SYLLABUS FOR

MASTER OF COMMERCE

Course

(w.e.f. 2020-21 Academic Session)

DEPARTMENT OF COMMERCE

THE UNIVERSITY OF BURDWAN

COM 102: CORPORATE GOVERNANCE AND SUSTAINABILITY (CGS)

Course Objective:

The primary objective of this paper is to provide students with a thorough understanding of the theoretical foundations, ethical considerations, regulatory frameworks, and global practices related to corporate governance and sustainability. The course also aims to familiarize learners with national and international committee recommendations, legislative provisions, and reporting standards that guide responsible corporate behavior and long-term value creation.

Learning Outcomes:

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

1.   Explain the ethical principles and dilemmas in business decision-making and apply ethical reasoning to resolve issues of corporate misconduct and governance failure.

2.   Understand and critically evaluate corporate governance systems, global reforms, and the factors contributing to corporate misgovernance using real-life case studies.

3.   Interpret and apply key regulatory frameworks, including provisions of the Companies Act, 2013, SEBI (LODR) Regulations, and CSR mandates under Schedule VII, in corporate governance practices.

4.   Assess the significance of sustainability and socially responsible business practices, including ESG (Environmental, Social, and Governance), Triple Bottom Line (TBL), and their alignment with the Sustainable Development Goals (SDGs).

5.   Analyze global reporting frameworks and climate-related financial disclosure standards, including GRI, TCFD, ISO26000, and sustainability indices, and compare country-level approaches to ESG regulation and compliance.

Module -1

Unit 1: Business Ethics: Ethics: Concept, Ethical problems and principles in business, Moral issues in business: Ethical dilemma Vs. Ethical Issue, Ethical Risk, Case Study.

[LH: 10]

Unit 2: Corporate Governance: Corporate Governance – Concept, importance, Issues; Two version Governance Chain Model, Corporate Governance System; Corporate Mis-Governance – Concept, Factors Responsible for Mis-Governance, Global Initiatives and Reforms, Case Study.

[LH: 15]

Unit 3: Principles, Committees and Regulatory Framework of Corporate Governance: International Efforts in CSR; Committees on Corporate Governance - International scenario; Indian scenario; Principles Provisions of the Companies Act, 2013 for Corporate Governance; Scope for CSR Activities under Schedule VII, SEBI (LODR) Regulations, 2015 (with latest amendment).

[LH: 15]

5. Rejda, George E. & McNamara, M. *Principles of Risk Management and Insurance*, 12th Edition, Pearson Education.
6. Sherris, M.: *Principles of Actuarial Science*, McGraw Hill.
7. Trieschman, J.S, Hoyt, R. &Sommer, D. *Risk Management and Insurance*, 12th Edition, South Western College Publishing, Cincinnati, Ohio.

COM 405C: CORPORATE REPORTING II (CR II)

Objective: This course aims to develop a strong theoretical foundation among students on emerging and contemporary issues in the field of accounting. It also seeks to equip students with the practical knowledge and skills required to understand and apply these advanced accounting concepts in real-world business environments..

Learning Outcomes: After completion of the course , students will be able to:
1. Provide an overview of Accounting for Intangible Assets with specific reference to the provisions and implications of Ind AS 38.
2. Analyze the financial reporting practices of diverse financial entities such as mutual funds, NBFCs, merchant bankers, and stock brokers.
3. Explain the concept of Value Added Accounting (VAA), demonstrate the preparation of a Value Added Statement, and assess the current status of VAA in Indian corporate reporting.
4. Describe the principles of Human Resource Accounting (HRA), discuss key HR valuation models, and evaluate HRA practices adopted by Indian companies.
5. Understand the fundamental concepts of Environmental Accounting, and assess current practices of environmental reporting and disclosure in India.
6. Discuss the concept of Inflation Accounting (IA), compare various approaches to IA, and evaluate its application and relevance in the Indian accounting landscape.

Module-1
Unit-1: Accounting for Intangibles: Ind AS 38: Recognition, Measurement & Disclosure principles, Intellectual Capital, Brand accounting, Accounting for Goodwill and Other intangible assets.
[LH: 15]
Unit-2: Contemporary Reporting & Disclosure Practice: Mutual Funds, NBFCs, Merchant Bankers and Stock Brokers, EPS, Related Party Disclosure, Interim Reporting.
[LH: 15]
Unit-3: Value Added Accounting: Meaning, Objectives, Basic Premises, Significance, limitations, types, Value Added Statement Preparation, Indian Practices.
[LH: 10]
Module-2
Unit-4: Human Resource Accounting: Meaning, Objectives, Basic Premises, Significance, HR Valuation models, Indian Practices.
[LH:15]
Unit-5: Environment Accounting: Environmental Hazards, meaning of environment accounting, advantages and problems of environment accounting, environmental disclosure

[LH: 10]

Unit-6: Inflation Accounting: Limitations of conventional accounting, CPP, CCA, Indian Practices.

[LH:15]

Suggested Readings:
1. Das Gupta, N*., Human Resource Accounting*, Sultan Chand & Sons.
2. Koley, M.K., *Human Resource Accounting,* ICWAI Publication, Kolkata.
3. Rao, D. P., *Human Resource Accounting,* Inter-India Publications, New Delhi.
4. Dutta, U.K., "Environmental Accounting and Disclosure: An Overview" in Pramanik, A.K.(ed.), *Environmental Accounting and Reporting*, Deep & Deep Publications Pvt. Ltd..
5. Gray, R.H. et. al., *Accounting for the Environment*, Paul Chapman Publishing, London.
6. Das Gupta, N., *Environmental Accounting*, Wheeler Publishing, New Delhi.
7. Gupta, R., *Inflation Accounting*, Tata McGraw Hill.

COM 405: PROJECT WORK (PW)

In the Project Work, each student will have to select one topic on which he/she will conduct a study and submit a report in not less than 5000 words. This report may be based on primary data collected from a field survey or on secondary data available from published sources. Each project report will be examined jointly by one internal examiner and one external examiner. In the Project Work (Course - Com 405) there will be 40 marks on the written project report and 10 marks for the presentation and the viva voce. In this course, each student will have to make a presentation on the report submitted by him/her and face a viva voce to be conducted by a board of examiners. Each student will have to inform the Head of the Department about the title of the project work at the beginning of the fourth semester class and the project report will have to be submitted before the starting of the fourth semester final examination.

SYLLABUS OF
M. A.   IN
EDUCATION
(CBCS)

DEPARTMENT OF EDUCATION

THE UNIVERSITY OF BURDWAN

BURDWAN

YEAR 2020

Unit - V: Culture and values

Meaning and nature of Culture; Role of education in cultural context; Cultural determinants of education; Education and cultural change

Values - Concepts, Nature & Classification; Need for inculcation of values. Indian traditional thought on value education

(15 lectures)

Unit - VI: Backward Community and National Values

Education of the socially and economically disadvantaged sections of the Indian Society with special reference to Scheduled Caste & Scheduled Tribes, Women and Rural Population. Factors influencing the educational progress due to the backwardness of the disadvantage population in India

National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

(15 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- A.R. (Ed.). Sociology of Education A Critical Reader. New York: Routledge.
- Apple, M.W. (2007). Whose Markets, Whose Knowledge? In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Aron, Reymond (1965-67). Main Currents in Sociological Thought. Vol. I and II,
- Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. InSadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Cooley, Charles Horton (1966). Social Process. Carbondale: Southern Illinois University Press.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). Social Theory The Multicultural and Classical Readings. New Delhi: Rawat Pub.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir
- Ministry of Education (1966). Education and National Development. Report of the Education Commission 1964-66. New Delhi: MHRD.
- Pandey, K.P.(1983) Perspective in Social Foundations of Education, AmitaPrakashan, Gaziabad Penguin.
- Sadovnik, A.R. (2007). Theory and Research in Sociology of Education. In adovnik,
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
- Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishka Pub.Distributors.
- Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA

Unit – IV: Policies and Inclusive Education

Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

(15 lectures)

Unit -V: Management of Inclusive Education

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School.

