDIT

1. Student Data Analysis

- **Overall Gender Ratio:** The student body comprises 45.73% females and 54.27% males, indicating a slightly higher representation of male students.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, males show higher representation compared to females. Notably, in ST and OBC category students, female representation stands at 59.4%, indicating higher enrollment of females from this category.
- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of male students (58.79%) successfully passing their semesters compared to female students (41.21%), indicating better academic performance by males.

2. Teacher Data Analysis:

- **UGC Teachers in Substantive Post:** The gender distribution among permanent teachers shows 50% female teachers and 50% male teachers.
- **SACT (State-Aided College Teachers):** The gender distribution among SACT teachers shows a higher percentage of female representation at 61.12% compared to 38.88% male teachers.
- **Non-Teaching Staff:** There is a significant gender disparity among non-teaching staff, with 86.67% being male and only 13.33% female, indicating a severe lack of gender diversity in administrative roles.

3. Summary and Observations:

- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of male students, particularly noticeable.
- **Gender Disparities in Teaching Roles:** While permanent teachers have equal representation, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrollment:** Males tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

STUDENT DATA [2022-23](

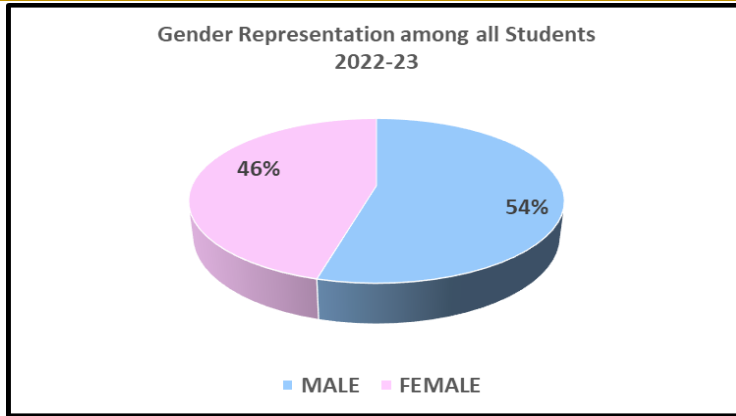
UMA Apartment, Rishi Arobindo Road, Madhyamgram, Kolkata-700130

Email ID: managementsystemconsultancy@gmail.com

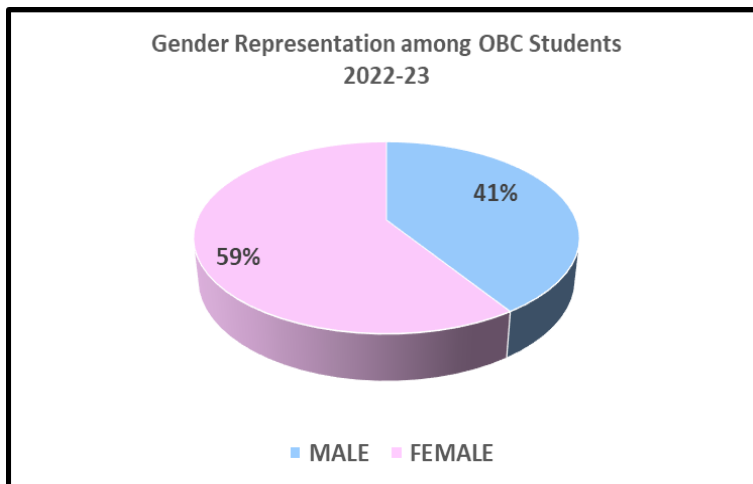
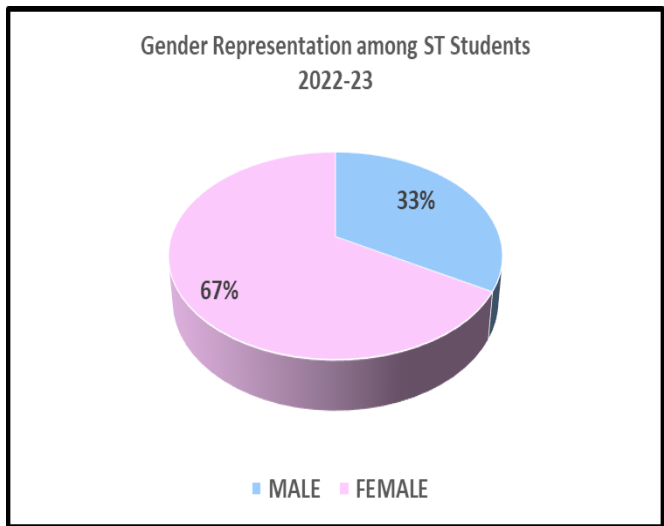
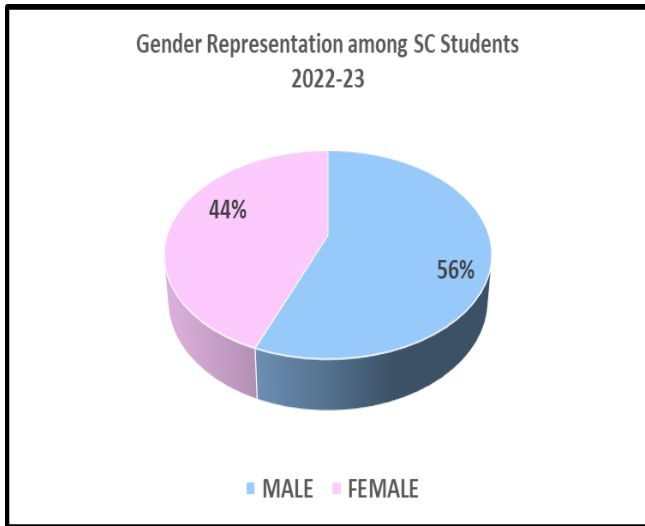
Website: www.msystemcon.com

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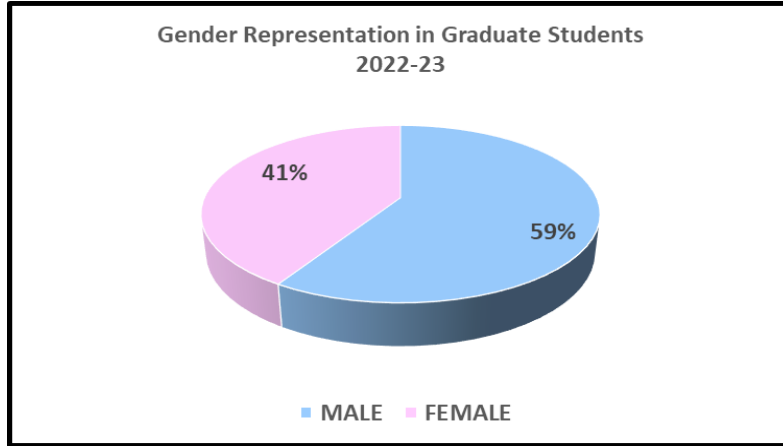
RESERVED CATEGORY



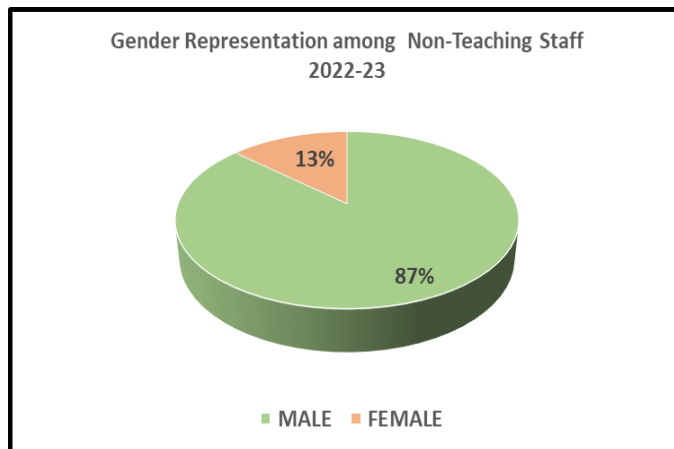
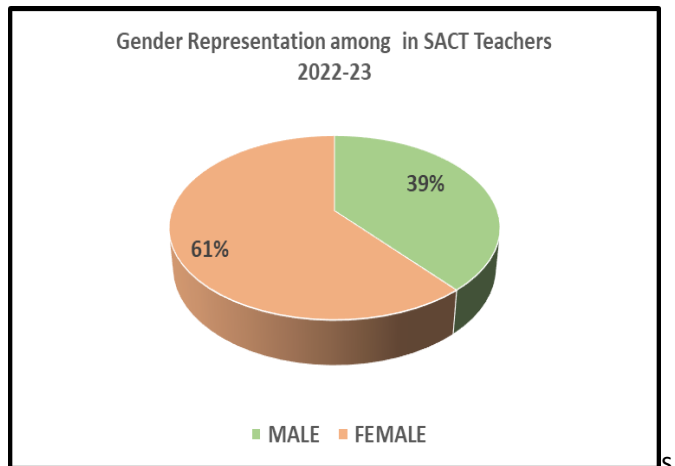
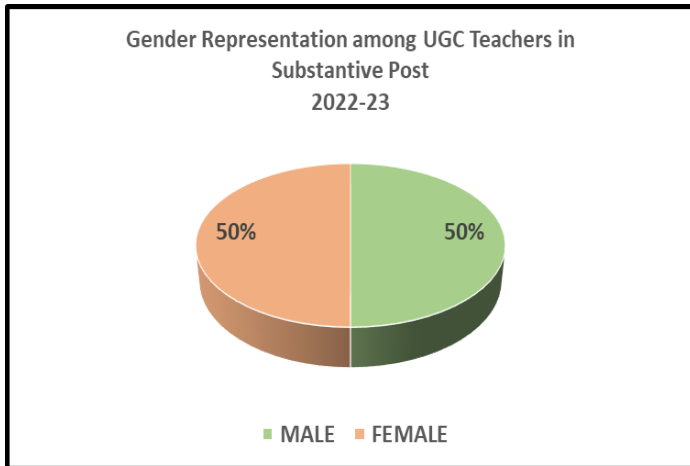
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SEMESTER RESULT



TEACHING AND NON TEACHING STAFF [2022-23]



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Suggestions and Recommendations:

1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

6. Celebrating Success Stories:

Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

8. Also suggest that more female students be encouraged to participate in sports and to contest for college-level leadership positions.

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Concluding Remarks:

Considering the global scenario the Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education.

In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.

Amallesh Kr. Mandal

Amallesh Kumar Mandal

Chief Consultant/Auditor from Management System Consultancy

Authorization:

Certified from United Nations Institute for Training and Research on:

- 1. Gender Equality and Human Rights in Climate Action and Renewable Energy**
- 2. Sustainable Development in Practice**
- 3. Green Economy**



K. K. DAS COLLEGE

GRH – 17, Baishnabghata-Patuli,
Garia, Kolkata – 700 084



GENDER AUDIT REPORT 2021-2022

Dr. Ramkrishna Prasad Chakraborty

Principal

K. K. DAS COLLEGE

Garia, Kol-84

Gender Audit Report



K. K. Das College
Gender Audit Report
2021-22

Promoting Gender Equality in Higher Education

2



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

Gender Audit Report

Introduction

Gender Audit considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. A gender audit enhances the collective capacity of the organization to examine its activities from a gender perspective and identify strengths and weaknesses in promoting gender equality issues. It identifies critical gaps and challenges; and recommends ways of addressing them, suggesting possible improvements and innovations. It also documents good practices towards the achievement of gender equality.

Follow-up action on the gender audit's recommendations is crucial and is observed in every corner of the college system by various activities like Anti-ragging, Internal Complaints and Harassment Prevention. By providing adequate facilities to girls, gender equality is kept upright in the college.

Background of the College:

K. K. Das College was established on 5th September, 1964 as a night college in pursuit of enlightening the under privileged boys of the hinterland. It served as a night college, commerce being the only stream taught to the youths who were striving for livelihood during the day and quality education in the evening. Over time, the institution transformed herself to a multi-faculty co-educational day college at her current address.

The college always concentrates on students' qualitative performance along with their overall personality development. The **Gender Audit** at K. K. Das College is an attempt to study whether the institution has good gender balance and identify ways to make college campus safer for women.

Objectives of Gender Audit are:

The Gender Audit has the following objectives:

- ❖ To find out the areas where gender balance exists
- ❖ To establish good gender balance in decision-making processes in all areas of the college activities
- ❖ To Foster gender equality in all aspects of college community
- ❖ To see the work and capacity for prevention of sexual harassment at the college

Facilities for Students in K. K. Das College:

All basic amenities for students are available in the college viz.

- Information boards
- Aqua guard supplemented drinking water points
- First aid facilities
- Canteen for students and faculties
- Stationary centre (cheap store)
- CCTV- cameras at different points covering whole campus
- Girl's common room with all basic facilities
- Unique ID number provided to all students for their identification
- Online admission and examination form submission system available
- Separate washrooms for faculty (gents and ladies) and students (boys and girls)

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Gender Audit Report

- Central library with a wide range of text books / reference books in each subjects with a reading room
- Smart class rooms

Some Initiatives:

Certain other initiatives and programmes are organized in this regard. They are:

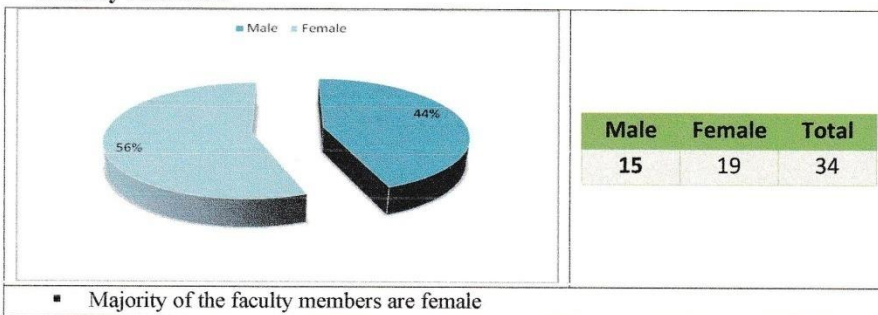
- ✓ **Grievance redressal Cell:** The College has a Grievance Redressal Cell to deal with the concerns of all the stakeholders, including staff, students and parents. The committee The Committee works in close association with the Principal of the college
- ✓ **Equal Opportunity Cell:** As an educational Institution, K.K. Das College feels the need to sensitize their female and their male students about the rights for equality. Special awareness programmes are organized to promote gender equality:


Observation of International Women’s Day – This year, K. K. Das College took a very unique way to observe the International Women’s Day. There are some food-stalls around our college run by women from under-privileged section of our Society. They are the sole bread-earner of their family. The College decided to recognize their struggle and to felicitate them on the occasion of Women's Day. Three ladies, Smt. Nanda Halder, Smt. Shikha Sarkar, and Smt. Ratna Biswas shared their experiences in life with the students which showcased the empowerment of women in society and helped to motivate the students. There was also an interactive session with the teachers and the students.

