

1.3

Curriculum Enrichment

1.3.1

Curriculum that incorporates issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

1.3.1 List and description of courses addressing Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum prescribed by the affiliating University:

SWAMI DHANANJOY DAS KATHIABABA MAHAVIDYALAYA



UGC affiliated Govt Aided College
Under Bankura University
Estd. - 2009

P.O. - Bhara, Dist. - Bankura, Pin - 722157 (W.B.)

9883287434
princsddkm@gmail.com
www.sddkm.in

Programme	Semester	Course Code	Course Title	Issue Addressed				
				Gender	Environment and Sustainability	Human values	Professional Ethics	Health and Nutrition
English	III	UG-ENG-304GE-3	Contemporary India: Women and Empowerment	✓		✓	✓	
English	III	APENG-301/C-1C	Contemporary India: Women and Empowerment	✓		✓	✓	
English	V	UG-ENG-502/C-12	Women's Writing	✓		✓	✓	
Political Science	V	APPLS-503/GE-1	Human Rights Gender & Environment	✓	✓	✓	✓	
History	V	APHST-503 GE-1	Women's Studies in India	✓				
History	VI	APHST-603GE-2	Gender and Education in India	✓				
Philosophy	VI	APPHI-604SEC-4	Philosophy of Human Rights			✓		
Philosophy	VI	APPHI 603 GE-2	Feminism	✓				
Education	V	AHEDN 503 DSE-1	Environmental Education		✓			
Education	V	AHEDN 504 DSE-2	Mental Health and Hygiene			✓	✓	✓
Education	V	AHEDN 502 C-12	Educational Management			✓	✓	
Education	V	APEDN503 GE-1	Mental Health and Education			✓	✓	
Education	VI	APEDN 603 GE-2	Value Based Education		✓	✓		
Education	VI	AHEDN 604 DSE-4	Value Education		✓	✓		
ENVS	I	ACSHP 104 AECC-1	Environmental Studies		✓	✓		✓
Geography	VI	SHGEO/604/DSE-4	Geography of Health & Wellbeing		✓			✓

English

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
UG-ENG304/GE-3 (To be opted by students from other departments)	Contemporary India: Women and Empowerment	6	10	40	50		1	

SEMESTER-III

Course Title (Generic Elective): Contemporary India: Women and

Empowerment Course Code: UG-ENG-304/GE-3

(To be opted by students from other departments)

Credit: 06

Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

Contemporary India: Women and Empowerment

(10x3)

1. Social Construction of Gender Masculinity and Femininity Patriarchy
Social Constructionism
2. History of Women's Movements in India (Pre-independence, post-independence)
Women, Nationalism, Partition
Women and Political Participation (Radha Kumar – The History of Doing)
3. Begum Rokeya Sakhawat Hossain: Sultana's Dream

Suggested Readings

1. Bhasin Kamala, What is Patriarchy (New Delhi: Kalika Women, 1993).
2. Ray Raka, Fields of Protest: Women's Movements in India (Minneapolis: University of Minnesota Press, 1999).
3. Kumar Radha, The History of Doing (New Delhi: Kalika Women, 1993).
4. Begum Rokheya Sakhawa Hossain, Sultana's Dream.

SEMESTER-V

CourseCode	CourseTitle	Credit	Marks			No. ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
UG-ENG-502/C-12	Women'sWriting	6	10	40	50		1	

SEMESTER-V

CourseTitle(CoreCourse):Women'sWritingCo

urseCode: UG-ENG-502/C-12

Credit: 06

ContactHours/week:06

MaximumMarks:50 (ESE-40;IA-10)

ExaminationDuration:2Hours

1. EmilyDickinson'Icannotlivewithyou', 'BecauseICouldnotStopforDeath'

(10+5)SylviaPlath 'Daddy', 'LadyLazarus,

EuniceDeSouza' AdvicetoWomen'

2. CharlottePerkinsGilman'TheYellowWallpaper'

(10+5)

3. KatherineMansfield'Bliss'

(10)

MahashwetaDevi'Draupadi', tr.GayatriChakravortySpivak(Calcutta:Seagull,2002)

SuggestedReading:

1. ParamaSarkar.PostcolonialLiterature.OrientBlackswan.2016.

2. VirginiaWoolf,ARoom ofOne'sOwn (NewYork:Harcourt,1957)chaps.1 and6.

3. SimonedeBeauvoir,'Introduction',inTheSecondSex,tr.ConstanceBordeandShiela Malovany-Chevallier(London:Vintage,2010) pp. 3-18.