(15 lectures)

Unit -IV: Problems. Ethics and Research on Inclusive Education

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

(10 lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Advani , L. & Chadha, A. (2003) : You & Your Special Child New Delhi: UBS Publishers & Distributor.
- Ainscow.M.Booth.T. (2003). The index of Inclusion: Developing, Learning and Participation in Schools, Bristol: Center for studies in inclusive Education
- Alur, M. & Timmons, V. (Eds.). (2009). Inclusive education across cultures : Crossing boundaries, sharing ideas. New Delhi : SAGE Publications India Pvt. Ltd.
- Berdine, W. H., Black Hurst , A.E. (eds.) (1980) : An Introduction to Special Education, Boston: Little, Brown and company.
- Cruickshank, W.M. (1975), Psychology of Exceptional Children and Youth, Englewood Cliffs NJ,Prentice Hall.
- Dash, M., (2000) Education of Exceptional Children, New Delhi, Atlantic Publishers and Distributors.
- Encyclopaedia of special education (1987) : vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann New York John: Haley & sons.
- Hallahan, D. and Kauffman, JM (1978), Exceptional Children: An Introduction to Special Education Englewood Cliffs NJ, Prentice Hall.
- Hallahan, D.P& Kauffman, J.M.(1991) : Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.
- Hans, I. J. (2000) : Children in Need of Special Care. Human Horizons Series, Souvenir Press (E&A Ltd).

The 'Why' and 'How' of Literature Review.
Process of wring a Review
Pros and Cons of searching a relevant problem

(10 lectures)

Unit – III: Hypothesis and Research Question
Types of research hypothesis
Techniques of stating hypotheses
Research question writing

(15 lectures)

Unit – IV: Test Construction
  a) Item Analysis
  b) Validity, Reliability, Objectivity, Usability and Norm

(25 lectures)

Unit – V: Proposal and Report Writing
  a) The 'why' and 'how' of writing a research Proposal in education
  b) Procedure of writing a research report

(10 lectures)

Unit – VI: Research Ethics
Concept of Ethical Parts in Research: (Plagiarism, Foot Note, Referencing etc.)

(10lectures)

Internal: Seminar presentation by the students

Suggested Readings

- Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications.

- Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited.

- Edwards, A.L.(1984). Experimental design in psychological research. New York: HarperCollins College Div. Publication.

- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer & Simons.

- Good, C.V. and Douglas, E. S. (1954), methods in Social Research, McGraw Hill, New York

- James H. and Schumarcher, S. (1989), research on Education: A conceptual Introduction , Harper and Collins, New York

- Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York

- Koul, Lokesh (2012), Methodology of Educational Research, Vikas, New Delhi

- Miller, D.C. & Salkind, N.J. (2002) handbook of Research Design and Social   Measurement, Sage Publications, London

- Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi

- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston

- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.

EDN - 303: Education for Sustainable Development–I

(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the learner will be able to-

- ✓ Trace out the genesis of the idea of Sustainable Development in its historical background.
- ✓ Distinguish various dimensions of Sustainable Development and their relation to Education.
- ✓ Understand the goals and challenges for Sustainable Development
- ✓ Comprehend the meaning and concept of Education for Sustainable Development (ESD) in Indian and global context.
- ✓ Bring out the need and importance of Education for Sustainable Development in relation to current issues and UN Decade of ESD.
- ✓ Analyze critically the innovative ideas, best practices and creative efforts of Schools and Universities in enhancing ESD.
- ✓ To be familiar with the efforts of International Agencies and National Governments, policies and programmes as potential strategic options for Sustainable Development.

Course Contents:

Unit-I: Basics of Sustainable Development

- *The Concept:* Meaning, Nature and scope, Sustainable Development and Sustainability
- *The Genesis:* Idea of Sustainable Development Brundtland Commission 1987, its historical development and current trend, MDG
- *Principles & Need:*, Major Components, and Need of Sustainable Development
- *Goals Roadmap:* The United Nations' Decade of Education for a Sustainable Development (2005-2014), UNESCO Draft and Final Report (2014), 17 SDGs, Sustainable Development Goals (SDGs) and Global Scenario   (20 lectures)

Unit II: Core Elements of Sustainable Development

- *Social Inclusion:* Quality of Life, Peace, Equality, Justice and Human Rights, Democratic Leadership, Freedom

- *Economic Growth:* Development, Employment, Growth with Stability, R&D, issues in health and Education
- *Environmental Protection:* Interrelating all living- nonliving things, Resources and Life support systems, Life Skills, Environmental protection
- *Culture:* Culture as Fourth Pillar of Sustainable Development by UNESCO; Local and Global culture, Learning to live together

(15 lectures)

Unit-III: Education for Sustainable Development (ESD)

- *The Idea:* Conceptual genesis of Education for Sustainable Development
- *Features:* Characteristics and inter-disciplinary nature of ESD
- *Challenges:* Global scenario of War, Terrorism, Social disintegration, Pandemic, Poverty, Child Abuse, Communal and Gender Violence, Unemployment, Illiteracy etc.

(25 lectures)

Unit IV: Global and National Initiatives

- *Policies & Programmes:* Delor's Commission Report, India's Five Year Plan and Report of NITI Aayog, NPE-1986, MGDs-2005, NCFTE-2010, National Education Policy-2020
- *Ideas of Eminent Thinkers*: Views on Sustainable Development of Mahatma Gandhi, Rabindra Nath Tagore, A.P.J Abdul Kalam and Amartya Sen.
- *Role of Academics:* Teacher as promoter of Rich Environmental, Social and Cultural Heritage., Good Practices by Educational Institutions. Pedagogical Approaches. Intellectual Property Rights
- *Role of Community:* Indigenous knowledge for Sustainable Development, Heritage of Traditional Practices in Indian Culture and Society, Swachh Bharat Abhiyan, Use of Solar Energy, Urban Transformation, National Food Security Act

(20 lectures)

Internal: Seminar presentation by the students

Suggested Readings:

- Beaumont,J.R., M.Padersen and D.B.Whittaker (1993). Managing Environment. Butterworth-Heinemann Ltd. Oxford Press.
- Desh.B. &Ramanath. N.L. (1987). Environmental Education for Environmental Education Planning and Conservation. Natraj Publication. Dehradun.
- Leelakrishnan,P. (1999). Environmental Law in India, Butterworths India, New Delhi.
- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi.
- Odum. E (1971). Fundamentals of Ecology. W.B. Saunders Co. London.
- Panda. V.C. (2005).Environmental Education. Isha Books. N. Delhi.
- Ramakrishnan, P.S.(2001). Ecology and Sustainable Development, N.B.T., New Delhi.
- Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi.

(Special Paper / Elective Paper)

Full Marks: 50(40 marks theory+10 marks internal)

Lecture Hours: 80

Course Outcomes

After completing the course, the students will be able to

- ✓ Decipher man's relationship with the environment
- ✓ Make out how developmental activities affect environment
- ✓ Understand global environmental concerns
- ✓ Comprehend the issues and policies in environmental protection
- ✓ Correlate Economic development and opportunity cost resultant in Environmental degradation
- ✓ Sensitize the people towards sustainable development parameters in day to day life

Course Contents:

Unit-I: Environment as the Core Dimension of Sustainable Development

- Concept and Dimensions of Environment: Physical, Biological and Social.
- Importance of Environmental Education for Sustainable Development
- Human being as a rational and social partner in environmental actions
- Society and environment in India; Indian traditions, customs and culture - past and present

(20 lectures)

Unit-II: Development as Change in Environmental Factors

- Economic and social needs - as basic considerations for development
- Social factors affecting development - poverty, affluence, education, employment, child marriage and child labor; human health - HIV/AIDS, social, cultural and ethical values
- Impact of development on environment - changing pattern of land use; land reclamation, deforestation, resource depletion, pollution and environmental degradation.
- Impact of liberalization and globalization on - agriculture and industries, dislocation of manpower and unemployment, implications for social harmony

(25 lectures)

Unit-III: Environmental Management and Sustainability

- Concept and Need for environmental management vis-à-vis development;
- Aspects of environmental management - ethical, economic, technological and social Legal provisions for environmental management
- Approaches for environmental management - economic policies, environmental indicators, setting of standards, information exchange and surveillance.
- Role of society in development and environment - public awareness through education, eco- clubs, and population education programmed, campaigns, public participation in decision making.