Some Relevant Information and Observation:

- **Governing Body**
 - There are four female members in the governing body of the institution out of twelve
 - The important post of Bursar is also held by a female member – a senior faculty member from the Department of Commerce
 - All the three teacher members in GB are female
 - Out of the two C. U. Nominee, one of the members is female – Principal of a College

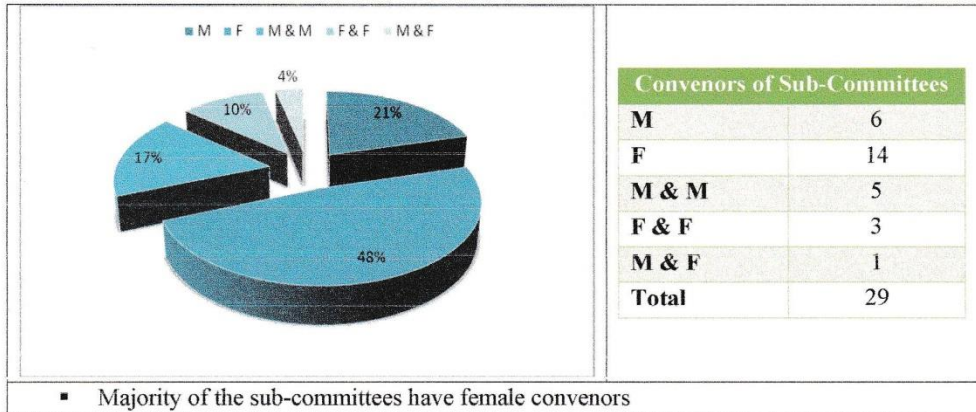
• **Faculty Members**




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• **Convenors of Sub-Committees**

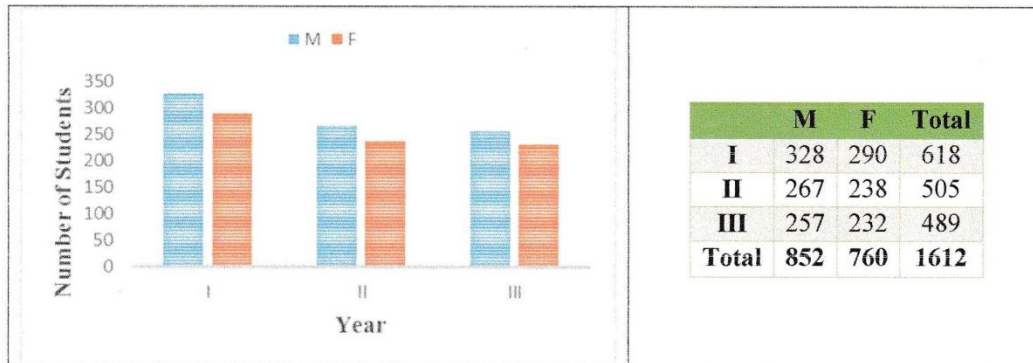


• **Non-Teaching Staff**

- Out of 10 Non-teaching staff working in the college, there are only two female employees

• **Enrolment of Students**

○ **Gender wise Total Enrolment in 2021-22 in Three Years:**

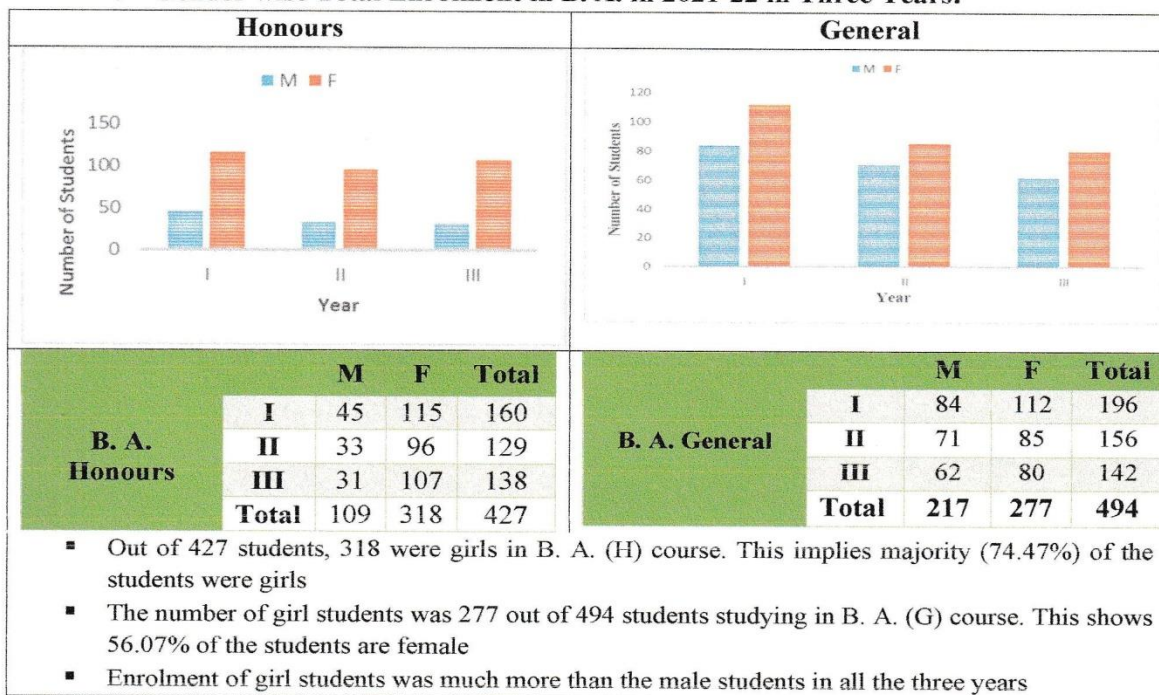


- Out of 1612 students in three years all streams put together, 760 were girls in 2021-22. 47.15% of the students enrolled were girls. This shows a fairly even distribution of students gender-wise
- Enrolment of girl students was less than the male students in all the three years

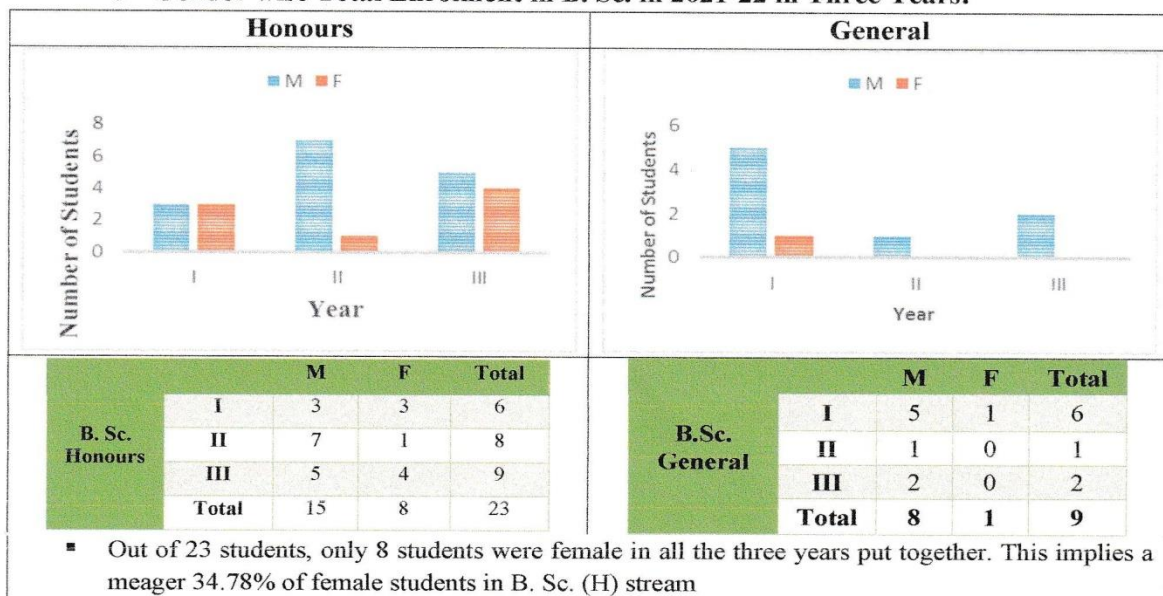
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Garia, Kol-84



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○ Gender wise Total Enrolment in B. A. in 2021-22 in Three Years:



○ Gender wise Total Enrolment in B. Sc. in 2021-22 in Three Years:

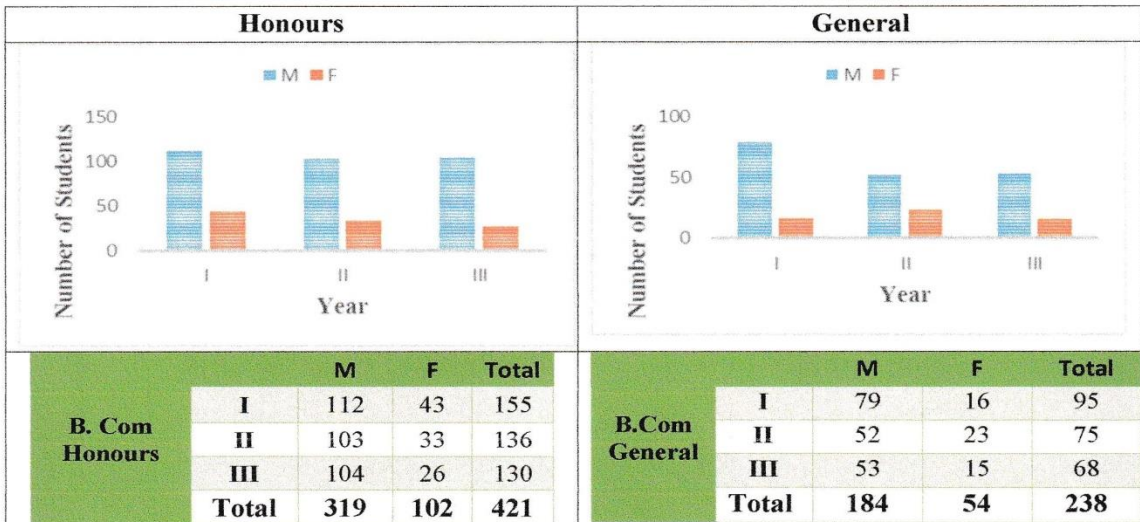




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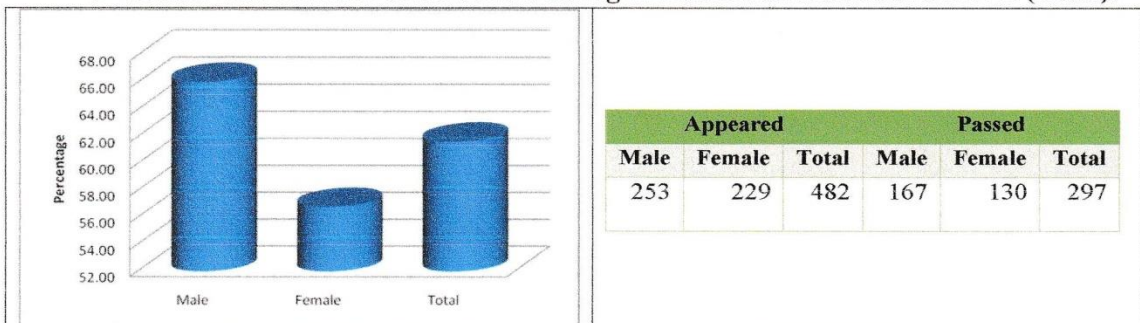
- Out of 9 students, only 1 were girl students. Approximately, 11.11% of the students studying B. Sc. (G) are female
- There were no girl students in second and third years in B. Sc. (G)

○ Gender wise Total Enrolment in B. Com. in 2021-22 in Three Years:


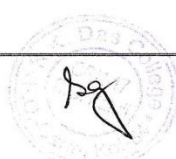


- Only 24.23% of the students studying B. Com (H) course were female students
- Approximately, 22.69% of the students were girls, in B. Com (G) course
- Enrolment of male students hugely surpassed that of the female students in all the three years

○ Gender wise Number of Students Passing in Final Examination in 2021-22 (Total):



- The pass percentage in terms of gender is more among male students in the final year



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- Gender wise Number of Students Passing in Final Examination in 2021-22 (Stream - wise):

	Appeared			Passed		
	Male	Female	Total	Male	Female	Total
B. Com (G)	51	15	66	34	12	46
B. Sc. (G)	2	0	2	1	0	1
B. A. (G)	27	28	55	27	28	55
Bengali (H)	14	49	63	10	33	43
English (H)	11	32	43	7	23	30
History (H)	4	25	29	3	11	14
Economics (H)	1	0	1	1	0	1
Mathematics (H)	4	4	8	3	0	3
B. Com (H)	103	27	130	81	23	104
Total	217	180	397	167	130	297

- In Commerce (both Honours and General), the number of male candidates qualifying for the final examination is more than the number of female candidates
- The picture is not much different when we consider the Science (General) stream, Mathematics (Honours) and Economics (Honours). The male students outnumber the female students
- We observe a contrasting picture in case of Arts (general) stream. Number of female candidates is higher than the number of male candidates. The scenario is same for Bengali (Honours), English (honours) and History (Honours).
- **Summary of Observations:**
 - There are a number of female members in the governing body, although not equal. But some of the female members are performing important duties
 - The number of female teachers in the institution is quite impressive
 - However, the gender distribution is highly skewed when it comes to non-teaching staff
 - In case of the students, except Bengali (H), History (H), English (H) and B. A. (G) courses, in all the other streams, i.e. B. Sc. (H & G) and B. Com (H & G) the girls were lesser in number than the boys in terms of both enrolment and success in final examination

Conclusion

Gender audit of the college makes clear that the college has much strength and some limitations. The limitations can be reduced with gradual changes. The findings show that college plays a key role to maintain harmony and discipline among students. Doubtless, the enrolment of girls has been increasing. There is no complaints based on gender issues which implies a healthy female friendly environment within the college campus. Programs are conducted for both male and female students, from time to time to make them aware of their rights and responsibilities. With the strong will power and commitment to gender equity, K. K. Das College would certainly make a mark in gender justice.

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Principal
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Gender Audit Report

Declaration

This is to certify that the Gender Audit Report is prepared by Shumonika Gangoly, SACT, Department of Economics and the database used in the report is truthful and can be validated if need be.

Gangoly
12/12/22

Shumonika Gangoly
SACT, Department of Economics



N. Munshi 12.12.2022

Dr. Nasima Munshi
IQAC Co-ordinator
K. K. Das College
GRH-17, Baishnabghata-Patuli
Garia, Kolkata - 700 084

R Das

Rumpa Das
Principal
Maheshtala College
DR. RUMPA DAS
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R
12/12/2022

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9



Gender Audit Links: <https://www.kkdcollege.ac.in/audit-reports>

GENDER EQUITY AND SENSITIZATION IN CO-CURRICULAR ACTIVITIES



29.09.2018
'Swayam Workshop'



01.02.2019
'Gender Equality mela at Vivekananda college'



05.03.2019
'Workshop on gender equality sensitization'

A handwritten signature in blue ink, enclosed in a circle.

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84



06.04.2019-07.04.2019
'Training Programme at Swayam Office'



07.03.2020
'Women's Day Celebration'

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08.03.2021
'Women's Day Celebration'



08.03.2022
Women's Day Celebration



09.03.2023
Women's Day Celebration

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21.12.2022

AWARENESS WORKSHOP ON MENSTRUAL HEALTH AND HYGIENE MANAGEMENT

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FACILITIES FOR WOMEN ON CAMPUS

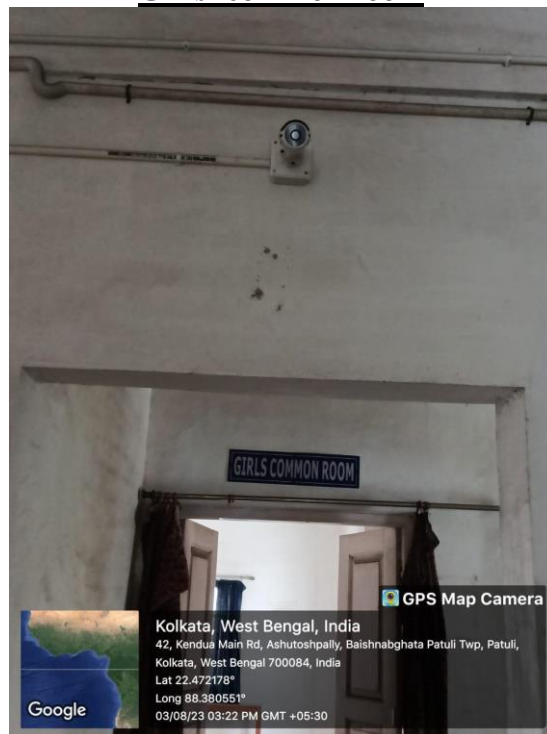
SECURITY PERSON



LADY ATTENDANT



Girls' common room



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Garia, Kol-84

CCTV Surveillance



Dr. Ramkrishna Prasad Chakraborty
Principal
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Garia, Kol-84


Sanitary Napkin Vending Machine,



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Principal
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GENDER EQUITY AND SENSITIZATION IN CBCS CURRICULAR**B.Sc. Statistics (GENERAL)**

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem-1	Descriptive Statistics(CC-1/GE-1)	Introduction to Basic Statistics	<input checked="" type="checkbox"/>
Sem-1	Descriptive Statistics(CC-1/GE-2)	Measure of Central Tendency	<input checked="" type="checkbox"/>
Sem-1	Descriptive Statistics(CC-1/GE-3)	Bivariate Data	<input checked="" type="checkbox"/>
Sem-2	Elementary Probability Theory(CC-2/GE-2)	Probability	<input checked="" type="checkbox"/>
Sem-2	Elementary Probability Theory(CC-2/GE-2)	Random Variables	<input checked="" type="checkbox"/>
Sem-2	Elementary Probability Theory(CC-2/GE-2)	Standard Probability Distributions	
Sem-3	Introduction to Statistical Inference(CC-3/GE-3)	Sampling Distribution	<input checked="" type="checkbox"/>
Sem-3	Introduction to Statistical Inference(CC-3/GE-3)	Statistical Inference	
Sem-3	Introduction to Statistical Inference(CC-3/GE-3)	Analysis Of Variance	
Sem-4	Applications of Statistics(CC-4/GE-4)	Index numbers & Eco mic Time Series	<input checked="" type="checkbox"/>
Sem-4	Applications of Statistics(CC-4/GE-4)	Demographic Methods	<input checked="" type="checkbox"/>
Sem-5	Econometrics(GR-A)	Nature and Scope of Eco metrics	
Sem-5	Econometrics(GR-A)	Classical Linear Regression Model (Simple linear regression and multiple linear regression)	
Sem-5	Econometrics(GR-A)	Autocorrelation	
Sem-6	Survival Analysis(GR-B)	Survival Analysis	<input checked="" type="checkbox"/>
Sem-6	Survival Analysis(GR-B)	Censoring Schemes	<input checked="" type="checkbox"/>
Sem-3	Statistical Data Analysis Using R(SEC-GR-A1)	What is R?,R calculator	
Sem-3	Statistical Data Analysis Using R(SEC-GR-A1)	Draw Bar Plot,Histogram,Scatter Plot using by R	<input checked="" type="checkbox"/>
Sem-4	Data Base Management System(SEC-GR-A2)	DBMS	
Sem-5	Reseach Methodology(SEC-GR-B1)	Research Methodology	
Sem-6	Monte Carlo Method(SEC-GR-B2)	probabilities and moments using simulation	
Sem-6	Monte Carlo Method(SEC-GR-B2)	Monte Carlo Integration	


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UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


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 Deputy Registrar
 Principal
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CC-1 Sem-1 Descriptive Statistics (STS-G-CC-1-1-TH) & (STS-A-GE-1-1-TH)**4 Credits****Unit 1****20 L**

Introduction: Definition and scope of Statistics, concepts of statistical population and sample. Data: quantitative and qualitative, attributes, variables, scales of measurement - nominal, ordinal, interval and ratio. Frequency distribution, Presentation: tabular and graphic, including histogram and ogives.