4. KumkumSangariandSudeshVaid,eds., 'Introduction', inRecastingWomen:Essa ysin ColonialHistory(NewDelhi:KaliforWomen,1989) pp.1-25.

5. ChandraTalapadeMohanty, 'UnderWesternEyes:FeministScholarshipand Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. PadminiMongia(New York:Arnold, 1996)pp.172-97.

Political Science

SEMESTER-V

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APPLS-503/GE-1 (to be opted by students from other departments)	Human Rights, Gender and Environment	6	10	40	50	5	1	.

SEMESTER-V

Course Title (Generic Elective Course): **Human Rights, Gender and Environment (to be opted by students from other departments)**

Course Code: APPLS-503/GE-1

Credit: 06

Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

Course Objective: This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the content of the course.

Expected Learning Outcome: The study of the course will equip the students with theoretical and conceptual understanding of socio-economic and political problems of marginalized groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments on globalization on them.

I. Understanding Social Inequality:

Caste, Gender, Ethnicity and Class as Distinct Categories and their Interconnection. Globalisation and its Impact on Workers, Peasants, Dalits, Adivasis and Women.

II. Human Rights:

Human Rights: Various

Meanings. UN Declarations.

Human Rights and Citizenship

Rights. Human Rights and the Indian Constitution.

The Role of the National Human Rights Commission.

Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers

Human Rights Movement in India.

III. Gender:

Gender, Culture

and History. Economic Development and Women.

The issue of Women's Political Participation and Representation in India. Women's Movements in India.

IV. Environment:

Environmental and Sustainable Development.

UN Environment Programme: Rio, Johannesburg and after. Environment Policy in India.

Environmental Movement in India.

History

SEMESTER-V

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
APHST503GE-1 (to be opted by studentsfromotherdepar tments)	Women'sStudiesinIndia:	6	10	40	50	5	1	.

SEMESTER-V

Generic Elective I (Inter-Disciplinary):- Women's Studies in

India:CourseCode: APHST503GE-1

Module-I: Basic Concepts & Theories: -Defining Gender, -Patriarchy: Ideology & Practice – Relationship between Gender, Caste,Class,Religion&Politics.

Module-II:EmergenceofWomenStudiesinIndia.

Module-III: Gender & Social History: -Family & Marriage -Women's Question in the 19thcentury – Women' Movement inColonial&PostColonial India.

Module-IV: Gender, Law & Politics: -Political Participation -Violence against Women & Preventive

LawsModule-V:Gender,Development& Culture:-Issuesoflabour& Health- Accessto Resources- GenderAudit

SuggestedReadings:

KamlaBhasin, Understanding

GenderKamlaBhasin,

WhatisPatriarchy?

MadhuVij,etal,WomenStudiesin India,Ajourney of25Years,Rawat,2014

KumkumSangari&SudeshVaid,RecastingWomen,EssayinColonialHistory,Kaliforwomen,Reprint,2

006

BankuraUniversityB.A.(Programme)HistoryCBCSw.e.f.2017-18

SushilaKaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi,

1996NiveditaMenon,Gender& Politicsin India,NewDelhi,OUP,1999WomeninPrint–The

change over the last half century in reporting on women & Gender Issues in Indian

UNIFEM,byShriVenkatram,2003.

SEMESTER-VI

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
APHST603GE-2	GenderandEducationInI ndia: -	6	10	40	50	5	1	

SEMESTER-VI

GenericElectiveII(Inter-Disciplinary):- GenderandEducationInIndia:-

CourseCode:APHST603GE-2

Module-I:HistoriographicalTrends

Module-II:EducationinEarlyandMedievalTimes;Formal&Informal

Module-:III Colonial Period: Socio-Religious Reforms; Women & Education for females

includingWestern Medical Education.

Module-IV: Role of School and Colleges in Colonial and Post Colonial Period. Module-V: Contours of Female Literacy since1950.

Module-VI: Present Scenario: Education as a Tool of

Empowerment.Suggested Readings:

AparnaBasu,GrowthofEducationand PoliticalDevelopmentinIndia,1898-1920,1974

AparnaBasu,BharatiRay,WomenStruggle,AHistoryoftheAllIndiaWomen'sConference,2002Ram Nath

Sharma RajenderNath Sharma, History of Education in India, Atlantic Publishers,

1996RadhaKumar,AHistoryofDoing Usha Sharma,Women EducationinModern India

Philosophy

SEMESTER-VI

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
APPHI604SEC-4:	Philosophy of HumanRights	2	10	40	50	1	1	.