DEPARTMENT OF ECONOMICS

UNIVERSITY OF BURDWAN

PG Syllabus – 2020-21 Session onwards

DEVELOPMENT ECONOMICS – II (ECN 203)
Full Marks: 50
Lecture Hours: 70

Course Outcome

Ability to understand the process of human capital formation & analyse the benefits, costs and decision making processes of the social sectors of a developing economy;
Understand the origin, causes and impact of gender disparity and gender discrimination in the economy ad the policies to eradicate the same

Group-A (25 Marks) – Economics of Social Sector

1. **Introduction to Social Sector**   **(5 Lectures)**

   • Components of Social Sector – Importance of Social Sector in Development

2. **Education and Development**   **(15 Lectures)**

   • Components of Human Capital; Human Capital vs. Physical Capital;

   • Education as means of Development – Cost-Benefit Analysis in Education – Cost of Education - Private costs & Social costs; Wastage and Stagnation;

   • Benefits of Education - Direct and Indirect benefits; Private and Social benefits;Methods to measure benefits from Education

   • Externalities in Education – Market failure – Public vs Private Debate – Education and Socio-Economic Status

   • Significance of Women's education; Gender gaps in educational achievements; Policies and Programmes for promoting women's education.

3. **Health and Development**   **(15 Lectures)**

   • Health dimensions of development –Why health is important – Direct and Indirect effects on private and social development; Concept of human life value; Burden of Disease

   • Determinants of health – poverty, malnutrition and environmental issues;

   • Institutional issues in health care delivery; Health Financing Models; Health Insurance & Risk Pooling

   • Health Inequality and Socio-Economic Status - Concentration Index and Concentration Curve; Inequalities in health – class and gender perspectives;

   • Life cycle approach to gender specific health needs; Reproductive Rights; Gender dimension of national health policies and programmes; Reproductive and Child Health.

READING LIST
Ray, Debraj - Development Economics
Meir, G.M. - Leading Issues in Economic Development
Thirlwall, A.P.- Growth and Development
United Nations - Human Development Report (various issues)

Adelman, I. and C.T. Morris (1973) – *Economic Growth and Social Equity in Developing Countries,* Stanford, USA

Berman, P. (Ed.) (1995) - Health Sector Reform in Developing Countries : Making Health Development Sustainable, Boston: Harvard Series on Population and International Health.

Blaug. M (1972) - Introduction to Economics of Education (Penguin)

Cohen, E and T. Gaske (1989) - Economics of Education.Pergamon Press, London

McMohan, W.W. (1999) - Education and Development : Measuring the Social Benefits, Oxford University Press, Oxford.

Schultz, T. W(1971) - Investment in Human Capital, Free Press, New York.

Tilak, J.B.G. (1994) - Education for Development in Asia, Sage Publications, New Delhi.

Visaria, V. (1985), "Infant Mortality in Indian : Level Trends and Determinants" Economic and Political Weekly, Vol.20,No.32, August 10, 1985.

World Bank (1993) - The World Development Report, 1993 : Investing in Health, Oxford University Press, New York.

Group-B (25 Marks) – Gender Issues in Development

1. **Concepts and Theoretical Approaches** **(8 Lectures)**

    - Concept of gender economics; Gender issues in economic theory; Measurement Techniques - GII, MPI, WEIA, SIGI.

    - Approaches: Women in development (WID); Women and development (WAD), Gender and development (GAD); Neoliberal approaches.

2. **Gender and Work** **(15 Lectures)**

    - Conceptualizing and measuring women's contribution to national income and growth;

    - Labour market issues–occupational segregation, wage disparity, housewifization,feminization, flexibility and casualization.

    - Women in Agriculture – Disparities in Land ownership; Difference in Productivity and contribution

    - Globalisation & Gender Impacts – SAP & Land Grabs – Working Conditions in Global Factories

3. **Women& Poverty** **(12 Lectures)**

    - Women's Rights; Deprivation and marginalization of women; Feminization of poverty: extent, causes and consequences; Welfare-oriented Programmes to empowerment-oriented programmes; Need for gender concerns in designing social security policy; Examples - Conditional Cash Transfers

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Core Paper
BASIC ENVIRONMENTAL ECONOMICS (ECN 204)
Full Marks: 50
Lecture Hours: 70

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Course Outcome
Ability to analyze environmental issues, especially pollution control and global & local sustainable development policies

1. **Relationship between Environment and Economy** **(4 Lectures)**
    - Laws of thermodynamics

2. **Environmental Asset as public good** **(4 Lectures)**
    - Concept of market failure and its causes: incomplete markets, externality, non-rivalry and non-excludability

3. **Economics of Renewable Resource** **(4 Lectures)**
    - Economic of Fishery - Growth function – logistic model – The sustained yield function – Schaefer model - Underlying assumptions – Drawbacks of MSY – Static model of fishery – bio-economic model and private property regime.
    - Economics of Forestry – The volume function and the mean annual increment – optimal single rotation – The rotation. Timber supply the short run and in long run, socially optimal depletion of forest in the presence of amenity benefits
    - Economics of Land and Water - Are Land and Water Renewable or Non Renewable Resource? – Optimum use of them and their re-use

4. **Economics of Non Renewable Resource** **(4 Lectures)**
    - Basic concepts – Hotelling rule – The concept of backstop - A simple model of optimal depletion – Perfect competition and monopoly in non-reasonable resource market

5. **Environment and Development** **(4 Lectures)**
    - Environmental issues: local regional and global: Air pollution, water pollution, noise pollution, waste pollution – measurements issues.
    - Trade-off between Development and Environment; Environmental Kuznets Curve - Concept, Genesis, Factors and Lessons

6. **Environmental Policy** **(4 Lectures)**
    - Pollution as negative externality – optimal pollution, Taxation and optimal pollution – The optimal Pigovian tax, The concept of property right - Coase theorem, Potential

for market bargain in externality – criticism of Coase theorem. Tradable Pollution Permits – Type of Permits – advantage of TPPs

7. **Sustainable Development** (4 Lectures)
   - Context and the concept – Difference between Economic Growth, Development and Sustainable Development – Values and measures of S.D. SDG goals 2030 and targets

8. **Institutions and their functions** (4 Lectures)
   - UNEP, IPCC, CPCB, Green Bench

References:

- D Pearce and RK Turner: *Economic of Natural Resources and the Environment*, Prentice Hall.

- N. Hanley, J. Shogren and B. White: *Environmental Economics in Theory and Practice*, MacMillan.

- R. P. Sengupta, *Ecological Limits and Economic Development*, OUP

- J.M. Conrad: *Resource Economics*, Cambridge Univ. Press

- Ian Hodge, *Environmental Economics*, Palgrave MacMillan

- J.M. Conrad and C. Clark : *Natural Resource Economics*, CUP

- R.N. Bhattacharyya (Ed.) : *Environmental Economics*, OUP

- S. Dinda, Environmental Kuznets Curve Hypothesis: A Survey, *Ecological Economics*, Vol.-49(4), 431-455.

