

Dr. Ashim Kumar Sarkar Principal principalgourcollege@gmail.com



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1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum:

	ADETED NO	AHHAVI	DYALAYA
		EDITED BY NAAC (2"	
Dr. A.K. SARKAR (MA.			P.O. Mangalbari, Dist. : Malda. Pin
732142 (W.B.) PRINCIPAL principalgourpollege@gmail	Leem		Phone: 03512-260547; Fax 03512-260547 E-mail: gour_maha@yabos.60.in Website: www.gourmaha.OTg
	1.3 Currie	ulum Enrichm	ent
1.3.1. Institutio	n integrates	crosscutting i	ssues relevant to
			s, Environment and
Sustainability in			
oustainability i	nto the curri	cuiuii.	
	CB	CS: 2019-2%	
SUBJECT	SEMESTER	COURSE	TOPIC IN THE CURRICULUM
ALL HONOURS AND	DI	104AECIENVS	ENVIRONMENTAL SCIENCE
GENERAL			
ARABIC	1	104ENVS	ENVIRONMENTAL SCIENCE
BENGALI	1	103LCI	IJJAT
BENGALI	1	203LC-1	VISVA PARICHAY
ENGLISH	IV	8	INDIAN CLASSICAL LITERAURE
ENGLISH	VI	14	WOMEN'S WRITINGS
EDUCATION		DSE-7	CONTEMPORARY ISSUES IN INDIAN EDUCATION-WOMEN EDUCATION
EDUCATION	1111	GE-3	ENVIRONMENTAL EDUCATION
GEOGRAPHY	VI	SEC-2	CLIMATE CHANGE
GEOGRAPHY	Vi	GE-2A	CLIMATE CHARGE
		GE-ZA	GEOGRAPHY
HISTORY	IV	DC-9	WOMEN: CHANGING POSITION
		20-3	AND ATTITUTED
HISTORY	VI	DSE-3-B	GENDER AND EDUCATION
POLITICAL	VI	PL:SH:	INDIAN POLITICAL THOUGHT
CIENCE		DSE:3B	MEIAN FOLITICAL INCOGNI
CIENCE	IV	DC-8	WOMEN, POWER AND POLITICS
ANSKRIT	IV	401SANH-C-8	SELF MANAGEMENT IN THE
OCIOLOGY	•	DC-I	INTRODUCTION TO SOCIOLOGY VALUES
OCIOLOGY		DC-2	FOUNDATION OF SOCIAL

Dr .S.Biswas

Dr.P.K.Kundu

Dr.Ashim Kumar Sarkar

Principal

OOUR MAHAVIDYALAYA

Mangalbari, Malda.

Associate Professor

Associate Professor

Principal

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GOUR MAHAVIDYALAYA

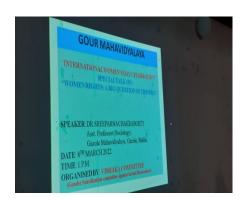
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Response: BOS of History, University of Gaur Banga, Malda, has prepared curriculum, and it includes issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, scientific, technological information related to their everyday lives and skills to enter careers of their choice into the Curriculum.

Gender: The issues relevant to Gender are incorporated at varying levels in History like, position of women in the Vedic period, Gender and Education, Women's movement, Gender issues, Rights of Women, Third gender, Gender and education.



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Dr .S.Biswas

Dr.P.K.Kundu

Dr.Ashim Kumar Sarkar

Associate Professor

Associate Professor

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	ancement Course
SEC-1	Understanding Indian Heritage
SEC-2	Project
	UG CBCS Syllabus (History Honours)
	Discipline Core
	Semester I
	DC-1 Pre-history to 6th Century BC India
. Unit J:	Geographical Background
	Physiography; major routes of communication; environment, Peoples and languages.
Unit H:	Survey of sources and different approaches to ancient Indian history.
	Sources; Literature; Archaeology; Epigraphy; Numismatics.
Unit III:	Prehistory
	a. Palaeolithic culture - sequence and geographical distribution; topographic and climatic
	changes; evolution and uses of stone industries and other technological developments. b. Mesolithic culture - regional and chronological distribution; new developments in
	technology and economy; rock art.
	c. Food production - concept of the Neolithic. Understanding the complexities of its beginnings.
Unit IV:	Proto-history
	Growth of Chalcolithic village societies from Baluchistan to Gujarat.
	 The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of
	urban decline and the late Harappan cultures. c. Neolithic -Chalcolithic cultures in non-Harappan India.
Unit V:	Background to the emergence of early historic India
	a. The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics -
	Ramayana & Mahavarata.
	 Society with special reference to Verna system and position of women. Iron Age culture with special reference to painted Grey Ware and Northern Black
	Polished Ware cultures. Megaliths.
Unit VI:	
	a Material and ideological background.
\ /	b. Jainism, Buddhism, Ajivikas and other systems.
	c. Expansion of settlements and urbanization. Social structure.
	Mahajanapadas to Empire
-	a. Sixteen Mahajahapadas, Growth of Magadhan imperialism.
	3
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	Mansallart 260th