SEMESTER-VI

PhilosophyofHumanRights (Marks:50)

(45Hours)

COURSE:APPHI604SEC-4:

1. DefinitionandNatureofHumanRights.
2. NaturalRight, FundamentalRightandHumanRight.
3. Preamble,FundamentalRightsandDuties(IndianConstitution).
4. Transgender Human

Rights.References:

1. PatrickHayden(Ed.):ThePhilosophyofHumanRights,ParagonHouse, St.Paul,2001.
2. MortonE.Winston(Ed.):The PhilosophyofHumanRights,WardsworthPublishing co.,Belmont,California,1980.
3. JeremyWaldorn(Ed.):TheoriesofRights:IndiaandWest,OUP,1984
4. AshwaniPeetushand JayDrydyk:Human Rights:IndiaandWest,OUP,NewDelhi,2015
5. JmaesNickel:Making SenseofHumanRights,TransactionPublishers,OUP,2007
6. MichaelFreeden:Rights,WorldviewPublication,NewDelhi,1998
7. BenulalDhar:ThePhilosophicalUnderstandingofHumanRights,D.K.PrintWorld,NewDelhi,8. 2013
9. BenulalDhar:ManobadhikarKiEbong Keno,PragatiPrakashak,Kolkata, 2016
10. J.K.Das:HumanRightsLawandPractice,PHILearning,2016
11. DurgaDasBasu:Introductionto constitution ofIndia,LexisNexis,2016
12. JusticeRumaPaulandM.P.Jain:IndianConstitutionalLaw,LexisNexis,2016
13. IndraniSen,HumanRightsofMinorityand Women's:Transgenderhuman rights(Vol.2),Isha
- 14.Books,2005.

SEMESTER-VI

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
APPHI603GE -2	Feminism	6	10	40	50	5	1	.

SEMESTER-VI

Feminism(Marks:50)

(90

Hours)COURSE:APPHI603G

1. HistoryofFeministMovements(20Hours) **E-2**
2. GenderInequality(25Hours)
3. GenderRoleDevelopment(25 Hours)

4. WomeninWorkplace(20Hours)

References:

1. V.Geetha, Gender,Stree,Calcutta,2015.
2. BarbaraRyan,Feminism andtheWomen'sMovement,Routledge,NY,1992.
3. MarleneLeGates,In TheirTime:AHistoryofFeminisminWestern Society,Routledge,NY,2001.
4. S.Gillis,G.Howie, R.Munford (eds.),ThirdWaveFeminism:ACriticalExploration,Palgrave
5. MacMillan,NY, 2007.
6. S.Budgeon,Third-WaveFeminismandthePoliticsofGenderinLateModernity,Palgrave
7. MacMillan,NY, 2011.
8. LindaJ.Nicholson,TheSecond Wave:AREaderin FeministTheory (Vol.1),Routledge,NY,9, 1997.
10. ImeldaWhelehan,ModernFeministThought:FromtheSecondWaveto'Post-Feminism',New
11. YorkUniversityPress,1995.
12. RoryDicker,AHistoryofU.S.Feminisms,Sealpress,California,2008.
13. FredericP.Miller and A.F.Vandome(ed.),Feminism,AlphascriptPublishing,2010.
14. OliveBanks,BecomingaFeminist:TheSocialoriginsofFirstWaveFeminism,Universityof
15. GeorgiaPress,1987.
16. CaroleR.Beal, BoysandGirls:The Developmentof genderRoles, TataMcGraw-Hill, 1994.
17. SuzanneJ.Kessler,WendyMcKenna,Gender:AnEthnomethodologicalApproach,Universityof
18. ChicagoPress,1978.
19. DeborahL.Rhode,SpeakingofSex:TheDenialofGenderInequality,HarvardUniversityPress,20.199
- 7.
21. RaymondF.Gregory,WomenandWorkplaceDiscrimination:OvercomingBarrierstoGender
22. Equality,RutgersUniversityPress,2003.

Education

SEMESTER-VI

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
AHEDN/503/DSE-1B	EnvironmentalEducation	6	10	40	50	5	1	.