- World Bank, World Development Report 1992, New York, OUP

AGRICULTURAL ECONOMICS – I (ECN 303B)
Full Marks: 50
Lecture Hours: 70

Course Outcome
Taking a pluralistic view of the development process with emphasis on the unorganised sector of the underdeveloped economy.

1. **Features of Peasant Societies and Peasant Theories** **(10 Lectures)**
   - Features of Peasant Societies; Farm household models

2. **Land Institutions and Land Markets: Efficiency and Equity Issues (15 Lectures)**
   - Efficiency of share cropping – Marshall and Cheung; Risk and Land contract

3. **Agricultural Growth & Instability** **(10 lectures)**
   - Measures of Agricultural Growth Rate, Measuring Instability; Importance, Methodological issues in the Indian Context

4. **Agricultural Diversification and Sustainability** **(10 lectures)**
   - Concept of Agricultural Diversification, Types of Diversification, Determining Factors, Implications; Sustainability in Agriculture- Concept, Approaches and Strategy

5. **Output Market, State and Agriculture** **(15 lectures)**
   - Reform and Changing Agrarian Structure- Food Security Food Subsidies Agricultural Subsidies Implications of New Economic Policies for Agriculture

References:

Ellis, Frank() Peasant Economics- *Farm households and agrarian development*, , Cambridge University Press

A Bhaduri, A(1973): A study in agricultural backwardness in semi-feudalism', *Economic Journal*, Vol. 83

Rudra, A(1982): *Myths and Realities, Allied Publishers / Political Economy of Indian Agriculture*.

Braverman,A and Stiglitz, J.E(1981): ‗Sharecropping and interlinking of agrarian markets' , *American Economic Review*, Vol. 72

Kausik Basu: *Less Developed Economy*, OUP

Peter Hazell& Steven Haggblade et al (1993), ―Farm-Nonfarm Growth and Welfare of the Poor‖, in Michael Lipton & Jacques van Der Gaag (eds.), *Including the Poor*, The World Bank, Washington, D.C.

John Harriss (1991), ―Agriculture/Non-agriculture Linkages and the Diversification of Rural Economic Activity: A South Indian Case Study‖, in Jan Breman & Sudipto Mundle (eds.), *Rural Transformation in Asia*, Oxford University Press, New Delhi. 44

Benjamin Devis et al. (2002), *Promoting Farm/Non-farm Linkages for Rural Development*, Food & Agriculture Organisation, Rome

Caroline Ashley and Diana Carney (1999), *Sustainable Livelihoods: Lessons from Early Experience*, DFID, London

Diana Carney (2002), *Sustainable Livelihoods Approaches: Progress and Possibilities for Change*, DFID, London.

MBA (HR) PROGRAMME DESIGN UNDER CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF BUSINESS ADMINISTRATION (HUMAN RESOURCE)
THE UNIVERSITY OF BURDWAN

THE PROGRAMME

The Master of Business Administration (Human Resource) i.e. MBA (HR) programme is a full-time, post graduate programme in Human Resource Management offered by the Department of Business Administration (Human Resource), The University of Burdwan. The programme is designed to enable students to comprehend the wide range of contemporary concepts, techniques and practices in the field of human resource management and understand the underpinning imperatives that influence the field.

PROGRAMME OBJECTIVES
- To turn out a repertoire of budding executives thoroughly conversant with the general principles of management along with the tools and techniques pertinent thereto and have specialized in-depth knowledge and expertise in management of human resources of an organisation
- To nurture socially responsive and ethically grounded HR professionals equipped with analytical, technological and strategic capabilities to address complex workforce challenges in both global and local contexts.

PROGRAMME OUTCOMES (POs)

PO1: Core Managerial and Human Resource Competence

Develop a strong foundation in management principles and specialized HR knowledge, enabling students to design and implement HR systems and practices aligned with contextual factors and organizational goals.

PO2: Analytical Thinking and Strategic Decision-Making

Equip students with analytical and problem-solving skills to evaluate business and HR issues in diverse contexts.

PO3: Ethical Leadership and Governance Orientation

Instill ethical conduct, corporate governance and social responsibility for sustainable leadership.

PO4: Technology, Innovation, and Global Readiness

Prepare students for digital and global HR landscapes with tools like HR analytics and understanding of international labour standards.

PO5: Contextual Relevance and Social Engagement

Foster engagement with regional socio-economic realities and indigenous perspectives through fieldwork, Indian Knowledge Systems, and applied research, nurturing a socially responsive and culturally rooted HR mindset.

PROGRAMME STRUCTURE
The courses for the MBA (HR) programme are offered in the following areas:
1. *Foundations of Management*
2. *Human Resource Management*
3. *Organisational Behaviour*
4. *Strategic Management*
5. *Marketing Management*
6. *Accounting & Finance*

ELECTIVE COURSES

MBAHRE1109 INDIAN ETHOS AND BUSINESS ETHICS (IEBE) [3 CREDITS]

COURSE OUTCOME

At the end of the course, the students shall be able to

- *understand the principles of Indian ethos and their relevance to modern management practices and leadership values.*
- *apply ethical issues in business using Indian philosophical frameworks and contemporary ethical theories.*

Unit I: Indian Ethos and Values: Managerial Perspective—Contextualisation of Indian Heritage, Culture and Ethos vis-à-vis Business and Managerial Perspectives—Comparing and Contrasting Indian and Western Management—Value Based Management and Human Values: Issues and Perspectives—The Indian Model of Managerial Effectiveness

Unit II: Business Ethics: Conceptual and Theoretical Perspectives—Indian Approach to Business Ethics—Issues in Understanding Ethical Issues in Business—Business Ethics and Stakeholders concerns—Ethical underpinning of CSR—Ethical Dilemmas in Business—Emerging Issues in Business Ethics—Perspectives from 'New Normal'—Institutionalization of Business Ethics—Managing Ethical Risk through assigned and voluntary programme

Unit III: Ethics in Decision-making and Organisational Behaviour—Role of Ethical Leadership—Leadership styles and ethical decision-making—Facets of effective ethical leaders—Individual Factors—Moral development—Organisational Factors—Ethics and Corporate Culture—Business response to environmental problems

Unit IV: Implementation of Effective Ethics Programme—Developing Ethics programme—Codes of Conduct and Ethics—Ethics Officer—Ethics and Legal Compliance—Ethics Training and Communication—Ethical Standards. Managing and Controlling Ethics Programmes—Ethics Audit, Benefits, Process.

Unit V: Ethics in the Functional Areas of Business—Ethics of HR/and related aspects—HR Managers and Business Ethics—The 'Giving' Model of Motivation—Universal Human Values.

Suggested Readings:
1. Andrew Crane and Dirk Matten, Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford University Press.
2. S. K. Chakraborty, Managerial Effectiveness and Quality of Worklife: Indian Insight, Tata Mc-Graw-Hill
3. S.K. Chakraborty, Ethics in Management-Vedantic Approach, New Delhi, Oxford India Ltd
4. O C Ferrell and John Fraedrich, Business Ethics : Ethical Decision Making and Cases, Cengage Learning.
5. Andrew C. Wicks and R. Edward Freeman, Business Ethics: A Managerial Approach , Pearson Education.
6. Manuel G. Velasquez, Business Ethics: Concepts and Cases, Pearson.
7. William H. Shaw, Business Ethics: A Textbook with Cases, Cengage Advantage Books.
8. A.C Fernando, Business Ethics: An Indian Perspective, Pearson.

MBAHRE1110 INDIAN ECONOMY AND POLICY (IEP) [3 credits]

COURSE OUTCOME

At the end of the course, the students shall be able to

5.   Navatha Elmasari. Database Management System. McGraw Hill.
6.   Turba Efrin. Decision Support & Expert Systems — Management Perspective. Macmillan.
7.   Vincent R. Ceriello, Human Resource Management System –Strategies, Tactics and Techniques, Lexington.
8.   Tony Ivey, Personnel Computer System, Mc Graw Hill International.