Unit 2**15 L**

Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, moments, skewness and kurtosis.

Unit 3**25 L**


Bivariate data: Definition, scatter diagram, simple, partial and multiple correlation (3 variables only), rank correlation (Spearman). Simple linear regression, principle of least squares and fitting of polynomials and exponential curves.

Elementary Probability Theory**CC-2 Sem-2 Elementary Probability Theory (STS-G-CC-2-2-TH) & (STS-A-GE-2-2-TH)****4 Credits****Unit 1****20 L**

Probability: Introduction, random experiments, sample space, events and algebra of events. Definitions of Probability – classical, statistical, and axiomatic. Conditional Probability, laws of addition and multiplication, independent events, theorem of total probability, Bayes' theorem and its applications.

Unit 2**15 L**

Random Variables: Discrete and continuous random variables, p.m.f., p.d.f., c.d.f. Illustrations of random variables and its properties. Expectation, variance, moments.


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Introduction to Statistical Inference

CC-3 Sem-3 Introduction to Statistical Inference (STS-G-CC-3-3-TH) & (STS-A-GE-3-3-TH)

4 Credits

Unit 3**20 L**


Analysis of variance, one-way and two-way classification (one & multiple observation(s) per cell). Brief exposure of three basic principles of design of experiments, Statistical concepts of “treatment”, “plot” and “block”. Analysis of completely randomized design, randomized complete block design.




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B.A. Education (General)

Semester	Subject & Course Code	Topic/Chapter	Gender Sensitization
Sem - 1	Introduction to Education (CC-1/GE-1)	Concept of Education	
Sem - 1	Introduction to Education (CC-1/GE-1)	Factors of Education	☑
Sem - 1	Introduction to Education (CC-1/GE-1)	Agencies of Education	☑
Sem - 1	Introduction to Education (CC-1/GE-1)	Child Centricism and Play-way in Education	☑
Sem - 2	Psychological Foundation of Education(CC-2/GE-2)	Relation between Psychology and Education	☑
Sem - 2	Psychological Foundation of Education(CC-2/GE-2)	Stages and types of human development and their educational significance	☑
Sem - 2	Psychological Foundation of Education(CC-2/GE-2)	Learning: concept and theories	☑
Sem - 2	Psychological Foundation of Education(CC-2/GE-2)	Intelligence	☑
Sem - 3	Sociological Foundation of Education(CC-3/GE-3)	Introductory Concept of Sociology of Education	☑
Sem - 3	Sociological Foundation of Education(CC-3/GE-3)	Social Groups	☑
Sem - 3	Sociological Foundation of Education(CC-3/GE-3)	Social Change and Education	☑
Sem - 3	Sociological Foundation of Education(CC-3/GE-3)	Social Communication in Education	☑
Sem - 3	Communication Skill (SEC-A1)	Introduction to Communication	☑


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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem - 3	Communication Skill (SEC-A1)	Listening Skills	
Sem - 3	Communication Skill (SEC-A1)	Speaking Skills	
Sem - 3	Communication Skill (SEC-A1)	Reading and Writing Skills	
Sem - 3	Skill for Democratic Citizenship (SEC-A2)	Rights and duties in Indian Constitution	<input checked="" type="checkbox"/>
Sem - 3	Skill for Democratic Citizenship (SEC-A2)	Protection of Children	<input checked="" type="checkbox"/>
Sem - 3	Skill for Democratic Citizenship (SEC-A2)	Domestic Harmony	<input checked="" type="checkbox"/>
Sem - 3	Skill for Democratic Citizenship (SEC-A2)	Role of Education	<input checked="" type="checkbox"/>
Sem - 4	Inclusive Education (CC-4/GE-4)	Inclusion Overview	<input checked="" type="checkbox"/>
Sem - 4	Inclusive Education (CC-4/GE-4)	Differently Abled	<input checked="" type="checkbox"/>
Sem - 4	Inclusive Education (CC-4/GE-4)	Socially Disabled	<input checked="" type="checkbox"/>
Sem - 4	Inclusive Education (CC-4/GE-4)	Educational Reforms for Inclusive Society	<input checked="" type="checkbox"/>
Sem - 4	Teaching Skill (SEC-B1)	Understanding Teaching	<input checked="" type="checkbox"/>
Sem - 4	Teaching Skill (SEC-B1)	Types of Teaching (Concept and Characteristics)	
Sem - 4	Teaching Skill (SEC-B1)	Skills of Teaching (Basic Concept)	
Sem - 4	Teaching Skill (SEC-B1)	Learning Design (LD)	
Sem - 4	Life Skill Education (SEC-B2)	Concept of Life Skills	<input checked="" type="checkbox"/>
Sem - 4	Life Skill Education (SEC-B2)	Classification of life skills	
Sem - 4	Life Skill Education (SEC-B2)	Training and Techniques	
Sem - 4	Life Skill Education (SEC-B2)	Life skills for leadership training	<input checked="" type="checkbox"/>
Sem - 5	Peace and Value Education (DSE-A1)	Peace Education	
Sem - 5	Peace and Value Education (DSE-A1)	Peace and Violence	
Sem - 5	Peace and Value Education (DSE-A1)	Value Education	
Sem - 5	Peace and Value Education (DSE-A1)	Peace, Value and Conflict Resolution	
Sem - 5	Educational Thought of Great Educators	Western Educators (Part 1)	


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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	(DSE-A2)		
Sem - 5	Educational Thought of Great Educators (DSE-A2)	Western Educators (Part 2)	
Sem - 5	Educational Thought of Great Educators (DSE-A2)	Indian Educators (Part 1)	
Sem - 5	Educational Thought of Great Educators (DSE-A2)	Indian Educators (Part 2)	
Sem - 5	Communication Skill (SEC-A1)	Introduction to Communication	
Sem - 5	Communication Skill (SEC-A1)	Listening Skills	
Sem - 5	Communication Skill (SEC-A1)	Speaking Skills	
Sem - 5	Communication Skill (SEC-A1)	Reading and Writing Skills	
Sem - 5	Skill for Democratic Citizenship (SEC-A2)	Rights and duties in Indian Constitution	<input checked="" type="checkbox"/>
Sem - 5	Skill for Democratic Citizenship (SEC-A2)	Protection of Children	<input checked="" type="checkbox"/>
Sem - 5	Skill for Democratic Citizenship (SEC-A2)	Domestic Harmony	<input checked="" type="checkbox"/>
Sem - 5	Skill for Democratic Citizenship (SEC-A2)	Role of Education	<input checked="" type="checkbox"/>
Sem - 6	Human Rights Education (DSE-B1)	Basic Concept of Human Rights	<input checked="" type="checkbox"/>
Sem - 6	Human Rights Education (DSE-B1)	United Nations and Human rights	<input checked="" type="checkbox"/>
Sem - 6	Human Rights Education (DSE-B1)	Human Rights – Enforcement Mechanism in India	<input checked="" type="checkbox"/>
Sem - 6	Human Rights Education (DSE-B1)	Role of Advocacy Groups	
Sem - 6	Women Education (DSE-B2)	Historical Perspectives of Women Education	<input checked="" type="checkbox"/>
Sem - 6	Women Education (DSE-B2)	Policy Perspective, Committee and Commission on Women Education	<input checked="" type="checkbox"/>
Sem - 6	Women Education (DSE-B2)	Role of Indian Thinkers in promoting Women Education	<input checked="" type="checkbox"/>
Sem - 6	Women Education (DSE-B2)	Major Constraints of Women Education and Women	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
		Empowerment	
Sem - 6	Teaching Skill (SEC-B1)	Understanding Teaching	<input checked="" type="checkbox"/>
Sem - 6	Teaching Skill (SEC-B1)	Types of Teaching (Concept and Characteristics)	
Sem - 6	Teaching Skill (SEC-B1)	Skills of Teaching (Basic Concept)	
Sem - 6	Teaching Skill (SEC-B1)	Learning Design (LD)	
Sem - 6	Life Skill Education (SEC-B2)	Concept of Life Skills	<input checked="" type="checkbox"/>
Sem - 6	Life Skill Education (SEC-B2)	Classification of life skills	
Sem - 6	Life Skill Education (SEC-B2)	Training and Techniques	
Sem - 6	Life Skill Education (SEC-B2)	Life skills for leadership training	<input checked="" type="checkbox"/>

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UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

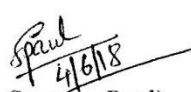
It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:


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11	Education (Honours / General)	39	Social Science (General)
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13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
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23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 (Dr. Santanu Paul)
 Deputy Registrar


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CC-1/GE-1(Semester-1)
Introduction to Education

Unit-2=Factors of Education

- Child/learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit-3=Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit-4=Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.



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CC – 2/GE – 2 (Semester – 2)
Psychological Foundation of Education

Unit:1=Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

Unit:2=Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

Unit:3=Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit:4=Intelligence

- Concept of intelligence
- Theories of Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q



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CC – 3/GE – 3 (Semester – 3)
Sociological Foundation of Education

Unit-I=Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

Unit-2=Social Groups

- Social Groups: meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

Unit-3=Social Change and Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social Interaction Process

Unit-4=Social Communication in Education

- Social Communication: Concept
- Informal agencies of social communication
- Interrelation between Culture, religion and Education.
- Interrelation between Technology, Economy and Education.



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CC-4/GE-4(Semester-4)

Inclusive EducationUnit:1=Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit:2=Differently Aabled

- Concept of Impairment, Disability and Handicap
- Types of disabilities-Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit:3=Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit:4=Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society



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DSE-B (Semester – 6)
Human Rights Education

Unit:1=Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit:2=United Nations and Human Rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit:3=Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme Court and High Court (in brief)

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DSE-B(Semester-6)
Women Education

Unit:1=Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit:2=Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE-1968, 1986, 1992, POA-1992
- Radhakrishnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit:3=Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit:4=Major Constraints of Women Education and Women Empowerment

- Social-Psychological
- Political-Economical
- Role of women empowerment in modern society in brief.

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SEC–A (Semester – 3 / 5)
SkillforDemocraticCitizenship

Unit1:RightsanddutiesinIndianConstitution

- Democraticrights
- FundamentalRights
- Dutiesof citizenship

Unit2=Protectionof Children

- Childprotection-conceptandneed.
- ChildRights–concept,classificationandneed
- Legalactions –POCSO

Unit3=Domestic Harmony

- Domesticviolence– definitionand types
- ProtectionofWomenfromDomesticViolenceAct,2005–basicfeatures
- ProtectionofmalesinDVA2005

Unit4=Roleof Education(TermPaper/Project Paper)

- Awarenessprogrammes-rallies,debatesetc
- Massmedia
- Seminarsand workshops
- (Anyonemaybetakenupbythecollegeandrecordedbythestudentsonanyoneofthe above topics)

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SEC-B(Semester-4/6)
Teaching Skill

Unit: 1=Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training



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SECB(Semster4/6)Life Skill Educatn**Unit:1=Concept of Life Skills**

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit:4=Lifeskillsforleadershiptraining

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and life skills



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B.SC. ECONOMICS (HONOURS)

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem I	CCI Introductory Microeconomics	Exploring the subject matter of Economics	
Sem I	CCI Introductory Microeconomics	Demand and Supply: How Markets Work	
Sem I	CCI Introductory Microeconomics	Market and Adjustments	
Sem I	CCI Introductory Microeconomics	Market Sensitivity and Elasticity	
Sem I	CCI Introductory Microeconomics	Government Intervention	
Sem I	CCII Mathematical Methods in Economics I	Matrix Algebra	
Sem I	CCII Mathematical Methods in Economics I	Game Theory	
Sem II	CCIII Introductory Macroeconomics	National Income Accounting	
Sem III	CCV Intermediate Microeconomics I	Theories of Consumer Behaviour and Applications	
Sem III	CCV Intermediate Microeconomics I	Production and Costs	
Sem III	CCV Intermediate Microeconomics I	The Firm and Perfect Market Structure	
Sem III	CCV Intermediate Microeconomics I	Input Market in Perfect Competition	
Sem III	CCVI Intermediate Macroeconomics I	Money Supply, Monetary Policy and Government Budgetary Operations	
Sem III	CCVI Intermediate Macroeconomics I	Inflation, Unemployment and Expectations	
Sem III	SEC A1 Rural Development	Aspects of Rural Development	
Sem III	SEC A1 Rural Development	Panchayats and Rural Development	<input checked="" type="checkbox"/>
Sem III	SEC A1 Rural Development	Rural Credit and Self Help Groups(SHG's)	<input checked="" type="checkbox"/>
Sem III	SEC A1 Rural Development	Critical Evaluation of Selected Government Programmes and Rural Development	<input checked="" type="checkbox"/>
Sem IV	CCVIII Intermediate Microeconomics II	Imperfect Market Structure	
Sem IV	CCVIII Intermediate Microeconomics II	Input market under Imperfect Competition	
Sem IV	CCVIII Intermediate Microeconomics II	General Equilibrium, Efficiency and Welfare	
Sem IV	CCIX Intermediate Macroeconomics II	Macroeco mic Foundations -II	
Sem IV	CCIX Intermediate Macroeconomics II	Eco mic Growth	
Sem IV	SEC B Managerial Economics	Demand, Cost and Profit Analysis	
Sem IV	SEC B Managerial Economics	Pricing Policies and practices	
Sem IV	SEC B Managerial Economics	Inventory Management	
Sem V	CCXI International Economics	Trade Policy	

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem V	CCXII Indian Economy	Eco mic Development since Independence	
Sem V	CCXII Indian Economy	Population and Human Development	<input checked="" type="checkbox"/>
Sem V	CCXII Indian Economy	Growth and Distribution	<input checked="" type="checkbox"/>
Sem V	CCXII Indian Economy	Eco mic Reforms in India	<input checked="" type="checkbox"/>
Sem V	DSE A1 Eco mic History of India	Impact of British rule on India	
Sem V	DSE A1 Eco mic History of India	Aspects of Eco mic Policies in British India	
Sem V	DSE B1 Comparative Eco mic Development (1850-1950)	Strategies and Policies for Eco mic Development	
Sem V	DSE B1 Comparative Eco mic Development (1850-1950)	Regions of contemporary development	
Sem V	DSE B1 Financial Economics	Investment Theory and Portfolio Analysis	
Sem V	DSE B1 Financial Economics	Options and Derivatives	
Sem V	DSE B1 Financial Economics	Corporate Finance	
Sem VI	CCXIII Public Economics	Government in a Market Economy	
Sem VI	CCXIII Public Economics	Choice and Public Economics	
Sem VI	CCXIII Public Economics	The Revenue and Expenditure of the Government	
Sem VI	CCXIII Public Economics	Public Finance	
Sem VI	CCXIV Development Economics	Meaning of Eco mic Development	<input checked="" type="checkbox"/>
Sem VI	CCXIV Development Economics	Poverty and Inequality	<input checked="" type="checkbox"/>
Sem VI	CCXIV Development Economics	Dual Economy Models	
Sem VI	CCXIV Development Economics	Population Growth and Eco mic Development	<input checked="" type="checkbox"/>
Sem VI	CCXIV Development Economics	Development Strategies	
Sem VI	CCXIV Development Economics	Political Institutions and the State	
Sem VI	DSE A2 Money & Financial Market	Financial Institutions, Markets, Instruments and Financial In vations	
Sem VI	DSE A2 Money & Financial Market	Central Banking and Monetary Policy	
Sem VI	DSE A2 Issues in Indian Economy	Macroeco mic Policies and Their Impact	
Sem VI	DSE A2 Issues in Indian Economy	Policies and Performance in Agriculture	
Sem VI	DSE A2 Issues in Indian Economy	Policies and Performance in Industry	
Sem VI	DSE A2 Issues in Indian Economy	Trends and Performance in Services	
Sem VI	DSE B2 Environmental Economics	Introduction	
Sem VI	DSE B2 Environmental Economics	Efficiency and Market Failure	
Sem VI	DSE B2 Environmental Economics	The Design and Implementation of	