SEMESTER-V

CourseTitle: **EnvironmentalEducation**

CourseCode:AHEDN/503/DSE-1B

Contact Hoursperweek:6

MaximumMarks:50

ExaminationDuration:2hours

Internal:10

ESE:40

CourseObjectives:

Aftercompletionofthecoursethestudentswillbeableto:

1. Understandtheconcept,nature,componentsandimportanceofenvironmentaleducationanddevelopsensitivitytowardsenviron mentalissues.
2. Knowtherelationship betweenman and environmentandunderstandtheneed forasustainabledevelopment.
3. Understandtheimportanceandscopeofenvironmentaleducation.
4. Acquaintwithpossibleenvironmentalhazardandenablingthemtocombatwiththosenegativeeffectsoftheenvironmentaldegradati on.
5. Develop various methods and strategies for realizing the objective of environmentaleducation.

CourseContents:

Unit-I:EnvironmentalEducation

1. EnvironmentalEducation:Concept,Characteristics,ComponentsandScope
2. HistoricalBackgroundofEnvironmentalEducation

Unit-II:EducationofEnvironmentalConcepts

1. ConceptofEnvironmentandEcosystem
2. Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions andtheir impactonthe environmental system.
3. NaturalDisasters

UnitIII:EnvironmentalEducationandSocialIssues

1. EducationforSustainabledevelopment:FromUnsustainabletoSustainabledevelopment.
2. EducationofUrbanEnvironment:Problemsrelatedtoenergyandwater
3. Resettlementandrehabilitation of people;itsproblemsandConcerns-CaseStudies.

Unit-IV-ApproachesandMethodsofEnvironmentalEducation

1. Approaches to Environmental Education: Interdisciplinary and MultidisciplinaryMethods: Discussion, Seminar, And Workshop, Problem solving and Field survey.References

1. Environmental Analysis of Water, Soil, Air by Saxena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Oxford Publications, 1992.
5. Perspectives on Environment by I.R. Manners, M. W.M. Micksell
6. Soil and water Conservation Engineering by Schwab, S.D., Frevert, R.K., Edminster, T.
7. W. and Earns K.K. John Wiley and Sons.
8. Water Pollution and Management by C.F. Vershney.

SEMESTER-V

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
AHEDN/504/DSE-2B	Mental Health and Hygiene	6	10	40	50	5	1	.

SEMESTER-V

Course Title: Mental Health and

Hygiene Course Code: AHEDN/504/DSE-2B

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

After completing the course, the students will be able to:

1. To understand the concepts of mental health, adjustment and maladjustment.
2. To acquaint the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Contents:

Unit-I: Mental Hygiene:

- 1) Definition, Meaning and Aims of Mental Hygiene;
- 2) Aspects of Mental Hygiene — Conservative, Preventive, Curative.

Unit-II: Mental Health:

1. Concept and Importance of Mental Health,
2. Characteristics of Mentally Healthy Individual,
3. Factors Affecting Mental Health,
4. Educational Implications of Mental Health.

Unit-III: Types of Mental Diseases:

1. Psychoses: Schizophrenia, Manic-depressive, Paranoia — Clinical Features, Etiology, Treatment, Delusional Disorder,
2. Neuroses: Anxiety neuroses, phobia, Hysteria, Psychasthenia and Neurasthenia.

Unit-IV:Therapies:

1. Psycho-drama,Playtherapy,BehaviourModificationtherapy.Cognitivetherapy,
2. PsychoanalyticMethod-FreeAssociation,TransferenceandDreamAnalysis.

References:

1. Coleman,J.C.:AbnormalPsychologyandModernLife,D.B.TaraporevalaSonsandCo.,Bombay.
2. Hadfield,J.A.:PsychologyandMentalHealth,3.Hall,C.S.&Lindzey,G.,TheoriesofPersonality,WileyPublications,NewYork.
4. Kalein,D.B.:MentalHygiene, PrenticeHallIndiaPvt.Ltd.,NewDelhi.

SEMESTER-V

CourseCode	CourseTitle	Credit	Marks			No.ofHours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
AHEDN/502/C-12	EducationalManagement	6	10	40	50	5	1	.

SEMESTER-V**CourseTitle: EducationalManagement****CourseCode: AHEDN/502/C-12****Contact Hoursperweek:6****MaximumMarks:50****ExaminationDuration:2hours****Internal:10****ESE:40****CourseObjectives:**

Oncompletionofthiscourse,thestudentswillbeableto:

1. Todevelopknowledgeandunderstanding ofthemeaning,scopeprocessandtypesofmanagement.
2. Todeveloptheabilitytoidentifytherolesofparticipatingmembers(individualorcollective)andtoplanvariousinstitutionalized managerial activities.
3. Todeveloptheability ofmakingobjectivedecisionsin educationalmanagement.CourseContents:

Unit-I:EducationalManagement

1. Educationalmanagement–concept,nature,need,scope,and types(centralized,decentralized).
2. Supervisionandinspection –concept,scope,differencebetweensupervisionandinspection,
3. Relationshipamongmanagement,administrationandsupervision.