MBAHRE4213   CROSS CULTURAL AND DIVERSITY MANAGEMENT (CCDM) [3 credits]

COURSE OUTCOME

At the end of the course the students shall be able to

- **understand the key concepts of culture, diversity, and inclusion and their implications in global and multicultural workplace environments.**
- **develop strategies to manage a diverse workforce through application of various cross-cultural frameworks and models.**

Unit I: Concept of Culture– Culture and Organisational Life ––Cross-Cultural Differences and Managerial Implications–Hofstede's Study–Cultural environment–Exploring the cultural frameworks –Important cross-cultural and diversity issues relating to International Management– Cross-cultural Competencies for Global Manager

Unit II: Recruiting, Retaining and Promoting Culturally-Different Employees– Recruitment and selection issues vis-à-vis cultural context– Understanding the intercultural communication and interaction process–Performance management, employee development vis-à-vis cross–cultural perspective– Culture and reward systems–Culture, Retention and Promotion.

Unit III: Culture vis-à-vis Organisational Issues– Technology and Culture in Organisations– Cultural issues in Merger and Acquisitions–Global Culture and Organisational processes–Cross—cultural issues in Business Process Reengineering, Total Quality Management, etc—Workplace diversity and training

.**Unit IV:** Types of international employees and special categories of employees in International context– New realities of the workforce, including demographic, legislation, and social policy trends around the world– Emerging workforce trends–Dual—career couples–Cultural issues in international working on work-life balance–Managing multi-cultural teams: Issues and challenges

Unit V: Understanding and Managing Diversity in Indian and Global Context– Individual, Social Identity and Organisational Diversity–Diversity and Organisational culture–Diversity and Gender– Contemporary Issues in Workplace Diversity.

Suggested Readings:
1.   Chris Brewster, Paul Sparrow and Guy Vernon, International Human Resource Management, The Universities Press.
2.   Michàlle E. Mor–Barak, Managing Diversity, Sage Publications.
3.   L Lorache and Don Rutherford, Recruiting, Retaining and Promoting Culturally Different Employees, Elsevier.
4.   Roosevelt Thomas, World Class Diversity Management: A Strategic Approach, Berrett–Koehler Publisher
5.   Dipak Kumar Bhattacharyya, Cross–Cultural Management: Text And Cases, PHI
6.   C. P. Harvey and M J. Allard, Understanding and Managing Diversity, PHI
7.   R. S. Bhagat, R. M. Steers, Cambridge Handbook of Culture, Organisation and Work, Cambridge University Press.

MBAHRE4214 HR ANALYTICS [3 credits]

COURSE OUTCOME

Unit I: Understanding Stress – Nature of stress— Symptoms of Stress— Causes of Stress— Types of Stress— Effects of Stress— Models of Stress: General Adaptation Syndrome— Burnout Stress Syndrome— Eustress vs. Distress— Stress and Performance—Cost of Stress— Tools for Stress Measurement.

Unit II: Stress Management— Overview— Need for Stress Management—Stress Prevention Strategies—Mindfulness—Managing Emotions—Values—Time and Life Management—Social Support—Communication Skills to reduce Stress— The four A's of Stress Prevention— Avoid, Alter, Adapt & Accept.

Unit III: Stress Reduction Strategies— Personal SWOT— Meditation and self-introspection—Healthy Relationship—Yoga— Spirituality— Therapy and Healthy Lifestyle for Managerial Effectiveness.

Unit IV: Employee Wellbeing: Concept—Domains of Wellbeing— Psychological well-being—Why it matters for individuals and organisation—Wellbeing at Workplace— Strategies for Employee Wellbeing: Worklife Balance—Health & Safety—Employee Assistance Programs— Case Studies.

Unit V: Measuring Wellbeing and Workplace factors—Improving Wellbeing, Personal Development, Resilience, building an healthy workplace—Happiness at Workplace — Wellbeing policies at workplace— HR's Role in Employee Wellbeing—Relevant Case studies.

Suggested Readings:

1. S Michael Olpin and Margie Hesson, Stress Management for Life: A Research—Based Experiential Research Cengage.
2. K. Davis and J. W. Newstrom: Organizational Behaviour: Human Behaviour at Work, Tata McGraw Hill.
3. Fred Luthans, Organizational Behavior McGraw—Hill Book Company.
4. Alok Chakrawal and Pratibha Goyal, Stress Management, Studera.
5. Jeffrey A. Kottler and David D. Chen, Stress Management and Prevention: Applications to Daily Life,Routledge .
6. Andrew Kinder, Rick Hughes and Cary L. Cooper, Employee Well—being Support: A Workplace Resource.
7. Jerrold Greenberg , Comprehensive Stress Management, McGraw Hill .
8. Cary L. Cooper and Ivan Robertson, Well—being: Productivity and Happiness at Work, Palgrave Macmillan.
9. Jessica Pryce—Jones, Happiness at Work: Maximizing Your Psychological Capital for Success, Wiley.

MBAHRE3208 EMPLOYEE EMPOWERMENT AND ENGAGEMENT (EEE) [3 credits]

COURSE OUTCOME

At the end of the course the students shall be able to

- **understand the concepts, theories, and importance of employee empowerment and engagement in enhancing organizational performance.**
- **design strategies and initiatives to foster a culture of empowerment, trust, and accountability at the workplace.**

Unit I: Empowerment: Concept, Basic issues and concerns—Employee Empowerment Best practices—Legal framework

Unit II: Employee empowerment— creating a vision and support building— Balancing Autonomy and Dependence—

Unit III: Employee Engagement— Conceptual issues—Consequences of Engagement – Keys to Engagement—Levels of Engagement—Building Engagement—Engagement culture—Engagement Survey— Best Practices—Legal Aspects—Engagement Equation, Leadership Strategies—Workplace frustration and strategies to put an end to it

Unit IV: Designing Organisation, Work and Reward for Employee empowerment and employee engagement—Information channels— Role of Unions and their involvement— High Involvement management Practices

Unit V: Evaluation of Empowerment and Engagement—Basic Considerations—Steps in Evaluation— Critical Issues in Evaluation of Employee empowerment and engagement and its difference with other evaluation approaches—Current practices

5. B Tricker, R I Tricker, Corporate Governance: Principles, Policies and Practices, Oxford University Press.

MBAHRE2407 CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY(CSRS) [3 credits]

COURSE OUTCOME

At the end of the course, the students shall be able to

- **Understand CSR concepts and sustainability practices from strategic and ethical perspectives.**
- **Design CSR interventions aligned with global frameworks and local needs.**

Unit I: Corporate social responsibility(CSR): Fundamentals, Evolution, Why and when to apply CSR, strategic rationale—Corporate Social Responsibility Theories, Carroll's Model of CSR –CSR and Corporate citizenship, drivers of corporate citizenship, business's interest in corporate citizenship, Relevance of CSR in 21st century— Social Accounts Matrix—Important Social Indicators vis-à-vis CSR

Unit II: Strategic CSR—Competing Strategy Perspectives, The Resource perspective, The Industry perspective, The Stakeholder perspective—The strategic context of CSR—The integration of CSR into strategy and culture—The CSR Filter—Obligations under Law, Environmental Protection, Fair Trade Practices, Health and Well-being of underprivileged People, Social Welfare and Community Development Activities, CSR Threshold—Designing CSR programmes: Obligations, Innovativeness and Effectiveness.