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
		Environmental Policy	
Sem VI	DSE B2 Environmental Economics	International Environmental Problems	
Sem VI	DSE B2 Environmental Economics	Measuring the values of Environmental Costs and Benefits	
Sem VI	DSE B2 Issues in Development Economics	Demography and Development	<input checked="" type="checkbox"/>
Sem VI	DSE B2 Issues in Development Economics	Land, Labor and Credit Markets	
Sem VI	DSE B2 Issues in Development Economics	Individuals, Communities and Collective Outcomes	
Sem VI	DSE B2 Issues in Development Economics	Environment and Sustainable Development	
Sem VI	DSE B2 Issues in Development Economics	Globalization	

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B.A. / B.Sc. Economics (GENERAL)

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem I	CC1/GEI Introductory Microeconomics	Exploring the subject matter of Economics	
Sem I	CC1/GEI Introductory Microeconomics	The Firm and Perfect Market Structure	
Sem I	CC1/GEI Introductory Microeconomics	Imperfect Market Structure	
Sem I	CC1/GEI Introductory Microeconomics	Input Markets	
Sem II	CC2/GEII Introductory Macroeconomics	Introduction to Macroeconomics and National Income Accounting	
Sem II	CC2/GEII Introductory Macroeconomics	Inflation	
Sem II	CC2/GEII Introductory Macroeconomics	The External Sector	
Sem III	CC3/GEIII Issues in Economic Development & India	Meaning of Economic Development	☑
Sem III	CC3/GEIII Issues in Economic Development & India	Poverty , Inequality and Development	
Sem III	CC3/GEIII Issues in Economic Development & India	Development of the Dual Economy and Development Strategies	
Sem III	CC3/GEIII Issues in Economic Development & India	International Organizations and Economic Development	
Sem III	SEC A Elementary Rural Development	Basic Issues in Rural Development	☑
Sem III	SEC A Elementary Rural Development	Rural Credit and Self Help Groups (SHGs)	☑
Sem III	SEC A Elementary Rural Development	Selected Government Programmes and Rural Development	☑
Sem IV	CC4/GEIV Indian Economic Policies	Macroeconomic Policies and their Impact	
Sem IV	CC4/GEIV Indian Economic Policies	Policies and Performance in Agriculture	
Sem IV	CC4/GEIV Indian Economic Policies	Policies and Performance in Industry	
Sem IV	CC4/GEIV Indian Economic Policies	Policies and Performance of Indian Foreign Trade	
Sem IV	SEC B Entrepreneurship & Development	Basic issues of Entrepreneurship and Economic Development	
Sem IV	SEC B Entrepreneurship & Development	Financial resources for new ventures of an entrepreneur	
Sem IV	SEC B Entrepreneurship & Development	Growth strategies in small business	

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem IV	SEC B Entrepreneurship & Development	Sickness in Small Business	
Sem V	DSE A Money & Banking	Money Supply and Banking System with reference to India	
Sem V	DSE A Money & Banking	Central Banking and Monetary Policy	
Sem V	DSE A Sustainable Development	The Approach Towards Sustainability-Introductory ideas	
Sem V	DSE A Sustainable Development	The meaning of Sustainable Development	
Sem V	DSE A Sustainable Development	Trans-boundary pollution, climate change and sustainable development	
Sem V	DSE A Sustainable Development	Sustainable Resource Management Policies in India	
Sem VI	DSE B Public Finance	Theory of Public Finance	
Sem VI	DSE B Public Finance	Issues from Indian Public Finance	
Sem VI	DSE B Economic History of India (1857-1947)	Colonial India: Background and Introduction	
Sem VI	DSE B Economic History of India (1857-1947)	Macro Trends	<input checked="" type="checkbox"/>
Sem VI	DSE B Economic History of India (1857-1947)	Agriculture	
Sem VI	DSE B Economic History of India (1857-1947)	Railways & Industry	
Sem VI	DSE B Economic History of India (1857-1947)	Economy and State in the Imperial Context	

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Notification No. CSR/ 12 /18

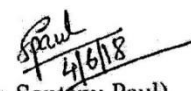
It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:


List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
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2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 (Dr. Santanu Paul)
 Deputy Registrar


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Skill Enhancement Course I: ECO-A-SEC-3-A(1)-THRural Development [RD]

Total Marks: 100 [Theory(Th) 80 + Internal Assessment 10+Attendance: 10]

Total Credits: 2,

No. of Lecture hours: 30

[For Semester III]

1. Panchayats and Rural Development 5 lecture hours

- Decentralized Planning and Participatory Development
- Role of Panchayats in Decentralized Rural Development
- Participatory Rural Appraisal
- Panchayats and Rural Development in West Bengal

2. Rural Credit and Self Help Groups(SHG) 11 lecture hours

- Role National Bank for Agriculture and Rural Development (NABARD) for promoting Rural Development
- Constraints of micro-enterprises in rural areas
- Credit needs for rural non farm sector.
- The concept of Micro credit
- Micro credit and the role of Grameen Bank
- Need for SHG for formation and features of SHG
- SHGs in India

3. Critical Evaluation of Selected Government Programmes and Rural Development

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2. Population and Human Development **15 lecture hours**

- Demographic trends and issues [6 lecture hours]
- Education and health: Basic problems and Government measures, Right to Education (RTE) Act 2009 [9 lecture hours]

3. Growth and Distribution **20 lecture hours**

- Trends in GDP and per capita GDP [5 lecture hours]
- Growth, poverty and inequality [5 lecture hours]
- Youth unemployment (School Transition to Work) [5 lecture hours]
- Policy perspectives in growth and distribution [5 lecture hours]

4. Economic Reforms in India **20 lecture hours**

- Banking sector reforms [5 lecture hours]
- Reforms in tax policy [5 lecture hours]
- Reforms in the external sector [5 lecture hours]
- Reforms in Labour market [5 lecture hours]



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Economics Core Course XIV: ECO-A-CC-6-14-TH-TU Development Economics*Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]**Total Credits: [5(Th)+1(Tu)]=6 ,**No. of Lecture hours: 75, No. of Tutorial contact hours: 15***[Semester VI]****ECO-A-CC-6-14-TH****1. Meaning of Economic Development 10 lecture hours**

- Income Approach and Capability Approach,
- Construction and interpretation of HDI; international variations in development measures; comparing development trajectories across nations and within them.
- Dependency school of development.

2. Poverty and Inequality 15 lecture hours

- Inequality axioms; a comparison of commonly used inequality measures.
- Gender Inequality, connections between inequality and development.
- Poverty measurement, HPI; poverty traps and path dependence of growth processes.
- Vicious Circle of Poverty Hypothesis

3. Population Growth and Economic Development 10 lecture hours

- Basic concepts (Birth and Death Rates, mortality, fertility)
- Demographic transition theory
- Cost of children, externalities
- Low Level Equilibrium Trap models and their criticism-critical minimum effort theory (Nelson and Leibenstein).



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Discipline Specific Elective –B(2):ECO-A-**DSE-6-B(2)-TH-TU****Issues in Development Economics [IDE]**

Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]

Total Credits: [5(Th)+1(Tu)]=6 ,

No. of Lecture hours: 75, No. of Tutorial contact hours: 15

[Semester- VI]

ECO-A-DSE-6-B(2)-TH**1. Demography and Development****10 lecture hours**

- Demographic concepts; birth and death rates, age structure, fertility and mortality
- Demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households
- Connections between income, mortality, fertility choices and human capital accumulation
- Migration.

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Core Course 3 (CC 3) BA/BSc (General) / Generic Elective Course III (GE-III) for BA/BSc Honours students [other than students having Economics (Honours)]:

Name of the Course: Issues in Economic Development and India

Total Marks: 100 [Theory(Th) 65 + Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]

Total Credits: [5(Th)+1(Tu)]=6 ,

No. of Lecture hours (Theory): 75, No. of Tutorial contact hours: 15

[For Semester-III]

ECO-G-CC-3-3-TH-TU/ ECO--GE-3-3-TH-TU

ECO-G-CC-3-3-TH/ ECO--GE-3-3-TH

1. Meaning of Economic Development 25 lecture hours

Meaning of economic development; growth vs. development; concept of human development and its measurement, population and human development; education and health sectors in India; features and causes of underdevelopment of the Indian economy; growth and development of Indian economy under different policy regimes.

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Discipline Specific Elective Course [Economics] (DSE-B) BA/BSc (General)**Name of the Course: Economic History of India (1857-1947) (EHI)****Total Marks: 100 [Theory(Th) 65+ Tutorial(Tu) 15 + Internal Assessment 10+Attendance: 10]****Total Credits: [5(Th)+1(Tu)]=6 ,****No. of Lecture hours (Theory): 75, No. of Tutorial contact hours: 15****[For Semester-VI]****ECO-G-DSE-6-1B/2B-TH-TU****ECO-G-DSE-6-1B/2B-TH**

- **Colonial India: Background and Introduction** **10 lecture hours**

Overview of the colonial economy

- **Macro Trends** **13 lecture hours**

National Income; population; occupational structure.

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Skill Enhancement Course [Economics] -A Group (SEC-A) BA/BSc (General)**Name of the Course: Elementary Rural Development (ERD)****Total Marks: 100 [Theory(Th) 80 + Internal Assessment 10+Attendance: 10]****Total Credits: 2,****No. of Lecture hours: 30****ECO-G-SEC-3-1A-TH/ECO-G-SEC-5-2A-TH****[For Semester III or Semester V]****1. Basic Issues in Rural Development 12 lecture hours**

- Rural Development vs. Agricultural Development
- Decentralized Planning and Participatory Development-the role of Panchayats
- Panchayat and Rural Development in West Bengal
- Role of NGOs in Rural Development



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2. Rural Credit and Self Help Groups (SHGs) 12 lecture hours

- Constraints of micro-enterprises in rural areas
- The rural non farm sector –credit needs for rural non farm sector.
 - Concept of micro credit and the role of Grameen Bank
 - Need for SHG for formation-features of SHG
 - SHGs in India

3. Selected Government Programmes and Rural Development 6 lecture hours

- Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- Mid-day Meal
- Pradhan Mantri Gram Sadak Yojana (PMGSY)



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B.A. English (Honours)

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem-1	History of Literature and Philology (CC1)	Group A: Old English Heroic Poetry, Prose, Chaucer, Elizabethan Sonnets, University Wits, Ben Jonson, Restoration Comedy of Manners, eighteenth Century novels, Modern novel, Modern Poetry, Modern Drama. Group B: Latin influence Scandinavian Influence, French Influence and Americanism, Consonant shift, Word Formation Processes, Short stories	☑
Sem-1	European Classical Literature (CC2)	The Iliad, Oedipus the King, Metamorphoses, Pot of Gold, Satires (Horace)	☑
Sem -2	Indian Writing in English (CC3)	To India My Native Land (Derozio), Our Casuarina Tree (Toru Dutt), Introduction (Kamala Das), River (Ramanujan), Enterprise (Ezekiel), Dawn At Puri (Jayanta Mahapatra), Rajmohan's Wife (Bankimchandra Chattopadhyay), Bravely Fought The Queen (Mahesh Dattani)	☑
Sem -2	British Poetry and Drama (CC4)	Wife of Bath (Chaucer), One Day I wrote Her Name (Spenser), Sonnets 18 and 130 (Shakespeare), The Good Morrow (Donne), To His Coy Mistress (Marvell), Edward II (Marlowe), Macbeth (Shakespeare), Twelfth Night, As You Like It (Shakespeare)	☑
Sem-3	American Literature (CC5)	After Apple Picking (Frost), O Captain, My Captain (Whitman), Daddy (Plath), Harlem (Langston Hughes), To Helen (Poe), The Purloined Letter (Poe), The Crack Up (Fitzgerald), Dry September (William Faulkner), Death of a Salesman (Miller)	☑
Sem-3	Popular Literature (CC6)	Through the Looking Glass (Carroll), The Murder of Roger Ackroyd (Christie), AbolTabol (Sukumar Ray), Tintin in Tibet (Herge)	☑
Sem-3	British Poetry and Drama 17th-18th Century (CC7)	Paradise Lost (Milton), The Rape of The Lock (Pope), The Duchess of Malfi (Webster), The Rover (Aphra Behn)	☑
Sem-4	18th Century British Literature (CC8)	London (Johnson), Elegy Written in a Country Churchyard (Gray), Robinson Crusoe (Defoe), Sir Roger at Home & Sir Roger at Church (Addison), The Way of The World (Congreve)	☑
Sem-4	British Romantic Literature (CC9)	The Lamb & The Tyger (Blake), Tintern Abbey (Wordsworth), Kubla Khan (Coleridge), Ode to the West Wind & To A Skylark (Shelley), Ode to a Nightingale & Ode to Autumn (Keats), Dream Children & The Superannuated Man (Lamb), Frankenstein (Mary Shelley)	☑
Sem-4	19th Century	Ulysses (Tennyson), My Last Duchess	☑

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	British Literature (CC10)	(Browning), The Goblin Market (Christina Rossetti), Dover Beach (Arld), Pride and Prejudice (Jane Austen), Jane Eyre (Charlotte Bronte), Oliver Twist (Dickens), The Mayor of Casterbridge (Hardy)	
Sem-5	Women's Writing (CC11)	I Can t Live with you (Dickinson), How do I love thee (E.B.Browning), Advice to Women(Euice De Souza), Colour Purple (Alice Waker), Wuthering Heights (Emily Bronte), Draupadi (Mahasweta Devi), Bliss (Mansfield), A Vindication of the Rights of Woman (Wollstonecraft), Amar Jiban (Russundari Devi)	<input checked="" type="checkbox"/>
Sem-5	Early Twentieth Century British Literature (CC12)	Love Song of J Alfred Prufrock, Preludes (Eliot), The Second Coming, Second Troy (Yeats), Spring Offensive (Owen), Heart of Darkness (Conrad), Sons and Lovers (Lawrence), Pygmalion (Shaw)	<input checked="" type="checkbox"/>
Sem-5	Modern Indian Writing in English Translation (DSE-A1)	The Shroud (Premchand), The Quilt (Chughtai), Rebati (Fakir Mohan Senapati), Gitanjali 47,97(Tagore), The Void (G M Muktibodh), I say unto you Waris Shah (Amrita Pritam), The Home and the World (Tagore), Silence! The Court is in session (Vijay Tendulker)	<input checked="" type="checkbox"/>

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UNIVERSITY OF CALCUTTA

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4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
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28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 Dr. Ramkrishna Prasad Chakrabarty
 Principal
 K. K. DAS COLLEGE
 Deputy Registrar
 Garia, Kol-84

COURSE STRUCTURE

SEMESTER 1: CC1, CC2, AECC1 (Communicative English/MIL), GE1(FROM OTHER SUBJECT)

SEMESTER 2: CC3, CC4, AECC2 (ENVS), GE2 (FROM OTHER SUBJECT) SEMESTER

3: CC5, CC6, CC7, SEC-A, GE3 (FROM OTHER SUBJECT) SEMESTER 4: CC8, CC9,

CC10, SEC-B, GE4 (FROM OTHER SUBJECT) SEMESTER 5: CC11, CC12, DSE-A(1 or

2), DSE-B(1 or 2)

SEMESTER 6: CC13, CC14, DSE-A(3 or 4), DSE-B(3 or 4)

COURSE DETAILS

FOR ALL 14 CORE COURSES, THE MARKS DIVISION IS AS FOLLOWS:

End Semester – 65 Tutorial –

15

Internal – 10

Attendance – 10

**CC1 (SEMESTER 1, CODE –ENG-A-CC-1-1-TH/TU) HISTORY OF
LITERATURE AND PHILOLOGY - 6 CREDITS**

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Group A: History of Literature Section 1:

**Unit A – Old English Heroic Poetry, Old English Prose and Chaucer Unit B –
Elizabethan Sonnets, University Wits and Ben Jonson**

Unit C – Restoration Comedy of Manners and Eighteenth Century Novels

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Group B: Philology**Section 1: Latin Influence, Scandinavian Influence, French Influence, Americanism****Section 2: Consonant Shift and Word Formation Processes (Shortening, Back-formation, Derivations), Short Notes (Hybridism, Monosyllabism, Free & Fixed Compounds, Malapropism, ing-formation, Johnsonese)****CC2 (SEMESTER 1, CODE – ENG-A-CC-1-2-TH/TU)EUROPEAN CLASSICAL LITERATURE: 6 CREDITS****(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)**

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Group A: Social and intellectual background**Group B:**

Homer, *The Iliad* (Books I and II) translated by E.V. Rieu

Sophocles, *Oedipus the King*, in *The Three Theban Plays*, translated by Robert Fagles

Group C:

Ovid, Selections from *Metamorphosis*, 'Bacchus' (Book III)

Plautus, *Pot of Gold*, translated by E.F. Watling OR

Horace, *Satires*, I: IV in *Horace: Satires and Epistles* and Persius, translated Niall Rudd, Penguin, 2005.