Unit– II:AgenciesofEducationalManagement

1. MinistryofHumanResourceDevelopment
2. Roleofdifferentagenciesofeducation:UGC,NAACNCERT,NCTEand AICTE

Unit– III:LeadershipandManagement

1. Leadershipinmanagement– concept,scope,significance,characteristicsofan effectiveleaderin education
2. Theoriesofmanagement-Taylor,Fayol,TotalQuality ineducationalmanagement(TQM).

Unit–IV: EducationalPlanning andManagement

1. EducationPlanning-concept,need,types.

2. Education in the five year plans (11th & 12th plan with respect to education)
3. Resource management in educational institutions—budget, allocation, funding, expenditure, auditing.

Suggested Readings:

1. Aggarwal, J.C. (2012): Educational Administration and Management.
2. Dash, B.N. (2013): School Organisation Administration and Management, Neelkamal Publications Pvt. Ltd. Hyderabad.
3. Goel, A and Goel, S.L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt. Ltd., New Delhi
4. Das, Bimal Chandra; Sengupta, Debjani; Bong Ray, Pradipta Ranjan; Shikhar Byabasthapana Pashim Bangya Rajya Pustak Parshad, Kolkata.
5. Chakraborty, Dilip Kumar : Shikagata Byabsthapana o parikalpana ,K. Chakraborty Publishers, Kolkata 1. Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita:
6. Shika Byabasthapana, Rita Book Agency, Kolkata.
7. Tarafdar, Manjusha: Vidyalay Sangathan O Byabasthapana, Pearson, Kolkata.

SEMESTER-V

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
AP/EDN/503/GE-1(a)	Mental Health Education	6	10	40	50	5	1	

SEMESTER-V

Course Title: Mental Health

Education Course Code: AP/EDN/503/G

E-1(a)

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

After completing the course, the students will be able to:

1. To understand the concepts of mental health, adjustment and maladjustment.
2. To acquaint the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society, educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Contents:

Unit-I: Mental Health:

1. Concept and Importance of Mental Health,
2. Characteristics of Mentally Healthy Individual,
3. Factors Affecting Mental Health,
4. Educational Implications of Mental Health.

Unit-II: Mental Hygiene:

- 1) Definition, Meaning and Aims of Mental Hygiene;
- 2) Origin and Development of Mental Hygiene Movement.

Unit-III: Adjustment

1. Definition and meaning of Adjustment
2. Criteria of Good Adjustment
3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism

Unit-IV: Maladjustment

1. Meaning of Maladjustment
2. Causes of Maladjustment
3. Role of education

References:

1. Coleman, J.C. : Abnormal Psychology and Modern Life, D.B. Taraporevala Sons and Co., Bombay.
2. Hadfield, J.A.: Psychology and Mental Health,
3. Hall, C.S. & Lindzey, G., Theories of Personality, Wiley Publications, New York.
4. Kalein, D.B.: Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.

SEMESTER-V

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AP/EDN/603/GE-2(b)	Value Based Education	6	10	40	50	5	1	

SEMESTER-VI

Course Title: Value Based

Education Course Code: AP/EDN/603/G

E-2(b)

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

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

1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation

Course Contents:

Unit-I: Value – An Introduction

1. Meaning and Importance of value
2. Classification of value – Indian and western

Unit-II: Sources of Value:

1. Religion,
2. Philosophy, and
3. Literature

Unit-III: Values-Traditional and Contemporary

1. Traditional values- Purushartha, Satyamshivamsundaram, ahimsa, preman, dharma, karma, tyaga and lokasangraha
2. Contemporary values- democracy, socialism, secularism, freedom, discipline, responsibility, human rights

Unit-IV: Value Erosion and Inculcation

1. Value crises in social life, economic life, and political life
2. Value inculcation- need and importance, 3. Approaches to value education- direct and indirect method, curricular and co-curricular and extra curricular.

References:

1. Allport, G. W., Vernon, P. E., and Lindzey, G. (1970) Study of values, Boston: Houghton Mifflin.
2. Central Board of Secondary Education (1997), Value Education: A Handbook for Teachers, Delhi: Central Board of Secondary Education.
3. Delors, J. (1996), Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
4. Morris, Charles W. (1956). Varieties of Human Values. Chicago: University of Chicago Press.
5. Shukla, R. P. (2005). Value Education and Human Rights. Sarup & Sons, New Delhi
6. Value Education. Manish Prakashan, Plot No. 26, Rohit Nagar Colony, Baranasi Hindu University, Varanasi.