Unit III: CSR and Corporate Sustainability: Conceptual Dimensions - Sustainability as Business Imperative—Corporate Sustainability Reporting: Frameworks, Trend and Imperatives–CSR, Corporate Reputation and Vulnerability

Unit IV: UN global compact—global corporate citizenship, national and international guidelines— Global Practices of CSR, Emerging issues and challenges in CSR— Legislations and CSR in India— CSR and the relevant provisions in Companies Act, 2013

Unit V: Implementation of Effective CSR and Sustainability pgrammes: Imperatives and Actions—Sentising the CSR Department and Networking—CSR, Business strategy and corporate culture: Integrative perspective— Implementing CSR in MNCs, MSMEs, Family Businesses and nonprofit organization—CSR Best Practices in India— CSR in the emerging perspective of 'New Normal'

Suggested Readings:
1. William B Werther and David Chandler, Strategic Corporate Social Responsibility, Sage.
2. H.H. Johnson, Business in contemporary society—framework & issues, Wadsmortu Publishing Co Ltd.
3. J. Wempe and M. Kaptain, The balanced company: A theory of corporate   integrity, Oxford University.
4. Philip Kolter and Nancy Lee, Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause, Wiley India.
5. John O. Okpara and Samuel O. Idowu (Eds), Corporate Social Responsibility Challenges, Opportunities and Strategies for 21st Century Leaders, Springer.

MBAHRE3413 CORPORATE CREATIVITY AND STRATEGIC INNOVATION (CCSI) [3 credits]

COURSE OUTCOME

At the end of the course, the students shall be able to

- **Understand theories of innovation and creativity in organizational strategy.**
- **Apply creative problem-solving approaches to strategic management challenges.**

MC 303B
NGO and Advocacy Communication

5 credit   **50 marks**

Topics	Details	Teaching Time (Hours)		
		L	P	T
Locating NGOs	Definition, ideas and structures of NGOS	6	0	1
	What is NGOization			
	The NGO Boom			
	Civil Society, Political Society & Public Sphere- An Overview			
Advocacy and communication strategy	Communication for Literacy & Advocacy	8	0	2
	Policy Advocacy of t he NGOs working on Health & Hygiene			
	Policy Advocacy of NGOs working on Agricultural Extension			
	Policy Advocacy of NGOs working on Gender Issues			
	Policy Advocacy of NGOs working on Environmental Issue			
Theorizing of NGOs Communication & Advocacy	Vertical Minds Vs Horizontal Cultures - A Dimension of Participatory Culture by NGOs	10	0	2
	Hybrid Interaction & NGOs - Human Rights & Development in Cultural Perspectives			
	Panoptic View of NGO's Communication – A Discourse approach of Communication & Development			
	Contradiction or concurrence on Communication & development Approach : Role of GOs and NGOs			
	Community Media Identities and Articulation for Advocacy based Communication – Scope of NGOs			
Accountability- Culture & Sustainability - Niche of NGOs	NGOs Inclusion in Governance & Public Accountability	8	0	1
	Cultural Diversity & Communication of Development – Role of NGOs			
	Involving People and Evolving Behavior : NGOs Experiences			
	Public Advocacy – Role of New Media			
	An Introduction of Sustainable development & NGOs			
COVID19 & NGOs	COVID epidemic & an integrated Social Impact: Role of NGOs	10	0	2
	Mobilizes of NGOs to combat COVID-19 & help migrants' workers- Role of Government			
	Mission Million: The grand dream driving Mask for India's -Fight of NGOs			
	COVID 19 Test for Homeless people- NGOs Contribution			
	Towards an inclusive awareness - about prevention, hygiene, social distancing, isolation and combating stigma- Combined efforts by the government & NGOs			
		42	0	8

MC 304A
Women & Media

Credits Points 4   **Total Marks 50**

Sl no	Topic	Details	Teaching Time (Hours)			
			L	P	T	Total
1	Women and media	i. Gender Roles and Stereotyping. ii. Notions of Masculinity and Femininity, Gender Gaps. iii. Theories and concepts.	9	-	1	10
2	Depiction in Mass media	i. Women and Print Media ii. Women and Audio Visual medium iii. Representations of women in fiction and non- fiction television genre	7	-	1	8
3	Portrayal in advertisements	i. Women and Advertisements – Consumerism, objectification and misrepresentations ii. Recent trends in Representation of the images of Women in advertisement, changes.	7	-	1	8
4	Women and Films	i. Women and Film- representation and clichés ii. Changing trends in Representations. iii. Women Directors and Women –centric films	7	-	1	8
5	Women and new media	i. Women and New media ii. Gendered technology iii. Women empowerment through new media	7	-	1	8
6	Representation in media	i. Status of women working in media industry ii. The gendered structure of the media and women journalists,	7	-	1	8
		Total	44	-	6	50

Reading List

1. Prasad K: Women and Media, The Women Press2005
2. Prasad K: Communication and Empowerment of Women, The Women Press2004
3. Sarikakis K and Shade L. R: Feminist Intervention in International Communication: Minding the gap, USA, Rowman and Littlefield.2008
4. Prasad K: Women, Globalization and Mass Media: International Facets of Emancipation, New Delhi, B.R.Publishing Corporation.2003
5. Joshi S and Prasad K :Feminist Development Communication: Empowering Women in the Information Era, New Delhi: The Women Press. 2009
6. Munshi S: Images of Modern Women in Asia, Curzon Press2001
7. Bathla S: Women Democracy and Media, Sage1998
8. Krishnan P &Dighe A: Affirmation & Denial –Construction of feminity on Indian television, Sage 1990
9. Croteau&Hoynes : Industries Images and Audiences, Sage2002
10. Creedon P J: Women in Mass communication, Sage 1994
11. Freedman J:Feminism Viva Books India 2002
12. Mazumdar R: A short Introduction to feminist theory, Anustup Pub2010

Course Description:
This course explores the pivotal role of Non-Governmental Organizations (NGOs) in communication, advocacy, and development. It begins by defining the structure, function, and evolution of NGOs, including their boom and role in civil society. The course delves into strategies for advocacy and literacy communication, with a focus on issues like health, education, agriculture, gender, and environment. Students will analyze NGO communication through cultural perspectives and participatory models, examining tensions between traditional and modern approaches. The course also addresses accountability, public engagement, and the use of media. Special attention is given to NGO responses during the COVID-19 pandemic, including their impact on public health, policy, and vulnerable populations.

Course Outcomes:

1. Understand the structure, functions, and evolution of NGOs in civil society.
2. Analyze communication and advocacy strategies used by NGOs across various social issues.
3. Evaluate theoretical models and cultural approaches to NGO communication.
4. Examine the role of NGOs in governance, accountability, and sustainable development.
5. Assess the effectiveness of media and new communication tools in NGO campaigns.
6. Explore the impact of NGOs during the COVID-19 crisis, particularly in health, awareness, and social inclusion.

Course Title: Women and Media MC 304A

Level: MA in Mass Communication Semester 3

Course Description:
This course critically examines the intersection of gender and media, focusing on how women are represented, stereotyped, and empowered through various media platforms. It explores gender roles, masculinity, femininity, and the theoretical frameworks surrounding gender representation. Students analyze depictions of women across print, audio-visual, and television media, including fiction and non-fiction formats. The course addresses portrayal in advertisements, highlighting issues like consumerism and objectification. It also investigates women's roles in cinema and new media, emphasizing female-centric narratives and the impact of technology. Finally, it covers the professional representation of women in media industries and the gendered structure of media institutions.

Course Outcomes:

1. Understand theories and concepts related to gender roles and media representation.
2. Analyze how women are depicted across different media platforms, including print, television, and film.
3. Critically examine the portrayal of women in advertisements and its socio-cultural impact.
4. Explore women's roles in film, including directorial perspectives and narrative focus.
5. Assess the influence of new media and technology on women's empowerment.
6. Evaluate the working conditions, status, and representation of women in the media industry.