CC3 (SEMESTER 2, CODE – ENG-A-CC-2-3-TH/TU) INDIAN

WRITING IN ENGLISH: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Henry Louis Vivian Derozio, 'To India, My Native Land' Toru Dutt, 'Our Casuarina Tree'

Kamala Das, 'Introduction'

A.K. Ramanujan, 'River' Nissim

Ezekiel, 'Enterprise'

Jayanta Mahapatra, 'Dawn at Puri'

Novel

Bankimchandra Chattopadhyay: *Rajmohan's Wife*

Drama

Mahesh Dattani, *Bravely Fought the Queen*

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CC4 (SEMESTER 2, CODE – ENG-A-CC-2-4-TH/TU)

BRITISH POETRY AND DRAMA (14TH – 17TH CENTURY): 6 CREDITS(5 CREDITS

THEORY AND 1 CREDIT TUTORIAL)

Social and Intellectual Background

Poetry

Geoffrey Chaucer, 'Wife of Bath's Prologue' Edmund
Spenser, 'One Day I Wrote Her Name' William Shakespeare,
Sonnets 18 & 130
John Donne, 'The Good Morrow' Andrew
Marvell, 'To His Coy Mistress'

Drama

Christopher Marlowe, *Edward II* OR William Shakespeare, *Macbeth*
William Shakespeare, *Twelfth Night* OR *As You Like It*

)

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CC5 (SEMESTER 3, CODE – ENG-A-CC-3-5-TH/TU)
AMERICAN LITERATURE: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Robert Frost, 'After Apple Picking'
Walt Whitman, 'O Captain, My Captain' Sylvia Plath,
'Daddy'
Langston Hughes, 'Harlem to be Answered' Edgar Allan
Poe, 'To Helen'

Stories

Edgar Allan Poe, 'The Purloined Letter'
F. Scott Fitzgerald, 'The Crack-up' William
Faulkner, 'Dry September'

Drama

Arthur Miller, *Death of A Salesman*

1. .

CC6 (SEMESTER 3, CODE – ENG-A-CC-3-6-TH/TU) POPULAR
LITERATURE: 6 CREDITS

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Lewis Carroll, *Through the Looking Glass*

Agatha Christie, *The Murder of Roger Ackroyd*

Sukumar Ray, *Abol Tabol* ('Nonsense Rhymes', translated Satyajit Ray), Kolkata: Writers' Workshop

Herge, *Tintin in Tibet*

1. .

CC7 (SEMESTER 3, CODE – ENG-A-CC-3-7-TH/TU)

BRITISH POETRY AND DRAMA (17TH – 18TH CENTURY): 6 CREDITS(5 CREDITS

THEORY AND 1 CREDIT TUTORIAL)

Social and Intellectual Background

Poetry

John Milton, *Paradise Lost*, Book I

Alexander Pope, *The Rape of the Lock*, Cantos I-III

Drama

John Webster, *The Duchess of Malfi*

Aphra Behn, *The Rover*

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**CC8 (SEMESTER 4, CODE – ENG-A-CC-4-8-TH/TU) 18TH
CENTURY BRITISH LITERATURE: 6 CREDITS**

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Social and Intellectual Background Poetry

Samuel Johnson, 'London'

Thomas Gray, *Elegy Written in a Country Churchyard*

Prose (Fiction & Non-Fiction)

Daniel Defoe, *Robinson Crusoe*

Joseph Addison, 'Sir Roger at Home' and 'Sir Roger at Church'



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**CC9 (SEMESTER 4, CODE – ENG-A-CC-4-9-TH/TU)
BRITISH ROMANTIC LITERATURE: 6 CREDITS (5**

CREDITS THEORY AND 1 CREDIT TUTORIAL)

Social and Intellectual Background

Poetry

William Blake, 'The Lamb' and 'The Tyger' William

Wordsworth, 'Tintern Abbey' Samuel Taylor

Coleridge, 'Kubla Khan'

Percy Bysshe Shelley, 'Ode to the West Wind' and 'To a Skylark' John Keats, 'Ode
to a Nightingale' and 'Ode to Autumn'

Prose (Fiction & Non-Fiction)

Charles Lamb, 'Dream Children', 'The Superannuated Man' Mary Shelley,
Frankenstein

**CC10 (SEMESTER 4, CODE – ENG-A-CC-4-10-TH/TU) 19TH CENTURY
BRITISH LITERATURE: 6 CREDITS**

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Social and Intellectual Background

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Poetry

Lord Tennyson, 'Ulysses'
Robert Browning, 'My Last Duchess' Christina
Rossetti, 'The Goblin Market' Matthew Arnold,
'Dover Beach'

Novel

Jane Austen, *Pride and Prejudice* OR Charlotte Bronte, *Jane Eyre*
Charles Dickens, *Oliver Twist* OR Thomas Hardy, *The Mayor of
Casterbridge*

CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU)

WOMEN'S WRITINGS: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Emily Dickinson, 'I cannot live with you' Elizabeth Barrett
Browning, 'How do I love thee' Eunice De Souza, 'Advice to
Women'

Fiction

Alice Walker, *Color Purple* OR Emily Bronte, *Wuthering Heights* Mahasweta Devi,
'Draupadi', translated Gayatri Chakravorty Spivak Katherine Mansfield, 'Bliss'

Non-Fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapters I &
II (New York: Norton, 1988)



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CC12 (SEMESTER 5, CODE – ENG-A-CC-5-12-TH/TU) **EARLY 20TH**
CENTURY BRITISH LITERATURE: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Social and Intellectual BackgroundPoetry

T.S. Eliot, 'The Love Song of J. Alfred Prufrock' and 'Preludes'

W.B. Yeats, 'The Second Coming' and 'No Second Troy' Wilfred Owen,
'Spring Offensive'

Fiction

Joseph Conrad, *Heart of Darkness*

D.H. Lawrence, *Sons and Lovers*

Drama

George Bernard Shaw, *Pygmalion*



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Semester 5 – DSE-A1 OR DSE-A2 and DSE-B1 OR DSE-B2

Semester 6 – DSE-A3 OR DSE-A4 and DSE-B3 OR DSE-B4

**DSE-A1 (SEMESTER 5, CODE –ENG-A-DSE-A-5-1-TH/TU) MODERN INDIAN
WRITING IN ENGLISH TRANSLATION: 6 CREDITS**

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Stories

Munshi Prem Chand, 'The Shroud' Ismat

Chugtai, 'The Quilt'

Fakir Mohan Senapati, 'Rebati' Poetry



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Rabindranath Tagore, 'Light, oh where is the light?' (*Gitanjali XXVII*) and 'When my play was with thee' (*Gitanjali XCVII*)

G.M. Muktibodh, 'The Void'

Amrita Pritam, 'I say unto Waris Shah'

Novel

Rabindranath Tagore, *The Home and the World*

Drama

Vijay Tendulkar, *Silence! The Court is in Session*

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B.A. History (Honours)

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
Sem I	CC -1: HISTORY OF INDIA FROM THE EARLIEST TIMES TO C.300 BCE	1. RECONSTRUCTING ANCIENT INDIAN HISTORY	<input checked="" type="checkbox"/>
Sem I	CC -1: HISTORY OF INDIA FROM THE EARLIEST TIMES TO C.300 BCE	2. HUNTER-GATHERERS AND THE ADVENT OF FOOD PRODUCTS	
Sem I	CC -1: HISTORY OF INDIA FROM THE EARLIEST TIMES TO C.300 BCE	3. THE HARAPPAN CIVILIZATION	<input checked="" type="checkbox"/>
Sem I	CC -1: HISTORY OF INDIA FROM THE EARLIEST TIMES TO C.300 BCE	4. CULTURES IN TRANSMITION	
Sem I	CC - 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA	1. EVOLUTION OF HUMAN KIND	
Sem I	CC - 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA	2. FOOD PRODUCTION: BEGINNINGS OF AGRICULTURE AND ANIMAL HUSBANDRY	
Sem I	CC - 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA	3. BRONZE AGE CIVILIZATIONS WITH REFERENCE TO ANY ONE OF THE FOLLOWING, 1)EGYPT,2)CHINA	
Sem I	CC - 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA	4. MADIC GROUPS IN CENTRAL AND WEST ASIA	
Sem I	CC - 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA	5. SLAVE SOCEITY IN ANCIENT GREECE AND ROME	
Sem I	CC - 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE	6. POLIS IN ANCIENT GREECE	


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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	ANCIENT WORLD OTHER THAN INDIA		
SEM- II	CC-3: HISTORY OF INDIA C.300 BCE TO C.750 CE	1. Economy AND SOCIETY (CIRCA 300 BCE TO CIRCA CE 300)	<input checked="" type="checkbox"/>
SEM- II	CC-3: HISTORY OF INDIA C.300 BCE TO C.750 CE	2. CHANGING POLITICAL FORMATIONS (CIRCA 300 BCE TO CIRCA CE 300)	
SEM- II	CC-3: HISTORY OF INDIA C.300 BCE TO C.750 CE	3. TOWARDS EARLY MEDIEVAL INDIA (CIRCA CE FOURTH CENTURY TO CE 750)	<input checked="" type="checkbox"/>
SEM- II	CC-3: HISTORY OF INDIA C.300 BCE TO C.750 CE	4. RELIGION, PHILOSOPHY AND SOCIETY(CIRCA 300BCE-CE 750)	<input checked="" type="checkbox"/>
SEM- II	CC-3: HISTORY OF INDIA C.300 BCE TO C.750 CE	5. CULTURAL DEVELOPMENTS (CIRCA 300BCE TO CIRCA CE 750)	
SEM- II	CC-4: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDITERRANEAN WORLD OTHER THAN INDIA	GROUP- B - 3. CRISIS OF THE ROMAN EMPIRE AND ITS PRINCIPAL CAUSES: HISTORIOGRAPHY	<input checked="" type="checkbox"/>
SEM- II	CC-4: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDITERRANEAN WORLD OTHER THAN INDIA	4. RELIGION AND CULTURE IN MEDIEVAL EUROPE	<input checked="" type="checkbox"/>
SEM- II	CC-4: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDITERRANEAN WORLD OTHER THAN INDIA	5. THE FEUDAL SOCIETY ITS ORIGINS AND ITS CRISIS: HISTORIOGRAPHY	<input checked="" type="checkbox"/>
SEM- II	CC-4: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDITERRANEAN WORLD OTHER THAN INDIA	GROUP- C- 6. JUDAISM AND CHRISTIANITY UNDER ISLAM	<input checked="" type="checkbox"/>
SEM- III	CC- 5: HISTORY OF INDIA (CE 750-1206)	1. STUDYING EARLY MEDIEVAL INDIA	
SEM- III	CC- 5: HISTORY OF INDIA (CE 750-1206)	2. POLITICAL STRUCTURES	
SEM- III	CC- 5: HISTORY OF INDIA (CE 750-1206)	3. AGRARIAN STRUCTURE AND	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
		SOCIAL CHANGE	
SEM- III	CC- 5: HISTORY OF INDIA (CE 750-1206)	4. TRADE AND COMMERCE	
SEM- III	CC- 5: HISTORY OF INDIA (CE 750-1206)	5. RELIGIOUS AND BCULTURAL DEVELOPMENTS	
SEM- III	CC-6: RISE OF MODERN WEST-I	1. TRANSITION DEBATE ON TRANSITION FROM FEUDALISM TO CAPITALISM	
SEM- III	CC-6: RISE OF MODERN WEST-I	2. EXPLORATION OF THE NEW WORLD	
SEM- III	CC-6: RISE OF MODERN WEST-I	3. RENAISSANCE AND ITS IMPACT	
SEM- III	CC-6: RISE OF MODERN WEST-I	4. REFORMATION MOVEMENTS AND COUNTER REFORMATION	
SEM- III	CC-6: RISE OF MODERN WEST-I	5. ECO MIC DEVELOPMENTS OF EARLY MODERN EUROPE	
SEM- III	CC-6: RISE OF MODERN WEST-I	6. DEVELOPMENT OF NATIONAL MONARCHY	
SEM- III	CC- 7: HISTORY OF INDIA (C. 1206-1526)	1. INTERPRETING THE DELHI SULTANATE	
SEM- III	CC- 7: HISTORY OF INDIA (C. 1206-1526)	2. SULTANATE POLITICAL STRUCTURES	
SEM- III	CC- 7: HISTORY OF INDIA (C. 1206-1526)	3. SOCIETY AND Economy	<input checked="" type="checkbox"/>
SEM- III	CC- 7: HISTORY OF INDIA (C. 1206-1526)	4. RELIGION AND CULTURE	<input checked="" type="checkbox"/>
SEM- IV	CC- 8 : RISE OF MODERN WEST - II	1. PRINTING REVOLUTION AND WAR TECHNIQUES	
SEM- IV	CC- 8 : RISE OF MODERN WEST - II	2. ECO MIC, SOCIAL AND POLITICAL CRISIS IN EUROPE IN THE 17TH CENTURY	<input checked="" type="checkbox"/>
SEM- IV	CC- 8 : RISE OF MODERN WEST - II	3. THE ENGLISH REVOLUTION	
SEM- IV	CC- 8 : RISE OF MODERN WEST - II	4. SCIENTIFIC REVOLUTION AND ENLIGHTENMENT	
SEM- IV	CC- 8 : RISE OF MODERN WEST - II	5. MERCANTILISM AND PRELUDES TO THE INDUSTRIAL REVOLUTION	
SEM- IV	CC- 8 : RISE OF MODERN WEST - II	6. EUROPEAN POLITICS IN THE 17TH AND 18TH CENTRY AND PATTRERNS OF ABSOLUTISM	