CBCS-SEMESTER-I- DC-I- UNIT-V- POSITION OF WOMEN- VEDIC PERIOD.

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Dr.P.K.Kundu

Dr. Ashim Kumar Sarkar

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	impact of Glasnost on Eastern Europe - German reunification - impact on Asia with special emphasis on Afghanistan a new kind of American intervention, USA as a global policeman
	OR
	Gender and Education
Un	Relationship
Un	between Gender, Caste, Class, Religion & Politics it II. Emergence of Women Studies in India
	Gender & Social History: -Family & Marriage -Women's Question in the 19th century - Women'Movement in Colonial & Post Colonial in India
U	Gender, Law & Politics: -Political participation -Violence against women & Preventive Laws. Gender, Development & Culture: - Issues of labour & Health - Access to resources - Gender audit

CBCS-SEMESTER-VII-DSE-3A-OR-UNIT-I- GENDER AND EDUCATIONUNIT-II- EMERGENCE OF WOMEN STUDIES IN INDIA-UNIT-III- GENDER AND SOCIAL HISTORY-UNIT-IV- GENDER, LAWAND POLITICS.

Dr .S.Biswas

Dr.P.K.Kundu

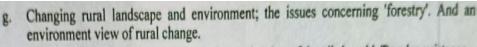
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h. The tribal dimension: the changing economy and society of the tribal world. Popular resistance to the British rule -- The Chuars. The Pinderies, the Santals, and the early resistance.

DC-9 History of India from 1818 AD to 1885 AD

Unit I Indian Awakening: Bengal

- a. Rammohan Roy
- b. De-rozio & Young Bengal
- c. Ishwar Chandra Vidyasagar.
- d. Bengal Renaissance: its problem and debates

Unit II Cultural Changes and Social and Religious Reforms Movements

- a. Rise of Modern education and Press.
- Rise of the new intelligentsia and its social composition.
- c. Socio-Religious revivalists/ reform movements. Bramho Samaj, Prarthona Samaj, Arya Samaj, Satya Sadbok Samaj, Theosophical Society, Wahabi, Faraizi, and New Hindu movements, Ramakrishna Mission.
- d. Women: Changing position and attitudes.
- e. Sanskritization; Cast movements; Brahmanical and depressed classes.

Unit III Revolt of 1857.

- a. Causes of the revolt
- b Causes of failure of the revolt
- c. Result of the revolt
- d. Historical Controversy on 1857.

DC-10 History of India from 1885 AD to 1950 AD

Unit I: Nationalism

a. Beginning of India Nationalism and its historiography.

CBCS-DC-9-HISTORY OF INDIA-1818-1885-UNIT-3-SUB-UNIT-4- WOMEN: CHANGING POSITION AND ATTIDUE

Environment and Sustainability: It includes Various themes concerning environmental hazards , the process of environmental enrichment and

environmental education. It may be noted that Environmental Studies is compulsory in First semester for all the students of History honours and general courses.