SEMESTER-VI

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AHEDN/604/DSE-4B	Value Education	6	10	40	50	5	1	

SEMESTER-VI

Course Title: Value

Education Course Code: AHEDN/604/DSE-4B

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

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

1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation

Course Contents:

Unit-I: Value- An Introduction

1. Meaning and Importance of value
2. Classification of value-Indian and western

Unit-II: Sources of Value:

1. Religion,
2. Philosophy, and
3. Literature

Unit-III: Values-Traditional and Contemporary

1. Traditional values- Purushartha, Satyamshivamsundaram, ahimsa, premanandkarma, tyaga and lokasangraha
2. Contemporary values- democracy, socialism, secularism, freedom, discipline, responsibility, human rights

Unit-IV: Value Erosion and Inculcation

1. Value crises in social life, economic life, and political life
2. Value inculcation- need and importance,
3. Approaches to value education- direct and indirect method, curricular and co-curricular and extracurricular

References:

1. Allport, G. W., Vernon, P. E., and Lindzey, G. (1970) study of values, Boston: Houghton Mifflin.
2. Central Board of Secondary Education (1997), Value Education: A Handbook for Teachers, Delhi: Central Board of Secondary Education.
3. Delors, J. (1996), Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
4. Morris, Charles W. (1956). Varieties of Human Values. Chicago: University of Chicago Press.
5. Shukla, R. P. (2005). Value Education and Human Rights. Sarup & Sons, New Delhi
6. Value Education. Manish Prakashan, Plot No. 26, Rohit Nagar Colony, Baranasi Hindu University, Varanasi.

Environmental Studies

SEMESTER-VI

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr
ACSHP/104/AECC-1	Environmental Studies	4	10	40	50	4		

BANKURA

UNIVERSITY CBCSSYLL

ABUS

Ability-

Enhancement Compulsory Course (AECC) COURSE

E TITLE: Environmental

Studies COURSE CODE: ACSHP/104/AECC-1

Marks: 50 (40+10)

Credit: 04

FOR ALL STREAMS OF UNDERGRADUATE HONOURS AND PROGRAM COURSES

(Arts, Science and Commerce)

Unit 1: Introduction to Environmental Studies □

Multidisciplinary nature of environmental studies

1. Definition, Nature, Scope and Importance of environmental studies
2. Types and Components of environment
3. Sustainable development

Unit 2: Ecosystems

1. Concept of Ecology and Eco-system, Structure and Function of an Ecosystem
2. Different types of ecosystem; Forest, Desert and Aquatic (Ponds and Oceans) Biomes
3. Energy flow in the ecosystem, energy flow models
4. Food chains, food webs and ecological pyramids
5. Ecological Succession

Unit 3: Natural Resources: Renewable and Non-Renewable Resources

- a. Land resources: Land degradation, Landslides, Soil erosion
- b. Forest resources: Uses, types and importance, deforestation and its effects, Forest biodiversity and tribal population
- c. Water resources: Distribution of water on Earth; Use and over-exploitation of surface and groundwater; conflict over water (international & inter-state)
- d. Energy resources: Renewable and Non-renewable energy sources; Use of alternative energy sources

Unit 4: Biodiversity and conservation

- a. Introduction – Definition: Levels of biological diversity: Genetics, Species and Ecosystem Diversity, Biodiversity hotspots and mega biodiversity countries.
- b. Threats to biodiversity; Value (services) of biodiversity; man-wildlife conflicts, biological invasions
- c. Conservation of biodiversity: In situ and Ex situ conservation of biodiversity; Endangered and endemic species of India

Unit 5: Environmental Pollution

- a. Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- b. Nuclear hazards and human health risks.
- c. Solid waste management: Control measures of urban and industrial waste.
- d. Fireworks Pollution

Unit 6: Environmental Policies & Practices

- a. Climate change, global warming, ozone layer depletion, acid rain and its impacts on human communities and agriculture
- b. Environment Laws: Environment Protection Act, 1986; Air (Prevention & Control of Pollution) Act, 1981; Water (Prevention and Control of Pollution) Act, 1972; Wildlife Protection Act, 1972; Forest Conservation Act,

1920, 1988; International agreements: Montreal protocols, 1987 and Kyoto protocols, 1997 and Convention on Biological Diversity (CBD)

- c. Tribal populations and rights.