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
SEM- IV	CC-9: HISTORY OF INDIA (C. 1526-1605)	1. SOURCES AND HISTORIOGRAPHY	
SEM- IV	CC-9: HISTORY OF INDIA (C. 1526-1605)	2. ESTABLISHMENT OF MUGHAL RULE	
SEM- IV	CC-9: HISTORY OF INDIA (C. 1526-1605)	3. CONSOLIDATION OF MUGHAL RULE UNDER AKBAR	
SEM- IV	CC-9: HISTORY OF INDIA (C. 1526-1605)	4. EXPANSION AND INTEGRATION	
SEM- IV	CC-9: HISTORY OF INDIA (C. 1526-1605)	5. RURAL SOCIETY AND Economy	<input checked="" type="checkbox"/>
SEM- IV	CC-9: HISTORY OF INDIA (C. 1526-1605)	6. POLITICAL AND RELIGIOUS IDEALS	<input checked="" type="checkbox"/>
SEM- IV	CC- 10: HISTORY OF INDIA (C. 1605-1750S)	1. SOURCES: PERSIAN AND VERNACULAR LITERARY CULTURES, HISTORIES, MEMORIES AND TRAVELOGUES	<input checked="" type="checkbox"/>
SEM- IV	CC- 10: HISTORY OF INDIA (C. 1605-1750S)	2. POLITICAL CULTURE UNDER JAHANGIR AND SHAH JAHAN	<input checked="" type="checkbox"/>
SEM- IV	CC- 10: HISTORY OF INDIA (C. 1605-1750S)	3. MUGHAL EMPIRE UNDER AURANGZEB	<input checked="" type="checkbox"/>
SEM- IV	CC- 10: HISTORY OF INDIA (C. 1605-1750S)	4. VISUAL CULTURE: PAINTINGS AND ARCHITECTURE	<input checked="" type="checkbox"/>
SEM- IV	CC- 10: HISTORY OF INDIA (C. 1605-1750S)	5. PATTERNS OF REGIONAL POLITICS	<input checked="" type="checkbox"/>
SEM- IV	CC- 10: HISTORY OF INDIA (C. 1605-1750S)	6. TRADE AND COMMERCE	<input checked="" type="checkbox"/>
SEM- V	CC-11: HISTORY OF MODERN EUROPE (C. 1780-1939)	1. THE FRENCH REVOLUTION AND ITS EUROPEAN REPERCUSSIONS	<input checked="" type="checkbox"/>
SEM- V	CC-11: HISTORY OF MODERN EUROPE (C. 1780-1939)	2. RESTORATION AND REVOLUTION: C. 1815-1848	<input checked="" type="checkbox"/>
SEM- V	CC-11: HISTORY OF MODERN EUROPE (C. 1780-1939)	3. CAPITALIST INDUSTRIALIZATION AND SOCIAL AND ECONOMIC TRANSFORMATION (LATE 18TH CENTURY TO AD 1914)	<input checked="" type="checkbox"/>
SEM- V	CC-11: HISTORY OF MODERN EUROPE (C. 1780-1939)	4. VARIETIES ON NATIONALISM AND THE REMAKING OF STATES IN THE 19TH AND 20TH CENTURIES	<input checked="" type="checkbox"/>
SEM- V	CC-11: HISTORY OF MODERN EUROPE (C. 1780-1939)	5. IMPERIALISM, WAR AND CRISIS: C. 1880-1918	<input checked="" type="checkbox"/>
SEM- V	CC-11: HISTORY OF MODERN EUROPE (C.	6. EUROPE BETWEEN TWO WORLD WARS	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	1780-1939)		
SEM- V	CC-12: HISTORY OF INDIA (c1750s-1857)	1. INDIA IN THE MID 18TH CENTURY	<input checked="" type="checkbox"/>
SEM- V	CC-12: HISTORY OF INDIA (c1750s-1857)	2. EXPANSION AND CONSOLIDATION OF COLONIAL POWER	<input checked="" type="checkbox"/>
SEM- V	CC-12: HISTORY OF INDIA (c1750s-1857)	3. COLONIAL STATE AND IDEOLOGY	<input checked="" type="checkbox"/>
SEM- V	CC-12: HISTORY OF INDIA (c1750s-1857)	4. RURAL Economy AND SOCIETY	<input checked="" type="checkbox"/>
SEM- V	CC-12: HISTORY OF INDIA (c1750s-1857)	5. TRADE AND COMMERCE	<input checked="" type="checkbox"/>
SEM- V	CC-12: HISTORY OF INDIA (c1750s-1857)	6. POPULAR RESISTANCES	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	1. CULTURAL CHANGES AND SOCIAL AND RELIGIOUS REFORM MOVEMENTS	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	2. NATIONALISM: TRENDS UPTO 1919	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	3. GANDHIAN NATIONALISM AFTER 1919: IDEAS AND MOVEMENTS	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	4. NATIONALISM AND SOCIAL GROUPS: INTERFACES	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	5.COMMUNATIONALISM: IDEOLOGIES AND PRACTICES, RSS, HINDU MAHA SABHA, MUSLIM LEAGUE	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	6. INDEPENDENCE AND PARTITION	<input checked="" type="checkbox"/>
SEM-VI	CC-13: HISTORY OF INDIA (c1857-1964)	7. EMERGENCE OF A NEW STATE	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	1. THE COLD WAR	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	2. THE USA IN WORLD POLITICS	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	3. THE USSR IN WORLD POLITICS	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	4. MANIFESTATION OF COLD WAR	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	5. DE-STALINISATION	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	6. DISINTEGRATION AND DECLINE OF THE SOVIET	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	POLITICS:1945-1994	UNION	
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	7. EMERGENCE OF THE PEOPLE'S REPUBLIC OF CHINA	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	8. WEST ASIAN CRISI	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	9. DECOLOZATION	<input checked="" type="checkbox"/>
SEM-VI	CC-14: HISTORY OF WORLD POLITICS:1945-1994	10. PROTEST POLITICS	<input checked="" type="checkbox"/>
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	1.POLITICAL HISTORY OF BENGAL UNDER NAWABS	
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	2.ADMINISTRATIVE HISTORY	
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	3.COLONIAL Economy	
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	4.CULTURAL CHANGES AND SOCIAL AND RELIGIOUS REFORMS MOVEMENTS	<input checked="" type="checkbox"/>
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	5.SOCIAL REFORMS & THE WOMENS QUESTION	<input checked="" type="checkbox"/>
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	6.PROTESTS MOVEMENTS & INSURGENCIES AGAINST THE RAJ	
SEM-V	DSE-A-1 HISTORY OF BENGAL(c.1757-1905)	7.PARTITION OF BENGAL 1905	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	1.PARTITION OF BENGAL & SWADESHI MOVEMENT(1905-08)	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	2.COMMUNAL POLITICS	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	3.GANDHIAN NATIONALISM AFTER 1919	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	4.GOVERNMENT OF INDIA ACT 1935 & ITS AFTERMATH	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	5.PEASANT MOVEMENTS IN BENGAL 1920-1946	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	6.SUBHAS CHANDRA BOSE & THE CONGRESS	
SEM-VI	DSE-A-3: HISTORY OF BENGAL (c1905-1947)	7.INDEPENDENCE & PATITION	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
SEM-V	DSE-B-1: HISTORY OF MODERN EAST ASIA -I CHINA (c1840-1949)	1. IMPERIALISM & CHINA DURING THE 19TH & EARLY 20TH CENTURY	<input checked="" type="checkbox"/>
SEM-V	DSE-B-1: HISTORY OF MODERN EAST ASIA -I CHINA (c1840-1949)	2.HISTORY OF CHINA (cc1919-1949)	<input checked="" type="checkbox"/>
SEM-VI	DSE-B-3: HISTORY OF MODERN EAST ASIA -II JAPAN(c1868-1945)	1.TRANSITION FROM FEUDALISM TO CAPITALISM	<input checked="" type="checkbox"/>
SEM-VI	DSE-B-3: HISTORY OF MODERN EAST ASIA -II JAPAN(c1868-1945)	2.JAPANESE IMPERIALISM	<input checked="" type="checkbox"/>
SEM-VI	DSE-B-3: HISTORY OF MODERN EAST ASIA -II JAPAN(c1868-1945)	3.DEMOCRACY & MILITARISM/FASCISM	<input checked="" type="checkbox"/>
SEM-III	SEC-A(I): ARCHIVES 7 MUSEUMS	1.DEFINITION & HISTORY OF DEVELOPMENT(WITH SPECIAL REFERENCE TO INDIA)	
SEM-III	SEC-A(I): ARCHIVES 7 MUSEUMS	2.TYPES OF ARCHIVES & MUSEUMS	
SEM-III	SEC-A(I): ARCHIVES 7 MUSEUMS	3.MUSEUM PRESENTATION & EXHIBITION	
SEM-III	SEC-A(I): ARCHIVES 7 MUSEUMS	4.MUSEUMS, ARCHIVES & SOCIETY	<input checked="" type="checkbox"/>
SEM-IV	SEC-B(I) UNDERSTANDING POPULAR CULTURE	1.INTRODUCTION: DEFINING POPULAR CULTURE & UNDERSTANDING IT HISTORICALLY	
SEM-IV	SEC-B(I) UNDERSTANDING POPULAR CULTURE	2.VISUAL EXPRESSIONS FOLK ART, CALENDAR ART, PHOTOGRAPHY	<input checked="" type="checkbox"/>
SEM-IV	SEC-B(I) UNDERSTANDING POPULAR CULTURE	3.PERFORMANCE: THEATRE : MUSIC	<input checked="" type="checkbox"/>
SEM-IV	SEC-B(I) UNDERSTANDING POPULAR CULTURE	4.THE AUDIO-VISUAL: CINEMA & TELEVISION	<input checked="" type="checkbox"/>
SEM-IV	SEC-B(I) UNDERSTANDING POPULAR CULTURE	5.FAIRS, FESTIVALS & RITUALS	<input checked="" type="checkbox"/>
SEM-IV	SEC-B(I) UNDERSTANDING POPULAR CULTURE	6.POPULAR CULTURE IN A GLOBALIZED WORLD	<input checked="" type="checkbox"/>


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B.A. History (General)

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	1.SOURCES & INTERPRETATION	
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	2.A BROAD SURVEY OF PALAEOLITHIC, MESOLITHIC & NEOLITHIC CULTURES	
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	3.HARAPPAN CIVILIZATION	☑
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	4.THE VEDIC PERIOD	☑
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	5.TERRITORIAL STATES & THE RISE OF MAGADHA	
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	6.IRANIAN & MACEDONIAN INVASIONS, ALEXANDER,S INVASION & IMPACT	
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	7.JAINISM & BUDDHISM	☑
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	8. THE SATAVAHANAS PHASE	
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	9.EMERGENCE & GROWTH OF MAURYAN EMPIRE	☑
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	10. THE SATVAHANA PHASE	
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	11.THE SANGAM AGE	☑
SEM-I(G)	CC--1/GE-1: HISTORY OF INDIA FROM EARLIEST TIMES UP TO 300 CE	12. THE AGE OF THE INDO-GREEKS,SHAKAS	
SEM-II	CC-2/GE-2:HISTORY	1. THE RISE AND	☑


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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	OF INDIA FROM C. 300 TO 1206	GROWTH OF THE GUPTAS	
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	2. HARSHA AND HIS TIMES	
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	3. SOUTH INDIA	<input checked="" type="checkbox"/>
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	4. TOWARDS THE EARLY MEDIEVAL	
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	5. EVOLUTION OF THE POLITICAL STRUCTURES OF RASTRAKUTAS, PALA AND PRATI HARAS	
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	6. EMERGENCE OF RAJPUT STATES IN R THERN INDIA	<input checked="" type="checkbox"/>
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	7. ARABS IN SINDH	
SEM-II	CC-2/GE-2:HISTORY OF INDIA FROM C. 300 TO 1206	8. STRUGGLE FOR POWER IN R THERN INDIA AND ESTABLISHMENT OF SULTANATE	
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	1. FOUNDATION, EXPANSION AND CONSOLIDATION OF THE DELHI SULTANATE	<input checked="" type="checkbox"/>
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	2. MILITARY, ADMINISTRATIVE AND ECO MIC REFORMS UNDER KHILJIS AND THE TUGHLAQS	
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	3. BHAKTI AND SUFI MOVEMENTS	
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	4. PROVINCIAL KINGDOMS: MEWAR, BENGAL VIJAYNAGARA AND BAHAMANIS	
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	5. SECOND AFGHAN STATE	
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	6. EMERGENCE AND CONSOLIDATION OF MUGHAL SATE	<input checked="" type="checkbox"/>
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	7. AKBAR TO AURANGZAB	<input checked="" type="checkbox"/>
SEM- III	CC-3/GE-3: HISTORY OF INDIA	8. Economy AND CULTURE UNDER	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	FROM 1206 TO 1707	THE MUGHALS	
SEM- III	CC-3/GE-3: HISTORY OF INDIA FROM 1206 TO 1707	9. EMERGENCE OF THE MARATHA POWER	<input checked="" type="checkbox"/>
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	1. INTERPRETING THE 18TH CENTURY	
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	2. EMERGENCE OF INDEPENDENT STATES AND ESTABLISHMENT OF COLONIAL POWER	<input checked="" type="checkbox"/>
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	3. EXPANSION AND CONSOLIDATION OF COLONIAL POWER UPTO1857	<input checked="" type="checkbox"/>
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	4. UPRISING OF 1857	
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	5. COLONIAL Economy	
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	6. SOCIO-RELIGIOUS MOVEMENTS IN THE 19TH CENTURY	<input checked="" type="checkbox"/>
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	7. EMERGENCE AND GROWTH OF NATIONALISM WITH FOCUS ON GANDHIAN NATIONALISM	
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	8. COMMUNALISM	<input checked="" type="checkbox"/>
SEM - IV	CC-4/GE-4: HISTORY OF INDIA 1707-1950	9. ADVENT OF FREEDOM	<input checked="" type="checkbox"/>
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780- 1945	1. THE FRENCH REVOLUTION	<input checked="" type="checkbox"/>
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780- 1945	2. NAPOLEONIC ERA AND AFTERMATH	
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780- 1945	3. REVOLUTIONS OF 1830 AND 1848	<input checked="" type="checkbox"/>
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN	4. UNIFICATION OF ITALY AND GERMANY	<input checked="" type="checkbox"/>

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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	HISTORY: C. 1780-1945		
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780-1945	5. SOCIAL AND ECO MIC CHANGES	
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780-1945	6. IMPERIALIST CONFLICTS	
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780-1945	7. RISE OF FASCISM AND NAZISM	<input checked="" type="checkbox"/>
SEM- V	DSE-A-2: SOME ASPECTS OF EUROPEAN HISTORY: C. 1780-1945	8. ORIGINS OF THE WORLD WAR II	<input checked="" type="checkbox"/>
SEM- V	DSE-B-1: HISTORY OF MODERN EAST ASIA -I CHINA (c1840-1949)	1.IMPERIALISM AND CHINA DURING THE 19TH AND EARLY 20TH CENTURY	<input checked="" type="checkbox"/>
SEM- V	DSE-B-1: HISTORY OF MODERN EAST ASIA -I CHINA (c1840-1949)	2.HISTORY OF CHINA(CC119-1949)	<input checked="" type="checkbox"/>
SEM- III	SEC-A-1: HISTORICAL TOURISM: THEORY AND PRACTICE	1. DEFINING HERITAGE	
SEM- III	SEC-A-1: HISTORICAL TOURISM: THEORY AND PRACTICE	2. UNDERSTANDING BUILT HERITAGE	
SEM- III	SEC-A-1: HISTORICAL TOURISM: THEORY AND PRACTICE	3. FIELD WORK: VISIT TO THE SITE AND CONDUCTING OF RESEARCH	
SEM- III	SEC-A-1: HISTORICAL TOURISM: THEORY AND PRACTICE	4. MODALITIES OF CONDUCTING TOURISM	
SEM-IV	SEC-B-1: MUSEUMS AND ARCHIVES IN INDIA	1. DEFINITIONS	
SEM-IV	SEC-B-1: MUSEUMS AND ARCHIVES IN INDIA	2. HISTORY OF SETTING UP OF MUSEUMS AND ARCHIVES	
SEM-IV	SEC-B-1: MUSEUMS	3. FIELD WORK	


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Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	AND ARCHIVES IN INDIA		
SEM-IV	SEC-B-1: MUSEUMS AND ARCHIVES IN INDIA	4. TRAINING AND EMPLOYMENT	
SEM-V	SEC-A-2: INDIAN HISTORY AND CULTURE	1. ENVIRONMENT, CULTURE, TRADITION AND PRACTICES	
SEM-V	SEC-A-2: INDIAN HISTORY AND CULTURE	2. URBANIZATION AND URBANISM	
SEM-V	SEC-A-2: INDIAN HISTORY AND CULTURE	3. SOCIAL INEQUALITY AND GENDER	<input checked="" type="checkbox"/>
SEM-V	SEC-A-2: INDIAN HISTORY AND CULTURE	4. CULTURAL HERITAGE	
SEM-V	SEC-A-2: INDIAN HISTORY AND CULTURE	5. CULTURAL FORMS AND CULTURAL EXPRESSIONS	<input checked="" type="checkbox"/>
SEM- VI	SEC-B-2: ORALITY AND ORAL CULTURE IN INDIA	1. DEFINING ORALITY	
SEM- VI	SEC-B-2: ORALITY AND ORAL CULTURE IN INDIA	2. HISTORY AND HISTORIOGRAPHY OF ORALITY	
SEM- VI	SEC-B-2: ORALITY AND ORAL CULTURE IN INDIA	3. LIFE HISTORIES: SOCIAL ASPECTS	<input checked="" type="checkbox"/>
SEM- VI	SEC-B-2: ORALITY AND ORAL CULTURE IN INDIA	4. RESEARCH METHODOLOGIES	
SEM- VI	SEC-B-2: ORALITY AND ORAL CULTURE IN INDIA	5. DOCUMENTATION	

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UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18


It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 Dr. Ramkrishna Prasad Chakrabarty
 Principal (Dr. Santanu Paul)
 K. K. DAS COLLEGE
 Deputy Registrar
 Garia, Kol-84

Detailed Syllabus History Honours
HIS-A CC -1- 14 TH&TU
CC1: History of India From the earliest times to C300 BCE

I. Reconstructing Ancient Indian History:

- a) Early Indian notions of History
- b) Sources and tools of historical reconstruction.
- c) Historical interpretations (with special reference to gender, environment, technology and regions)

II. The Harappan civilization:

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.



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CC 2

IV. Polis in ancient Greece: Athens and Sparta; Greek culture.**CC-3:History of India C300 BCE to C750 CE****I. Economy and Society (circa 300 BCE to circa CE 300)**

- a) Expansion of agrarian economy: production relations
- b) Urban growth: north India, central India and the Deccan; craft production: trade and trade routes; coinage
- c) Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.

II. Toward early medieval India (circa CE fourth century to CE 750):

- a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry.
- b) The problem of urban decline: patterns of trade, currency, and urban settlements.
- c) Varna, proliferation of Jatis: changing norms of marriage and property
- d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities - Pallavas, Chalukyas, and Vardhanas.