DEPARTMENT OF POLITICAL SCIENCE

THE UNIVERSITY OF BURDWAN

NAAC

PROGRAMME SPECIFIC OUTCOMES

MA Programme in Political Science is very comprehensive in scope. It combines the core areas of the discipline with political sociology, public administration and international relations. Regarding research, students have one compulsory course on research method. They have to prepare on the basis of research (field work and archival) a *Project Report* which is to be defended before the Department and the external experts. This helps them build greater confidence.

  With the knowledge received and the hard and soft skill acquired the students have found employment in the following areas:

- Teaching (school, college and universities), and research (research institutes);
- Journalism;
- State level civil services
- Voluntary sectors.

COURSE OUTCOME

SEMESTER I

Course 101 Modern Indian Political Thought (Core)

This course focusesin understanding the current and major issues in Indian political philosophy involving the concepts of nationhood, freedom, rights and social justice.

Course 102 Liberal and Post-Liberal Political Theory(Core)

This course highlights the various debates of liberal and postliberal political theory, concerning liberty, justice, issues of authoritarianism, multiculturalism, communitarianism and postcolonialism.

4. Post-industrial society: Post-industrialism and post-Fordism; rise of knowledge society and economy; decline of class politics

5. Cultural bases of politics: From modernism to post-modernism

6. Media and politics

7. Gender and politics

8. Globalization and national Identity

MAPOL303 A [Major Elective]

Comparative and Development Administration

1. Comparative and Development Administration as Fields of Study: History, Concepts, Issues and Significance

2. Approaches and Methods to the study of Comparative Administration: Institutional, Behavioural, Structural-Functional and Systems Approaches

3. Comparative Administration in a Globalizing World: Salient Features of the administrative systems of UK, USA, France, Japan and India

4. Development Administration: Concept, Nature, Scope and Significance

5. Approaches to Development: Rights Based Approach; Sustainable Development; Anti-Development

6. Ecology of Development Administration: Contribution of Fred Riggs and Dwight Waldo

7. Actors in Development Administration: Bureaucracy and Non-State Actors; Issues of Social Audit, Human Development and Corporate Responsibility

8. Comparative Public Administration and Public Policy: Administrative Reform, Change, and Development

MAPOL 303 B [Major Elective]

7. India's Nuclear Policy

MAPOL305 A [Interdisciplinary]

Issues in Contemporary Political Theory

1. Karl Popper: the idea of open society; critique of historicism; falsification.
2. Conservatism and Neo- Conservatism: Edmund Burke and Michael Oakeshott
3. Feminism: various schools and issues (with special reference to Betty Friedan, Kate Millett, Juliet Mitchell, Martha Nassbaum)
4. Environmentalism in recent times: liberal and Marxist debates
5. On ideology: Gramsci and Althusser
6. Marxism in recent times: a) Poulantzas- structuralist view of the state; b) Marxism, culture and psychoanalysis: Adorno, Benjamin, Marcuse and Fromm.

MAPOL305 B [Interdisciplinary]

Public Policy in India

1. Elements of Policy Making systems; Actors of public policy making;
2. Historical and structural contexts of public policy
3. Constraints of Public Policy- economic, political , socio-cultural
4. Birth of policy sciences; globalization and public policy
5. Public Policy in Practice: The Indian Experiences
   a) Public health
   b) Education
   c) Environment

MAPOL305 C [Interdisciplinary]

Politics of Human Rights

1. Definition and Scope of the Study---contending issues
2. A brief history of human rights
3. Paradigmatic shift from the UDHR to TMFHR

6. Globalization and the nation-state: various approaches; post-classical nation-states

7. State and the New Politics of Development--biotechnological revolution and its social consequences.

MAPOL402 [Core Paper]

Theories of International Relations

1. The Rise and Fall of Inter-Paradigm Debate

2. Realism and Neo-Realism; Liberalism and Neo-Liberalism

3. English School

4. Critical Theory

5. Constructivist Theory

6. Feminism and International Relations Theory

7. Political Economy as an approach to the study of International Relations

8. Globalization and International Theories Today

MAPOL403 A [Major Elective]

Social Welfare Administration

1. Concept of Social Welfare, Social Justice and Social Change;

2. Rural Development and Inclusive governance: Various approaches

3. Institutional Arrangement for Social Welfare & Social Justice Administration: Commissions for SCs, STs, OBCs and Minorities

4. Concept of Affirmative action- Policy of Reservation

5. Policies of Social Welfare: Poverty Alleviation - An overview

6. Role of Civil Society Organizations in Securing Social Justice

7. Disaster Management- Elements: Prevention, Preparedness and Mitigation; Institutional Arrangements for Disaster Management - Role of State and NonState actors

MAPOL 403 B [Major Elective]

India's Political Economy

4. Financial aspects of the PRIs and the Municipalities

5. Impact of Local Governance: The empowerment of women, SCs and STs Evolving leadership, Decentralized planning

6. Role of Non State Actors: NGOs in rural development; PPP in urban development

7. Politics of Local Governance: State- Local Government Relations

MAPOL404 B

Social and Political Movements in India

[Major Elective]

1. Meaning of social movements: distinction between old and new social movements

2. Dalit movements

3. Peasants' movements

4. Workers' movements

5. Gender based movements

6. Environment movements

7. Tribal movements

MAPOL404 C [Major Elective]

International Law

1. Three Schools of Thought in International Law: Naturalists, Positivists and Grotian

2. Laws of the Sea: Its evolution-Features of UNCLOS, High Sea, Territorial Sea, Continental Shelf, EEZ, Contiguous Zone

3. Laws of Extradition and Asylum

4. Air Space and Outer Space Law

The University of Burdwan
Department of Women's Studies

Syllabus for the M.A. Degree in Women's Studies
(With effect from the academic session 2020 – '22 onwards)

Principles / Guidelines/ Rules
1 Lecture of 1 hour per week × 16 wks= 1Credit
1 Lecture of 1 hour = 2 Tutorial /Practical/ Remedial Coaching
Core Paper --75 Credits; Major Electives – 20 Credits; Minor Elective – 4 Credits, Community Engagement—2 Credits (Total:101)
Credit requirement for a PG Programme: Minimum 101 Credits
Each Course has a nomenclature and an alpha-numeric code
Each student has to take any two Major Elective courses in Semester – III and two in Semester – IV among options offered by the Department at the beginning of the session.
Each student has to take any one Interdisciplinary Elective course of 4 Credits in Semester–III from another Department of this University or opt for a course from SWAYAM
Each paper of 50 marks has an Internal Assessment/viva voce of 10 marks (viz. Written:40, Internal/*viva voce*:10). In case of Community Engagement it is 25 marks, 20 marks for Report Writing and 5 marks for *viva voce* [Total marks: 1025]

Discipline	Level	Course No.	Course Type	Course Code	Title of the Course	Credit: Marks
MA SEMESTER--I						
Women's Studies	Semester-I	101	Core Course	WS 101	**Fundamentals of Women's Studies**	5: 50
Women's Studies	Semester-I	102	Core Course	WS 102	**Strands of Feminist Theory**	5: 50
Women's Studies	Semester-I	103	Core Course	WS 103	**Family, Community and State**	5: 50
Women's Studies	Semester-I	104	Core Course	WS 104	**Women and Social Issues**	5: 50
Women's Studies	Semester-I	105	Core Course	WS 105	**Women and the Economic Domain**	5: 50
MA SEMESTER-II						
Women's Studies	Semester-II	201	Core Course	WS 201	**Socio-Political Movements and Women**	5: 50
Women's Studies	Semester-II	202	Core Course	WS 202	**Women's Participation in Politics**	5: 50
Women's Studies	Semester-II	203	Core Course	WS 203	**Women's Education**	5: 50
Women's Studies	Semester-II	204	Core Course	WS 204	**Women: Health, Environment, Science and Technology**	5: 50
Women's Studies	Semester-II	205	Core Course	WS205	**Feminist Philosophy**	5: 50
MA SEMESTER-III						
Women's Studies	Semester-III	301	Core Course	WS 301	**Women and Law in India**	5: 50