Semester SEM -I	Discipline Core (DC)	Discipline Specific	Generic	Ability	Skill		
SEM -I		(DSE)	Elective (GE)	Enhancement Compulsory (AEC)	Enhancement Course (SEC)	Credits	Marks
	DC-1(6) DC-2(6)		GE -1 (6)	ENVS (2)		20	200
SEM -II	DC-3(6) DC-4(6)		GE-2 (6)	Communicative English/ Communicative Bengali/ MIL (2)		20	200
SEM -III	DC-5(6) DC-6(6) DC-7(6)		GE -3 (6)			24	200
SEM -IV	DC-8(6) DC-9(6) DC-10(6)		GE-4 (6)			24	200
SEM –V	DC-11(6) DC-12(6)	DSE-1(6) DSE -2(6)			SEC -1 (2)	26	250
SEM -VI	OC-13(6) OC-14(6)	DSE-3(6) DSE /DP- 4(6)			SEC -2 (2)	26	250
Total I. Each cour		marks for ex				140	1300

- / tutorial) or 2 hour duration of practical period
- VI. AEC and SEC: Each Course is of 2 credits per week
- VII. GE: An Hons. Student has to study two disciplines (other than Hons. Discipline) as GE having two
- VIII. DSE: A student has to select two DSE courses out of at least three options provided by the ma discipline in SEM -V and SEM - VI.
- IX. DP: (Optional) Dissertation / Project Work in lieu of one DSE -4 in 6th Semester
- X. MIL: Modern Indian Language

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CBCS: SEMESTER-I-ABILITY ENHANCEMENT COMPULSORY PAPER-ENVIRONMENTAL SCIENCE.

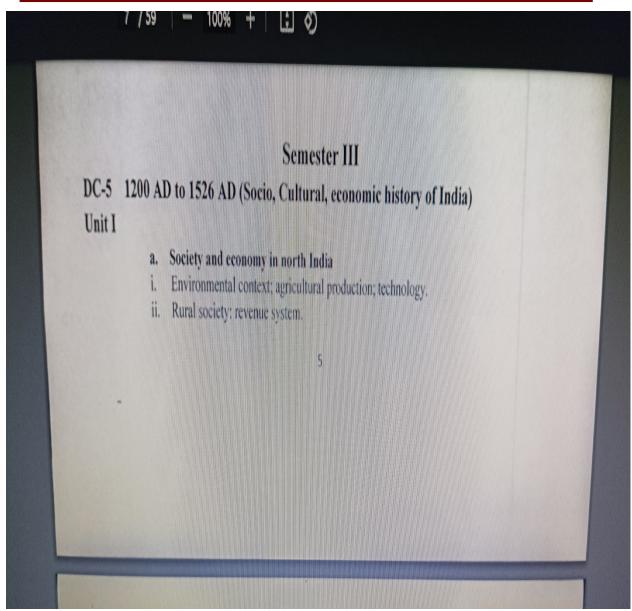
GOUR MAHAVIDYALAYA

ACCREDITED BY NAAC(2nd Cycle) B+

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CBCS: SEMESTER-III- DC-5-1200 AD to 1526 AD-SOCIO, CULTURAL, ECONOMIC HISTORY OF INDIA: UNIT-

Sundu

Ia.SOCIETY AND ECONOMY OF NORTH INDIA-ENVIRONMENTAL CONTEXT.

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DC-7 1526 AD to 1707 AD (Socio, Economic, Cultural history of India)

nit I: Rural Economy and Society: historiography and approaches

- a. Environmental context; forests; and agricultural zones.
- Agriculture production; management of water resources; agricultural technology and crop patterns; growth of cash nexus and rural credit, and role of the state.
- Agrarian structure; land ownership and rights; revenue system; the village community; and peasantry.

Unit II: Trade Commerce and the Monetary System.

- a. Trade routes and the pattern of internal commerce.
- b. Indian Ocean trade network in the 17th century.
- c. Markets; monetary system.

Unit III: Urban Centers.

- a. Morphology of cities a survey.
- b. Administration of cities and towns.
- c. Urban economy; crafts; ind stries; organization of production; imperial Karkhanas and

CBCS- SEMESTER-III-DC-7-1526-1707-SOCIO, ECONOMIC AND CULTURAL HISTORY OF INDIA: UNIT-I-a. ENVIRONMENTAL CONTEXT.

Human Values and Ethics: These elements are also inculcated in the curriculum like Indian philosophy and cultural heritage concerning Indian culture and values, ethics in Buddhism, Jainism and non-violence, satyagraha ideology of Gandhiji.