III. Religion, philosophy and society (circa 300 BCE – CE 750)

- a) Consolidation of the Brahmanical tradition: dharma, Varnashram, Purushastras, Samskaras.
- b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- c) The beginnings of Tantricism.



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CC-4: Social Formations and Cultural Patterns of the Medieval World other than India

- **CANDIDATES CAN CHOOSE EITHER GROUP-A OR B, GROUP-C IS COMPULSORY**

GROUP-B**I. Crisis of the Roman Empire and its principal causes: Historiography**

II. Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance 12th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture.

III. The feudal society its origins and its

crisis: Historiography

IV. GROUP- C**V. Judaism and Christianity under Islam****CC-5: History of India (CE 750-1206)****I. Agrarian structure and social change:**

- Agricultural expansion; crops
- Landlords and peasants
- Proliferation of castes: status of untouchables
- Tribes as peasants and their place in the Varna order

CC-6: Rise of the Modern West - I

I. Transition Debate on transition from feudalism to capitalism: problems and theories.

- II a) The exploration of the new world: motives.**
b.) Portuguese and Spanish voyages.

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CC-7:HISTORYOFINDIA(c.1206-1526)**I. Society and Economy:**

- a. Iqta and the revenue-free grants
- b. Agriculture production; technology
- c. Changes in rural society; revenue systems
- d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade

II. Religion and Culture:

- a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles.
- b. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- c. Sufi literature; Malfuzat; Premakhayans
- d. Architecture of the Delhi Sultanate

CC-8:RiseoftheModernWest -II

- I. a.) Crisis in Europe in the 17th century
- b.) **Its economic, social and political dimensions**

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CC-9:HistoryofIndia(c1526-1605)**I. Rural Society and Economy:**

- a) Landrights and revenue system;Zamindars and Peasants;rural tensions
- b) Extension of agriculture; agricultural production; crop patterns
- c) Traderoutes andpatternsofinternalcommerce;overseastrade;riseof Surat

II. Political and religious ideals:

- a) Inclusive political ideas:theory and practice
- b) ReligioustoleranceandSulh-i-kul;Sufimysticalandintellectual interventions
- c) PressurefromtheUlama



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CC-10:HistoryofIndia(c1605- 1750s)

I. Sources:Persianandvernacularliterarycultures,histories,memoirsand travelogues

II. PoliticalCultureunderJahangirandShahJahan

- a) ExtensionofMughalrule;changesinMansab andJagirsystems;imperialculture
- b) Orthodoxyandsyncretism –Naqshbandi Sufis,MiyanMir, DaraShukoh, Samrad

III. MughalEmpireunderAurangzeb

- a) StateandreligionunderAurangzeb;issuesinthewarofsuccession;policiesregarding religious groups and institutions
- b) Conquestsandlimitsof expansion
- c) Beginningofthecrisis:contemporaryperceptions;agrarianandJagircrises; revolts.

IV. VisualCulture:Paintingsand Architecture

V. PatternsofRegionalPolitics:

- a) Rajputpoliticalcultureandstate formation
- b) Deccankingdoms;emergenceoftheMarathas;Shiva;expansionunderthePeshwas
- c) Mughaldecline;emergenceofsuccessor states
- d) InterpretingeighteenthcenturyIndia:recent debates

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CC-11:HistoryofModernEurope(c.1780–1939)

I. The French Revolution and its European repercussions:

- a) Crisis of ancien régime
- b) Intellectual currents
- c) Social classes and emerging gender relations.
- d) Phases of the French Revolution
- e) Art and Culture of French Revolution
- f) Napoleonic consolidation – reform and empire.

II. Restoration and Revolution: c.1815-1848

- a) Forces of conservatism and restoration of old hierarchies.
- b) Social, Political and intellectual currents.
- c) Revolutionary and Radical movements, 1830 -1848

III. Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914)

- a) Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- b) Evolution and Differentiation of social classes: Bourgeoisie, proletariat, Landowning classes and peasantry.
- c) Changing trends in demography and urban patterns
- d) Family, gender and process of industrialization.

IV. Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries.

- a) Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- b) Specification of economic development, political and administrative Reorganization – Italy; Germany.
- c) Revolutions of 1905; the Bolshevik Revolution of 1917
- d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918- 39.

V. Imperialism, War and Crisis: c.1880-1918

- a) Theories and mechanisms of imperialism;
- b) Growth of Militarism;
- c) Power blocks and alliances;
- d) Expansion of European empires
- e) War of 1914 -1918

VI. Europe between Two World Wars:

- a) Post War Europe: A Diplomatic History
- b) The Great Depression
- c) Rise of Fascism in Italy and Nazism in Germany
- d) The Spanish Civil War
- e) Policy of Appeasement and Russo German Non-Aggression Pact
- f) Origins and Course of the Second World War

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CC-12:HistoryofIndia(c1750s-1857)**I. India in the mid 18th Century; Society, Economy, Polity****II. Expansion and Consolidation of Colonial Power:**

- a) Mercantilism, foreign trade and early forms of exactions from Bengal
- b) Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh.

III. Colonial State and Ideology:

- a) Arms of the colonial state: army, police, law
- b) Ideologies of the Raj and racial attitudes.
- c) Education: indigenous and modern.

IV. Rural Economy and Society:

- a) Land revenue systems and forest policy
- b) Commercialization and indebtedness
- c) Rural society: change and continuity.
- d) Famines
- e) Pastoral economy and shifting cultivation.

V. Trade and Industry

- a) De industrialization
- b) Trade and fiscal policy
- c) Drain of Wealth
- d) Growth of modern industry

VI. Popular Resistance:

- a) Santhal uprising (1857); Indigo rebellion (1860); Pabna Agrarian Leagues (1873); Deccan riots (1875)
- b) Uprising of 1857



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CC-13:HistoryofIndia(c.1857- 1964)**I. CulturalchangesandSocialandReligiousReform Movements:**

- a) Growthofanewintelligentsia–thePress andPublicOpinion
- b) ReformandRevival:BrahmoSamaj,PrarthnaSamaj,andRamakrishnaandVivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- c)Debatesaround gender
- d)Makingofreligiousandlinguisticidentities
- e)Caste:SanskritisinandantiBrahminicaltrends

II. Nationalism:Trendsupto 1919

- a)Formation ofearlypolitical organizations
- b) Moderatesand extremists
- c)Swadeshimovement
- d)Revolutionaries

III. Gandhianationalismafter1919 :Ideasand Movements:

- a) MahatmaGandhi:hisPerspectivesandMethods
- b)i)ImpactoftheFirstWorldWar
- ii) Rowlatt Satyagraha and Jalianwala Bagh iii)Non-Cooperative and Civil Disobedience iv)ProvincialAutonomy,QuitIndiaandINA
- c) Leftwingmovements
- d) PrincelyIndia:Statespeople movements

IV. NationalismandSocialGroups: Interfaces:

- a) Landlords,ProfessionalsandMiddleClasses
- b)Peasants
- c)Tribals d)labours
- e)Dalits f)Women
- g) Businessgroups

I. Communalism:Ideologiesandpractices,RSS,HinduMahaSabha,MuslimLeague**II. IndependenceandPartition**

- a) Negotiationsforindependenceandpartition
- b) Popularmovements
- c) Partition riots

III. Emergenceof aNew State:

- a) Making of the Constitution
- b) Integrationofprincelystates
- c) Landreformandbeginningsof planning
- d) TheNehruyears.

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CC-14 :HistoryofWorldPolitics:1945-1994

- I. The Cold War: Weakening of European balance of power: Origins of The Cold War: Yalta and Potsdam Conferences; End of wartime alliance.
- II. TheUSAinWorldPolitics:TrumanDoctrine,MarshallPlan,NATO.
- III. TheUSSRinWorldPolitics:MolotovPlan,COMECONandCominform; Sovietisation of Eastern Europe;Berlin Blockade; Warsaw Pact.
- IV. ManifestationofColdWar:TheKoreanCrisis-EndofFrenchColonialrulein Indo-China and the Vietnam War – Cuban Crisis.
- V. De-Stalinisation;ThawinColdWar;DétenteandroadtotheendingofCold War.
- VI. Disintegration and Decline of the Soviet Union – Glasnost and Perestroika –Crisis of Socialist regimes in other East European Countries: Poland, Germany, Czechoslovakia, Hungary – Response of the USA; Rise of a Unipolar World system,Globalization.
- VII. Emergenceofthe People’s RepublicofChina– Chinaand theUSA– Sino-Soviet rift.
- VIII. West Asian Crisis – Palestine and Western Powers – Birth of Israel – Arab-Israel Conflict –The Suez Crisis (1956); Origin and Formation of PLO; Yom Kippur War(1973) ; Camp David Accord(1979); Oslo Peace Accord(1993).
- IX. Decolonization:TheAfricanCaseStudy:Ghana, Algeria,Congo, Kenya.
- X. Protest Politics: Civil Rights Movement, Anti-Apartheid Movement and the endof Apartheid (1994), Second Wave Feminist Movement.

DisciplineSpecificElective:DSETH&TU**Paper1DSE-A-1SEM-5:HistoryofBengal(c.1757-1905)**

- I. CulturalchangesandSocialandReligiousReformMovements: Christianmissionaries-Theadventofprintinganditsimplications,education: Indigenous and western - Hindu and Muslim religious revivalist movements.
- II. Social Reforms and the women’squestion.

Paper2DSE-A-3SEM-6:HistoryofBengal(c.1905-1947)

- I. .
- VIII.Independence and Partition: Communal Riots, the great Calcutta killing and Noakhali riots, Hindu Mahasabha, Muslim League, freedom and Partition, Birth of West Bengal and East Pakistan.

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Paper 5 DSE-B-1 SEM-5: History of Modern East Asia – I China (c.1840–1949)

- i) Nationalism and Communism in China (1921–1937)
 - a) Formation of CCP; and the
 - b) The First United Front
- i) The Communist Movement (1938-1949)
 - ii) The Jiangxi Period and the rise of Mao Tse Tung

Paper 6 DSE-B-3 SEM -6:**History of Modern East Asia – II Japan (c.1868– 1945)****I) Transition from feudalism to capitalism:**

- a) Crisis of Tokugawa Bakuhans system
- b) Meiji Restoration: Its nature and Significance
- c) Political Reorganization
- d) Military Reforms
- e) Social, cultural and educational reforms (Bunmeikaika)
- f) Financial reforms and educational development in the 'Meiji' era
- g) Meiji Constitution

II) Japanese Imperialism


- a) China
- b) Manchuria
- c) Korea

3) Democracy and Militarism/Fascism

- a) Popular/People's Rights Movement
- b) Nature of political parties
- c) Rise of Militarism - Nature and significance
- d) Second World War; American occupation
- e) Post-War Changes

Skill Enhancement Courses (SEC – A & B) Credits, -2 each

SEC – A (1): Archives and museums**I. IV. Museums, Archives and Society: (Education and communication Outreach activities)**


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SEC–B(1) Understanding Popular Culture

II Visual expressions Folk art, calendar art, photography

II. Performance: Theatre; music; folktales/songs/swang and Nautanki: Identifying themes, functionality, anxieties

III. The audio-visual: cinema and television:

Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s); Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s); documentary films Expressions of popular culture in television

IV. Fairs, Festivals and Rituals:

Disentangling mythological stories, patronage, regional variations

V. Popular culture in a globalized world:

The impact of the Internet and audio-visual media

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

CC-1/GE-1:HistoryofIndiafromEarliestTimesupto300CE

- I. Harappan Civilization: Origin,Extent,dominant features &decline,Chalcolithic age.
- II. The Vedic Period:Polity,Society,Economy and Religion,Iron Age with reference to PGW &Megaliths.
- III. Jainism and Buddhism:Causes,Doctrines,Spread,Decline and Contributions
- VIII. Emergence and Growth of Mauryan Empire;State Administration, Economy, Ashoka's Dhamma, Art &Architecture
- IX. The Sangam Age:Sangam Literature,The three Early Kingdoms,Society & the Tamil language



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

CC-2/GE-2:HistoryofIndiafrom.C.300 to1206

I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

II. South India: Polity, Society, Economy & Culture

III. Emergence of Rajput States in Northern India: Polity, Economy & Society.

CC-3/GE-3:HistoryofIndiafrom1206to1707

I. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.

II. Emergence and consolidation of Mughal State, C. 16th century to mid 17th century.

III. Akbar to Aurangzeb: administrative structure- Mansab & Jagirs, State & Religion, Socio- Religious Movements.

IV. Economy, Society & Culture under the Mughals.

V. Emergence of Maratha Power.

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

CC-4/GE-4HistoryofIndia;1707-1950.

I. Emergence of Independent States & establishment of Colonial power.

II. Expansion & consolidation of Colonial Power upto 1857.

III. Socio-Religious Movements in the 19th century.

IV. Communalism: Genesis, Growth and partition of India.

V. Advent of Freedom: Constituent Assembly, establishment of Republic.



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

DSE-A-2:SomeAspectsofEuropeanHistory:C.1780-1945

I.The French Revolution: Genesis Nature &

Consequences II.Napoleonic Era and aftermath.

III. Revolutions of 1830 &

1848.

IV.Unification of Italy &

Germany. V.Social and

economic Changes.

V. Rise of Fascism and Nazism.

VI. Origins of World WarII



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

Skill Enhancement Elective Course (SEC)

Credits,-2

SEC-A-1: Historical Tourism: Theory & Practice**I. Defining Heritage**

Art & Architecture in India: An overview:

Field Work: Visit to historical sites & Museums

II. Understanding Built Heritage:

Stupa Architecture

Temple Architecture

Indo-Persian Architecture, Forts, Palaces, Mosques Colonial Architecture

Present day structures

III. Field Work: Visit to site & Conducting of research**IV. Modalities of conducting tourism****SEC-B -1: Museums & Archives in India****I. Definitions****II. History of setting up of Museums and Archives: Some case Studies**

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

III. FieldWork;Studyingofstructures &Functions

IV. Training& Employment

SEC-A-2:IndianHistory&Culture

I. Urbanization&Urbanism:

-Issuesofsettlements &Landscapes

-Socialdifferentiations

-Communicationnetworks

II. Socialinequality&Gender:

-StatuswithinHouseholds:Anoverview

-Presentcontext

-Issuesof Violence

-Employment,distributionofresources



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

SEC-B-2:OralityandOralCultureinIndia

I. Definingorality

II. History&HistoriographyofOrality

III. LifeHistories:SociologicalAspects

IV. ResearchMethodologies

V. Documentation:Written&Visual



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

B.A. Sociology (General)

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
SEM-I	CC/GE-1 & Introduction to Sociology	1. Sociology: Discipline and Perspective	☑
SEM-I	CC/GE-1 & Introduction to Sociology	2. Sociology and other Social Sciences	☑
SEM-I	CC/GE-1 & Introduction to Sociology	3. Basic Concepts	☑
SEM-II	CC/GE-2 & Sociology of India	1. India as a Plural Society	☑
SEM-II	CC/GE-2 & Sociology of India	2. Social Institutions and Practices	☑
SEM-II	CC/GE-2 & Sociology of India	3. Identities and Change	☑
SEM-II	CC/GE-2 & Sociology of India	4. Challenges to State and Society	☑
SEM-III	CC/GE-3 & Sociological Theories	1. Emergence of Sociology as a new discipline: A Brief account	☑
SEM-III	CC/GE-3 & Sociological Theories	2. Karl Marx	☑
SEM-III	CC/GE-3 & Sociological Theories	3. Emile Durkheim	☑
SEM-III	CC/GE-3 & Sociological Theories	4. Max Weber	☑
SEM-III	SEC-A(1) & Techniques of Social Research	1. Research Design	☑
SEM-III	SEC-A(1) & Techniques of Social Research	2. Data Collection	☑
SEM-III	SEC-A(1) & Techniques of Social Research	3. Data Analysis	☑
SEM-III	SEC-A(1) & Techniques of Social Research	4. Project Report Writing	☑
SEM-IV	CC/GE-4 & Methods of Sociological Enquiry	1. The Logic of Social Research	☑
SEM-IV	CC/GE-4 & Methods of Sociological Enquiry	2. Methodological Perspectives	☑
SEM-IV	CC/GE-4 & Methods of Sociological Enquiry	3. Modes of Enquiry	☑
SEM-IV	SEC-B(1) & Theory and Practice of Development	1. What is development?	☑
SEM-IV	SEC-B(1) & Theory and Practice of Development	2. Recent trends in development and Post development	☑
SEM-IV	SEC-B(1) & Theory and Practice of Development	3. social services & development	☑
SEM-IV	SEC-B(1) & Theory and Practice of Development	4. Human Development: Growth vs. Development	☑
	SEC-B(2) & Application of Statistics for Sociology	1. Basic Concepts: Statistics, population, parameter, statistics, sample, variable	☑
	SEC-B(2) & Application of Statistics for Sociology	2. Definition of Social statistics and use of statistics in social research	☑
	SEC-B(2) & Application of Statistics for Sociology	3. Frequency Distribution	☑