Unit 7: Human Communities and the Environment

- a. Human population growth: Population Explosion, Impacts on environment, human health and welfare. □ Disaster management: floods, earthquake, cyclones and landslides.
- b. Environmental movements: Chipko, Silent valley
- c. Environmental ethics: Role of Indian and other religions and cultures in environmental Conservation
- d. Environment and human health: Concept of health and diseases (Vector Borne Diseases)
- e. Human Rights, Value Education, Role of Information Technology in Environment

Unit 8: Field Work (Project Work)

- a. Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- b. Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.
- c. Study of common plants, insects, birds and basic principles of identification
- d. Study of simple ecosystems - pond, river etc

Suggested Readings:

1. Carsen, R. 2002. Silent Spring, Houghton Mifflin, Harcourt.
2. Rao, M.N & Datta A. K. 1987. Waste Water Treatment, Oxford and IBH Publishing Co. Pvt. Ltd.
3. Raven, P. H. Hassenzahl, D. M. & Berg L. R., 2012 Environment. 8th Edition. John Wiley & Sons.
4. Singh, J. S. Singh, S. P. and Gupta, S. R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
5. Agarwal, K. C. 2001 Environmental Biology, Nidi Publication. Ltd. Bikaner.
6. Bharucha Erach, The Biodiversity Biology of India, Mapin Publishing Pvt. Ltd. Ahmedbad, India
7. Cunningham, W. P. Cooper, T. H. Gorhani, E. & Hepworth, M. T. 2001, Environmental Encyclopedia. Jaico Publ. House. Mumbai. 1196p.
8. Heywood, V. h & Watson, R. T. 1995. Global Biodiversity Assessment. Cambridge University Press.
9. Jadhav, H & Bhosale V. M. 1995. Environmental Protection and Laws, Himalaya Publishing House, Delhi
10. Mckinney, M. L. & Schoch. R. M. 1996. Environmental Sciences systems & Solutions, Webenhanced edition.
11. Saha T. K. 2010. Ecology and Environmental Biology, Books and Allied (P) Ltd. Kolkata.
12. Santra S. C. 2005. Environmental Science, New Central Book Agency (P) Ltd. Kolkata.
13. Singh, S. 1991. Environmental Geography, Prayag Pustak Bhawan, Allahabad.
14. Roy, S. 2003. Environmental Science, Publishing Syndicate, Kolkata
15. Sharma, P. D. 2012. Ecology and Environment, Rastogi Publication
16. Dash, M. C. 2001. Fundamentals of Ecology, Tata McGraw-Hill Publishing Company Ltd
17. Arora, Mohan P. 2009. Ecology, Himalaya Publishing House
18. Saha T. K. 2010. Ecology and Environmental Biology, Books and Allied (P) Ltd. Kolkata.
19. Santra S. C. 2005. Environmental Science, New Central Book Agency (P) Ltd. Kolkata.
20. Environmental Studies—Prof S. V. SRana.--Rastogi Publication.

21. Textbook of Ecology: The Experimental Analysis of distribution & abundance--(Charles J. Krebs). Pearson Education.

22. Erach Bharucha, 2016. Text Book of Environmental Studies for Undergraduate Courses (Second Edition) for UG C. University Press.

Marks Division: 40 (Theory) + 10 (Project Work/Field Work/Internal) = 50 Marks

GEOGRAPHY HONOURS

Semester-VI



4.6 SHGEO/604/DSE-4: Geography of Health and Wellbeing

Geography of Health and Wellbeing

6 Credits

Concepts

Unit-1: Perspectives on Health

- 1 Definition and Concept of the term Health
- 2 Introducing Medical Geography: Its Scope and Contents
- 3 Applications of Medical Geography; Linkage between Health and Society, Taboo, Environment, Development, Education and Awareness
- 4 Health and Environmental Trends: Population, Urbanization, Poverty and Inequality

Unit-2: Health Risks and Diseases

- 1 Exposure and Health Risks: Air and Water Pollution, Household and Municipal Waste
- 2 Occupational Hazards and Health Risks; Nutritional Status of Children and Women
- 3 Diseases: Types and Distribution; Geographical Factors
- 4 Tropical Diseases: Malaria and Dengue- Epidemiological Character and Regional Distribution

Unit-3: Climatic Change and Human Health

- 1 Effects of Climate Change on Weather Elements- Solar Radiation, Temperature, Rainfall
- 2 Solar Ultraviolet Radiation and Related Health Hazards
- 3 Climate Change and Ecological Transformation
- 4 Human Adaptation and Adjustment to Climate Change

Reference Books

- ▶ Akhtar Rais (Ed.), 1990: Environment and Health Themes in Medical Geography, Ashish Publishing House, New Delhi.
- ▶ Avon Joan L. and Jonathan A Patzed.2001: Ecosystem Changes and Public Health, Baltimin, John Hopling Unit Press(Ed).
- ▶ Bradley, D., 1977: Water, Wastes and Health in Hot Climates, John Wiley Chichester.