UG CBCS Syllabus (History Honours) Discipline Core Semester I DC-1 Pre-history to 6th Century BC India Unit 1. Geographical Background Physiography; major routes of communication; environment, Peoples and languages. Unit H: Survey of sources and different approaches to ancient Indian history. Sources: Literature; Archaeology; Epigraphy; Numismatics. Unit III: Prehistory a. Palaeolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments. b. Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art. c. Food production - concept of the Neolithic. Understanding the complexities of its beginnings. Unit IV: Proto-history a. Growth of Chalcolithic village societies from Baluchistan to Gujarat. b. The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of the Neolithic cultures in non-Harappan India. Unit V: Background to the emergence of early historic India a. The Aryans, the Aryant problem, original homeland. Spread of the Aryans & Epies of Society with special reference to Verna system and position of women.			
Unit V: Background to the emergence of early historic India Unit V: Background to the emergence of early historic India Unit V: Background to the emergence of early historic India Indiv V: Background to the emergence of early historic India To Aryans the Alyent problem, original homeland, Spread of the Aryans & Epics Epics of Warren and Jistory. C. Iron Age culture in Indian normal problem of the Aryans & Epics B. Society with special reference to Verna systems. C. Iron Age culture with special reference to painted Grey Ware and Northern Black January. January Mahajanapadas to Empire a. Sixteen Mahajanapadas, Growth of Magadhan imperialism.	SEC-1	Understanding Indian Heritage	
Unit IV: Discipline Core Semester I DC-1 Pre-history to 6th Century BC India Geographical Background Physiography: major routes of communication; environment, Peoples and languages. Survey of sources and different approaches to ancient Indian history. Sources; Literature; Archaeology; Epigraphy; Numismatics. Unit III: Prehistory a. Palaeolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments. In technology and economy; rock art. Food production - concept of the Neolithic. Understanding the complexities of its beginnings. Unit IV: Proto-history a. Growth of Chalcolithic village societies from Baluchistan to Gujarat. b. The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodare, Harappa, Kalibangan, Lothalyaria, Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of continuous continuous continuous problems of the Aryans, the Aryans problem, original homeland. Spread of the Aryans & Epics - Neolithic -Chalcolithic cultures in non-Harappan India. Unit V: Background to the emergence of early historic India a. The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics - Society with Special reference to Verna system and position of women. b. Society with Special reference to Verna system and position of women. C. Expansion of editlements and urbanization. J. Affinian, Buddhism, Ajivikas and other systems. C. Expansion of editlements and urbanization. J. Affinian, Buddhism, Ajivikas and other systems. C. Expansion of editlements and urbanization.	SEC-2	Project	
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Unit III: Prehistory a. Palaeolithic culture - sequence and geographical distribution: topographic and climatic changes; evolution and uses of stone industries and other technological developments. b. Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art. c. Food production - concept of the Neolithic. Understanding the complexities of its beginnings. Unit IV: Proto-history a. Growth of Chalcolithic village societies from Baluchistan to Gujarat. b. The Harappan civilization - origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization, morphology of major sites of the Harappan civilization, distribution, morphology of major sites of the Harappan civilization, morphology of major sites of the Harappan civilization origin, distribution, morphology of major sites of the Harappan civilization, morphology, or major sites of the Harappan civilization, and script. The problem of the Harappan civilization origin, distribution, morphology, or major sites of the Harappan civilization, morphology, or major sites origin, distribution, morphology, or major sites origin, distributi	Unit	Geographical Background Physiography; major routes of communication; environment, Peoples and languages.	
Unit III: Prehistory Proto-history Prot	Hair H.		
Unit III: Prehistory a. Palaeolithic culture - sequence and geographical distribution: topographic and elimatic changes; evolution and uses of stone industries and other technological developments. b. Mesolithic culture - regional and chronological distribution; new developments in complex of the production - concept of the Neolithic Understanding the complexities of its beginnings. Unit IV: Proto-history a. Growth of Chalcolithic village societies from Baluchistan to Gujarat. b. The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalliangan, Lothal, Dholavira). Agrarian base, craft production urban decline and the late Harappan cuts, art and architecture, and script. The problem of complex of the complex of the late Harappan cuts, art and architecture, and script. The problem of complex of the Aryans, the Aryans problem, original homeland. Spread of the Aryans & Epies - Ramayana & Majoravarata. b. Society with special reference to Verna system and position of women. c. Iron Age culture with special reference to painted Grey Ware and Northern Black Polished Ware cultures. Megaliths. Unit VI: a. Material and ideological background. b. Idinism, Buddhism, Ajivikas and other systems. c. Expansion of settlements and urbanization. d. Social structure. Unit VII: Mahajanapadas to Empire a. Sixteen Mahajahapadas, Growth of Magadhan imperialism.	Cant II:		
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Unit V: Background to the emergence of early historie India a. The Aryans, the Apyent problem, original homeland, Spread of the Aryans & Epies Kamayana & Manayana & Homeland, Bernard of the Aryans & Epies Background to the omergence of early historie India a. The Aryans, the Apyent problem, original homeland, Spread of the Aryans & Epies Kamayana & Manayana & Manaya		b. Mesolithic culture - regional and chronological distribution; new develope	nents in
Dit VI: Background to the emergence of early historic India a. The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics - Ramayana & Mahajanapadas to Empire a. Material and ideological background. B. Mahajanapadas to Empire a. Sixteen Mahajahapadas, Growth of Magadhan imperialism.			nings.
Unit VI: Mahajanapadas to Empire a. Growth of Chalcolithic village societies from Baluchistan to Gujarat. b. The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures. c. Neolithie -Chalcolithic cultures in non-Harappan India. Unit V: Background to the emergence of early historic India a. The Aryans, the Appent problem, original homeland. Spread of the Aryans & Epics - Ramayana & Majoravarat. b. Society with special reference to Verna system and position of women. c. Iron Age culture with special reference to painted Grey Ware and Northern Black Decision of the Aryans of Section of Magadhan imperialism.	Finis TV.		
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Unit III Revolt of 1857. a. Causes of the revolt b Causes of failure of the revolt c. Result of the revolt d. Historical Controversy on 1857. DC-10 History of India from 1885 AD to 1950 AD Unit I: Nationalism a. Beginning of India Nationalism and its historiography. b The rise of the Middle class and the growth of early political Associations, the foundation of Indian National Congress, the early Congress - the moderates and the extremists, the problem of Bengal and the Swadeshi movement, Boycott Movement, the Congress of split in the Morley Mint reforms and separate electorate, trend of Muslim politics, the Aligarh movement and the foundation of the Muslim League. C Ideas and movements - 1919-1947. Impact of the First World War on the India economy and politics. Rise of Gandhian and the emergence of mass politics Gandhian ideology and movements. Rawlatt, Satyagraha, Khilafat, Non-co operation. Civil-disobedience, Quit India, Role of Social groups and classes, ideological trends in the Congress. 8