Semester	Subject & Course Code	Topic/ Chapter	Gender Sensitization
	Statistics for Sociology		
	SEC-B(2) & Application of Statistics for Sociology	4. Graphical presentation of Data	<input checked="" type="checkbox"/>
	SEC-B(2) & Application of Statistics for Sociology	4. Sampling-Types and Use	<input checked="" type="checkbox"/>
	SEC-B(2) & Application of Statistics for Sociology	5. Coding and Tabulation	<input checked="" type="checkbox"/>
	SEC-B(2) & Application of Statistics for Sociology	6. Central Tendency-Mean, Median, Mode	<input checked="" type="checkbox"/>
SEM-V	DSE-A(1) & Religion and Society	1. Understanding Religion	<input checked="" type="checkbox"/>
SEM-V	DSE-A(1) & Religion and Society	2. Religion in India	<input checked="" type="checkbox"/>
SEM-V	DSE-A(1) & Religion and Society	3. Secularism & Communalism	<input checked="" type="checkbox"/>
SEM-V	DSE-A(2) & Family, Marriage & Kinship	1. Introduction to Family, Marriage and Kinship	<input checked="" type="checkbox"/>
SEM-V	DSE-A(2) & Family, Marriage & Kinship	2. Family & Household	<input checked="" type="checkbox"/>
SEM-V	DSE-A(2) & Family, Marriage & Kinship	3. Marriage & Kinship	<input checked="" type="checkbox"/>
SEM-V	DSE-A(2) & Family, Marriage & Kinship	4. Contemporary Issues in Family, Marriage & Kinship	<input checked="" type="checkbox"/>
SEM-V	SEC-A(2) & Gender Sensitization	1. What is Gender?	<input checked="" type="checkbox"/>
SEM-V	SEC-A(2) & Gender Sensitization	2. Gender Construction	<input checked="" type="checkbox"/>
SEM-V	SEC-A(2) & Gender Sensitization	3. Gender Practices and Ploicies	<input checked="" type="checkbox"/>
SEM-VI	DSE-B(1) & Social Stratification	1. Social Startification: Concepts and Approaches	<input checked="" type="checkbox"/>
SEM-VI	DSE-B(1) & Social Stratification	2. Forms of Social Stratification	<input checked="" type="checkbox"/>
SEM-VI	DSE-B(1) & Social Stratification	3.Social Mobility	<input checked="" type="checkbox"/>



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18


It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 Dr. Ramkrishna Prasad Chakrabarty
 Principal (Dr. Santanu Paul)
 K. K. DAS COLLEGE
 Deputy Registrar
 Garia, Kol-84

Semester-1

CC/GE-1

Introduction to Sociology

1. *Sociology: Discipline and Perspective*

Nature and Scope of Sociology

Sociology as a science

Sociology and Common Sense

2. *Sociology and Other Social Sciences*

Sociology and Social Anthropology

Sociology & Psychology

Sociology & History

3. *Basic Concepts*

Individual and Group

Associations and Institutions

Culture and Society

Social Change

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

Semester-2

CC/GE-2

Sociology of India

1. *India as a Plural Society*

Unity and Diversity

Problem of National Unity

2. **Social Institutions and Practices**

Caste

Sanskritization

Changing aspects

Tribe

Features

Tribes in contemporary India

Class

Rural class

Urban class

Village

Self-sufficient village community

Family and Kinship

Types of family

Kinship in India

3. *Identities and Change*

Dalits' Movement

Women's Movement

4. **Challenges to State and Society**

4.1 Communalism

Problems

Solution

Secularism

Concept

Nature

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

Semester-3

CC/GE-3 Sociological Theories

1. *Emergence of sociology as a new discipline: A brief account*

2. **Karl Marx**

Materialist Conception of History

Class and Class Struggle

3. *Emile Durkheim*

Social Fact

Forms of Solidarity

4. *Max Weber*

Ideal Types and Social Action

Types of Authority



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Semester-4

CC/GE-4 Methods of Sociological Enquiry

1. The Logic of Social Research

Concepts; Variables; Propositions

Conceptualization and Operationalization

1.3 Formulation and Verification of Hypotheses

Research Design: Exploratory, Explanatory, Descriptive

Sampling logic: Probability and Non-probability

2. Methodological Perspectives

The Positivist Method

The Interpretative Method

The Comparative Method

The Ethnographic Method

3. Modes of Enquiry

Theory and Research

Quantitative & Qualitative: Survey & Experimental Research; Qualitative Field Research & Unobtrusive Research- Types, Tools & Techniques

Analysis & Interpretation of data: Quantitative & Qualitative



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

SEC-A-(1)

Techniques of Social Research

1. *Research Design*

Formulation of a research problem

Framing research questions

2. *Data Collection*

Secondary sources: Reading & Reviewing appropriate literature

Sampling frameworks; Probability & Non-Probability

Primary sources: Methods of data collection; Questionnaire; Interview; preparation & framing; limitations

3. *Data Analysis*

Data Recording, Coding, Processing and interpretation

Content analysis

Case Study Method

4. *Project Report Writing*

Writing social research report; some basic considerations

Organization of the report

Reference & Bibliography



Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

SEC-A-(2)

Gender Sensitization

1. What is Gender?

Gender as a category
Gender, Sex and sexuality
Masculinity and Femininity
Private and public dichotomy
Gender stereotypes

2. Gender Construction

Beyond the gender binary
Ideas and Discrimination on LGBT

3. Gender Practices and Policies

Gender Inequality
Female Infanticide and Child Marriage
Pocso Act: Overview and Awareness
Eve teasing, Rape, Domestic violence

Gender and Workplace Harassment

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 ("POSH Act")
Vishakha judgment and Current situation

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

SEC-B-(1)

Theory and Practice of Development

1. *What is development?*

2. Recent trends in Development and Post development

Social development indicators

Sustainable development

Growth-Development Debate

Private–Public Partnership-PPP

3. *Social services & development*

Concept of social service

Social services for socialization and development

Participatory development: Gender and Development GAD; Civil society & grassroots initiatives: SHG; NGO

Corporate Social Responsibility-CSR

4. *Human Development: Growth vs. Development*

Development with dignity

Decentralisation of development: Panchayat & Municipality

MGNREGA

Digital India

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

SEC-B-(2)

Applications of Statistics for Sociology

1. *Basic Concepts: Statistics, population, parameter, statistics, Sample, variable*
2. **Definition of Social Statistics and Use of statistics in Social Research**
3. *Frequency Distribution*
4. **Graphical presentation of Data**
5. *Sampling – Types and uses*
6. **Coding and Tabulation**
7. **Central Tendency --- Mean, Median, Mode**

1. .

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
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DSE-A(1) Religion and Society

1. Understanding Religion

Sociology of Religion: Meaning and Scope

Durkheim: Sacred and Profane

1.3 Weber: Religious Ethics and Economy

2. Religion in India

Hinduism

Islam

Christianity

Sikhism

Buddhism

3. Secularism & Communalism: Meaning, Characteristics and Factors



Dr. Ramkrishna Prasad Chakraborty
Principal
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DSE-A (2)

Family, Marriage & Kinship

1. Introduction to Family, Marriage and Kinship

1.1 Different forms of family and marriage

1.2 Biological, social & cultural kinship

2. Family & Household

Structure & Change; Alternatives & Emergent forms of family; Divorce and Separation

Reimagining families: Unconventional family relationships; families of choice

3. Marriage & Kinship

Marriage, Alliance, Descent & Prestations

4. Contemporary Issues in Family, Marriage & Kinship

Cultural codes in choice & regulation of marriage

Power & discrimination in the family; Gender gap

New Reproductive Techniques: Assisted Reproductive Technology, Donor insemination, Surrogacy.

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

DSE-B(1)

Social Stratification

1. Social Stratification: Concepts and Approaches

Concepts

Approaches– Marx and Weber

2. Forms of Social Stratification

Race and Ethnicity

Caste and Class

Gender

Poverty and Social Exclusion

3. Social Mobility

Concepts

Factors

Types

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

DSE-B(2)

Gender and Sexuality

1. Gendering Sociology: An overview

2. Gender as a Social Construct

Gender, Sex and Sexuality, Gender role and identity

Gender discrimination and patriarchy, Production of Masculinity and Femininity.

3. Gender: Differences and Inequalities

Caste, Gender and Violence

Domestic and Familial Violence

Public space and violence

Violence, Harassment and the Workplace

4. Gender, Power and Resistance

Power and Subordination

Resistance and Movements (Chipko/ Gulabi Gang)

Dr. Ramkrishna Prasad Chakraborty
Principal
K. K. DAS COLLEGE
Garia, Kol-84

ANTI RAGGING COMMITTEE

The anti-ragging committee of K. K. Das College, since its inception on 22/05/2018 has been quite alert regarding ragging issues. The college has always been promoting cordial relationship between seniors and juniors. A congenial environment prevails in the college.

Meeting of Anti Ragging Committee 22-23



K.K. Das College
GRH—17, Baishnabghata Patuli
Kolkata –84

Anti-Ragging Cell

NOTICE

Date: 23.09.22

A meeting of the Anti-Ragging cell will be held on 30.09.22 at 3:30 p.m. in the Principal's room. Members of the Cell are requested to attend the meeting

Members:

1. Ms. Soma Mukherjee
2. Dr. Nasima Munshi
3. Ms. Pritam Pal
4. Dr. Bidya Ratan Tikader
5. Animesh Bag
6. Shumonika Gangoly

Agenda:

1. To discuss about Ragging Issues (if any)
2. Misc.

Soma Mukherjee
Ms. Soma Mukherjee 23/9/22
Coordinator, Anti-Ragging Cell

[Signature] 23/09/22
Principal
K. K. Das College





K. K. Das College
GRH – 17, Baishnabghata – Patuli,
P.O. Garia, Kolkata - 700084

PROCEEDINGS OF THE ANTI-RAGGING CELL MEETING HELD ON
30.09.2022 at 3.30 p.m.

VENUE: PRINCIPAL'S CHAMBER

Members present

1. Ramkrishna Prasad Chakraborty
2. Ms. Soma Mukherjee
3. Dr. Nasima Munshi
4. Ms. Pritam Pal
5. Dr. Bidya Ratan Tikader
6. Animesh Bag
7. Shumonika Gangoly

Dr. Nasima Munshi
 Pritam K. Pal

The meeting proceeds with Dr. Ramkrishna Prasad Chakraborty, Principal, and Chairman of the Cell in the Chair. After thorough discussion, it has been decided that:

1. The yearly awareness campaign for the students to be continued
2. Awareness programme during orientation to continue
3. Measures for promoting brotherhood and friendly atmosphere in the campus to be adopted
4. protirodh@kkdascollege.ac.in is the official mail id for ragging complains

As there were no other agenda to discuss, the meeting ended with a vote of thanks to the chair.

Ms. Soma Mukherjee 30/9/22
 Coordinator, Anti-Ragging Cell



30/09/22
 Principal
 K. K. Das College
 Principal
 K.K. DAS COLLEGE
 GRH-17, Baishnabghata, Patuli
 Kolkata-700 084

ANTI SEXUAL HARRASSMENT CELL

Sexual discrimination and sexual harassment are some of the worst forms of violation of human rights committed against women. Our college in a conscious attempt to discourage and prevent such incidents.

Meeting of Anti Sexual Harasment Cell 22-23.



K.K. Das College
GRH—17, Baishnabghata Patuli
Kolkata – 84

Anti-Sexual Harassment Cell
NOTICE

Date: 6.7.22

A meeting of the Anti-Sexual Harassment Cell will be held on 12.07.2022 at 3:30 p.m. in the principal's room. Members of the Cell are requested to attend the meeting.

Agenda:

1. To discuss about Prevention of Sexual Harassment.
2. Misc.

Members:

1. Ms. Soma Mukherjee
2. Ms. Rinku Saha
3. Dr. Anjana Brahma
4. Dr. Bidya Ratan Tikader
5. Anamika Roy

Anjana Brahma
Dr. Anjana Brahma
Coordinator, Anti-Sexual Harassment Cell

[Signature]
Principal
K. K. Das College

Principal
K.K. DAS COLLEGE
GRH-17, Baishnabghata Patuli
Kolkata-700 084





K. K. Das College
GRH – 17, Baishnabghata – Patuli,
P.O. Garia, Kolkata - 700084

PROCEEDINGS OF THE ANTI SEXUAL HARASSMENT CELL MEETING HELD ON
12.7.22 at 3.30 p.m.

VENUE: PRINCIPAL'S CHAMBER

Members present:

1. Dr. Ramkrishna Prasad Chakraborty
2. Dr. Anjana Brahma (Convenor) *ABrahma*
3. Ms. Soma Mukherjee *S Mukherjee*
4. Ms. Rinku Saha *R Saha*
5. Bidya Ratan Tikader *B*
6. Anamika Roy

One woman member from NGO will be Co opted.

The meeting proceeds with Dr. Ramkrishna Prasad Chakraborty, Principal, and chairman of the Cell in the Chair.

After thorough discussion, ~~it has been taken that:~~ *the following decisions have been taken:*

1. The committee will conduct a yearly Awareness campaign for the students.
2. The teachers are directed to inform the students about the cell.
3. If there any complain student can mail their complain at protirodh@kkdascollege.ac.in.

As there were no other agenda to discuss, the meeting ended with a vote of thanks to the chair.

Anjana Brahma
 Dr. Anjana Brahma
 Coordinator, Anti-Sexual Harassment Cell

12/07/22
 Principal
 K. K. Das College

Principal
 K.K. DAS COLLEGE
 GRH-17, Baishnabghata Patuli
 Kolkata-700 084



EQUAL OPORTUNITY CELL

Equal Opportunity Cell is very effective and active cell of K.K. Das College. It helps the students to sensitize themselves about gender equity.

Meeting of Equal Opportunity cell 2022-23



K.K. Das College
GRH—17, Baishnabghata Patuli
Kolkata – 84

NOTICE

Equal Opportunity Cell

Date: 8.12.2022


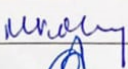


A meeting of the Equal Opportunity Cell is to be held on 14.12.2022 (Wednesday) at 2:00 p.m. in the principal's room. Members of the Cell are requested to attend the meeting.

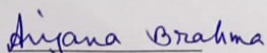
Agenda:

1. To discuss about a proposal on Awareness workshop on Menstrual Health and Hygiene.
2. Misc.

Members:

1. Dr. Soumana Biswas
2. Ms. Madhurima Koley
3. Mr. Anunoy Chatterjee
4. Ms. Bishakha Bannerjee


Dr. Anjana Brahma
 Coordinator, Equal Opportunity Cell




 Principal
 K. K. Das College
K.K. DAS COLLEGE
 GRH-17 Baishnabghata-Patuli
 Garia, Kolkata-700 084


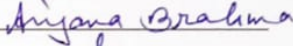

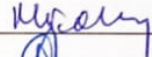



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GRH – 17, Baishnabghata – Patuli,
P.O. Garia, Kolkata - 700084

PROCEEDINGS OF THE EQUAL OPPORTUNITY CELL MEETING HELD ON 14.12.2022 at
 2.00 p.m.

VENUE: PRINCIPAL'S CHAMBER

Members present:

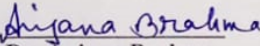
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|--------------------------------------|--|
| 1. Dr. Ramkrishna Prasad Chakraborty | 
_____ |
| 2. Dr. Anjana Brahma | 
_____ |
| ✓ 3. Dr. Soumana Biswas | 
_____ |
| 4. Ms. Madhurima Koley | 
_____ |
| ✓ 5. Mr. Anunoy Chatterjee | 
_____ |
| 6. Ms. Bishakha Bannerjee | _____ |

The meeting proceeds with Dr. Ramkrishna Prasad Chakraborty, Principal, and chairman of the Cell in the Chair.

After discussion, it has been decided that:

1. The Equal Opportunity Cell will conduct an awareness camp for the girl students of the college regarding menstrual health and hygiene. It was stated by the convenor that, as one business organization UNICHARM INDIA is eager to conduct the camp for awareness. We may encourage them for the well being of our girls students.
2. The college will also invite Dr. Sagarika Basu (MBBS) to explain the menstrual cycle in Human body scientifically and importance maintaining hygiene during that period.

As there were no other agenda to discuss, the meeting ended with a vote of thanks to the chair.


 Dr. Anjana Brahma
 Coordinator, Equal Opportunity Cell





 Principal
 K. K. Das College
 Principal
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