**SWAMI DHANANJOY DAS KATHIABABA
MAHAVIDYALAYA**

UGC affiliated Govt. Aided College

Under Bankura university

Estd: 2009

Vill.+P.O. – Bhara,- bishnupur, Dist.- Bankura, Pin: 722157 (W.B)

**WOMEN CELL
2022-23**

মিটিং রেজল্যুশন বই
MEETING RESOLUTION BOOK

মিটিং নং / Meeting No.	1/2023	উপস্থিত সভ্যগণের নাম	স্থান / Place	P Room
তারিখ / Date	3/3/2023	NAME OF MEMBERS PRESENT	সময় / Time	12.30 pm

১। 1. light	৮। 8.	১৫। 15.
২। 2.	৯। 9.	১৬। 16.
৩। 3. Mrs. Indira Devi	১০। 10.	১৭। 17.
৪। 4. Mrs. Subarna Devi	১১। 11.	১৮। 18.
৫। 5. Sanghita Banerjee	১২। 12.	১৯। 19.
৬। 6. Tanusree Roy	১৩। 13.	২০। 20.
৭। 7.	১৪। 14.	২১। 21.

নং / No. রেজল্যুশন / Resolution Adopted

Agenda:

celebration of International women's day
+ one Bhokhna chakra will be held on 9/3/23
+ B Information & cultural officer
Banspur subdivision, Mrs. Sumi Das
will be speaker of that day.
A president Mr. Gourpade Dey
Bachan Jena member of KCB
Mrs. Chaitali Mondal - - - - -
invited guest.

+ class also will start from
9/3/23 so that students remain
present on that day.

+ New Members of this subcommittee are
Mrs. Sanghita Banerjee & Tanusree Roy
on behalf of women's
cell, we welcome them.

light

PRINCIPAL

Sriani Dhananjay Das Kathababa
Mahavidyalaya, Bhara
P.O. - Bhara, Dist. - Bankura, W.B

নং / No.

রেজল্যুশন / Resolution Adopted

* The members of this committee
will be increased by including
S.S & S(B) & T.F.

* Resolutions of previous meeting
will be included in reproduction
copy by S.S (Former member
of this committee).

lyr

PRINCIPAL

Swami Dhananjay Das Kathakata
Mahavidyalaya, Bhara
P.O.-Bhara, Dist.-Bankura, W.B.

মিটিং রেজল্যুশন বই
MEETING RESOLUTION BOOK

মিটিং নং/Meeting No. 01/22
তারিখ/Date 5.3.22

উপস্থিত সভ্যগণের নাম
NAME OF MEMBERS PRESENT

স্থান/Place P. Room
সময়/Time 12 noon

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নং/No. রেজল্যুশন / Resolution Adopted

Members' Name :-

Dr. Karali Ghosh Senapati
Dr. Mahuya Bandyopadhyay
Smt. Rajia Sultana Molla

Agenda:

- * To make plan regarding Junction of this cell throughout the year
- * Misc.

Resolution:

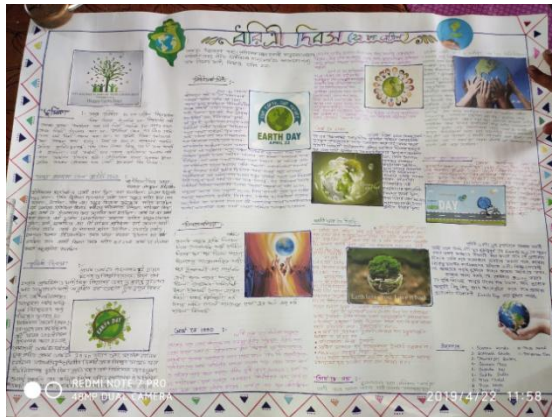
* Awareness programme for the women's by Legal Authority will be held systematically

* Probable Programme:

(National) Seminar will be organized on 8th March Next year 2023



**CELEBRATION OF WORLD
ENVIRONMENT DAY**



TREE PLANTATION