CBCS-SEMESTER- 5- DC-10-UNIT-I-GANDHIAN IDEOLOGY, NON-VIOLENCE, SATYAGRAHA.

Scientific and technological information related to their everyday lives: Science and technology of the Post Gupta period and Globalization and role of information technology are included in the curriculum.

	Semester II
Unit I	DC-3 Post-Gupta to 1200 AD
	Post-Gupta period Historiography and approaches
	 a. Harshavardhana: political system and administrative institutions. b. Peninsular India: Chalukyas, Pallavas; polity, society and economy. Culture developments with special reference to art and religion.
Unit II	
	a. Historiography and recent debates; sources and their interpretation; Epigraphy, numismatics, and literature. b. Polity:-
	i. Early Arab contact with India - conditions of India. An analysis of distribution of Political Power in Northern India- Hindu resistance to the Muslims and its failure.
	 Political developments: nature of regional politics with special reference to the Pratiharas, Palas, Senas, Rashtrakutas, Cholas and other contemporary dynasties. Ghaznavid and Ghorid invasions: nature; and impact.
	c. Economy:-
-	 Land grants and agrarian expansion; changes in land tenure; peasants; intermediaries and landed magnates; their regional variations.
	 Urban centers; trade and trade networks; itinerant trade; coinage and currencies; trade contacts with South East Asia and West Asia; crafts, guilds and industries.
	d. Culture:- i.' Literature - rise and growth of regional languages. ii. Art, architecture, painting, sculpture, arts; and crafts.
	iii. Schools of philosophy; and religious cults. iv. Science and technology.

CBCS-SEMESTER-II-DC-3- POST GUPTA to 1200AD:d.IV-SCIENCE AND TECHNOLOGY.

Birman.

Sundu

Principal

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VALUES, ETHICS

ENVIRONMENT ENRICHMENT

Dr .S.Biswas

Dr.P.K.Kundu

Dr.Ashim Kumar Sarkar

Associate Professor

Associate Professor

Principal

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