Women's Studies	Semester-III	302	Core Course	WS 302	Women in Literary and Communicative Media	5: 50
Women's Studies	Semester-III	303A	Major Elective	WS303A	Gender, Violence and Resistance	5: 50
Women's Studies	Semester-III	303 B	Major Elective	WS303B	Gender and Governance	5: 50
Women's Studies	Semester-III	304 A	Major Elective	WS304B	Intersectional Feminism	5: 50
Women's Studies	Semester-III	304 B	Major Elective	WS304B	Discourses on Marginalized and *Dalit* Women	5: 50
Women's Studies	Semester-III	305A	Interdisciplinary Elective	WS305A	Basics of Women's Studies and Feminist Thought	4: 50
MA Semester-IV						
Women's Studies	Semester-IV	400	Compulsory course		Community Engagement	2:25
Women's Studies	Semester- IV	401	Core Course	WS 401	Research Methodology	5: 50
Women's Studies	Semester-IV	402	Core Course	WS 402	Religion and Women	5: 50
Women's Studies	Semester -IV	403 A	Major Elective	WS403A	Politics of Body	5: 50
Women's Studies	Semester-IV	403 B	Major Elective	WS403B	Gender Roles and Psychology	5: 50
Women's Studies	Semester-IV	404A	Major Elective	WS404A	Women and Ecology	5: 50
Women's Studies	Semester-IV	404B	Major Elective	WS404B	Gender and Poverty	5: 50
Women's Studies	Semester-IV	405	Core Course	WS 405	Project Writing	5: 50

FIRST SEMESTER
WS 101: FUNDAMENTALS OF WOMEN STUDIES [Core Course]
   Unit 1: Defining Women Studies

   1.1.1.1   Women Studies as Academic Discipline–Meaning, Rationale and Scope
   1.1.1.2   Evolution of Women Studies – Global Perspective
   1.1.1.3   Evolution of Women Studies – Indian Perspective
   1.1.1.4   Different Waves of Feminist Movement: Global and Indian
   1.1.1.5   Women Studies: Challenges it Faces and the Future it Envisions

   Unit 2: Basic Concepts

   1.1.2.1   Sex and Gender – Social Construction
   1.1.2.2   Patriarchy and Gender Discrimination
   1.1.2.3   Phallocentrism and Androcentricism
   1.1.2.4   Women Empowerment
   1.1.2.5   Intersectionality

WS 102: STRANDS OF FEMINIST THEORY [Core Course]
      Unit 1: Feminist Theories: Global

Unit 2: Women's Education in West Bengal

2.3.2.1. Women's Education in Bengal: An Overview
2.3.2.2. Challenges to Women Education – Social, Economic, Cultural and other factors
2.3.2.3. Primary Education of Girl Child: Problems and Prospects
2.3.2.4. Higher Education of Women: Changing Status
2.3.2.5. Education of the Less Privileged Sections of Women

WS 204: WOMEN: HEALTH, ENVIRONMENT, SCIENCE AND TECHNOLOGY [Core Course]
    Unit-1: Women: Health

2.4.1.1 Interrogating the Women's Body: Puberty, Menstruation, Pregnancy and Reproductive Health
2.4.1.2 Women and Traditional Medicine in India and Elsewhere
2.4.1.3 Women and Western Medicines in India and Elsewhere
2.4.1.4 Women Doctors in History: Journey from Midwifery to Gynecology
2.4.1.5 Women Workers in Unorganized Sectors and Health

Unit 2: Women: Environment, Science and Technology

2.4.2.1 Women and the 'Unfamiliar Domain' of Science
2.4.2.2 Women in Science and Technology
2.4.2.3 Androcentricity in Science and Technology
2.4.2.4 Women and Environment – Nature as Feminine Principle – Rural and Urban Environment – Sustainable Environment and Impact on Women
2.4.2.5 Management of Natural Resources – Sustainable Environment and Impact on Women

WS 205: FEMINIST PHILOSOPHY (Core Paper)
    Unit-1: Feminist Philosophy

2.5.1.1 Basics of Feminist Philosophy
2.5.1.2 Feminist Ontology/Metaphysics
2.5.1.3 Feminist Philosophy of Science
2.5.1.4 Feminist Philosophy of Language and Communication
2.5.1.5 Feminist Aesthetics

Unit-2: Some Issues in Feminist Philosophy

2.5.2.1 Critique of Rationality
2.5.2.2 Self and the Other
2.5.2.3 Moral Agency and Feminist Ethics
2.5.2.4 Human Rights
2.5.2.5 War and Peace

THIRD SEMESTER

WS 301: WOMEN AND LAW IN INDIA [Core Course]
    Unit 1: Constitutional and Legal Provisions for Women

3.1.1.1 UN Rights of Women :CEDAW
3.1.1.2 Women's Rights in India-- Fundamental Rights, Duties and Directive Principles of State Policy: Protection of Rights of Women: Rights of Internally Displaced Women; Rights of Property, including Tribal Women
3.1.1.3 Major Crimes under Indian Penal Code: Rape, Kidnapping, Homicide for Dowry, Sexual Harassment, Cruelty: both Physical and Mental, Molestation, Importation of Girls upto the Age of 21 Yrs.
3.1.1.4 Key legislations for women: Sexual Harassment of Women at Workplace (Protection, Prohibition And Redressal) Act, 2013; Protection of Women from Domestic Violence Act,

3.3A.1.3. In the Public Sphere: Abuse of Children: Rape and Molestation; Sexual Harassment and Intimidation at Workplace: The Organized and Unorganized Sectors. Trafficking and Prostitution as Extensions of Violence

3.3A.1.4. Violence Perpetrated by the State: Examples from Different Countries

3.3A.1.5. Racial and Ideological Violence against Women

Unit II: Gender and Cultural Resistance
3.3A.2.1. Popular Culture, Gender and Sexuality
3.3A.2.2. HIV/AIDS Activism, Reproductive Rights Movements, Domestic Violence
3.3A.2.3. Community/ Family Dignity, Cultural Identity and Women's Rights
3.3A.2.4. Culture, Politics and Resistance
3.3A.2.5. Social and Legal Challenges for Survivors – Restorative Justice

WS 303B: GENDER AND GOVERNANCE [Major Elective]

Unit-1: Locating Gender in Governance Discourse: Global Perspective
3.3B.1.1. Evolutionary Process of Governance, Features of Good Governance
3.3B.1.2. Linking Gender with Governance
3.3B.1.3. Gender Gap and the Role of the United Nations in Gender mainstreaming
3.3B.1.4. Gender Inequalities in Government— Representation and Policy Making
3.3B.1.5. Women's Participation and Inclusive Governance

Unit 2: Gender and Governance: Indian Perspective
3.3B.2.1. Gender Sensitive Planning in India
3.3B.2.2. Gender-sensitive Reforms in India— Reservations, Quota Systems
3.3B.2.3. Gender Equity, Inclusivity and Governance in India
3.3B.2.4. Decentralized Governance and Women Empowerment in India
3.3B.2.5. Major Women Empowerment Schemes in India

WS 304A: INTERSECTIONAL FEMINISM [Major Elective]
Unit-1: **Intersectionality: A New Experience**
3.4A.1.1. Meaning and Historical Background of Intersectionality
3.4A.1.2. Marxist Feminist Critical Theory
3.4A.1.3. Interlocking mattrix of Oppressions
3.4A.1.4. Resisting Multi-faceted Oppressions
3.4A.1.5. Transnational Intersectionality
Unit-2: **Intersectionality and Masculism**
3.4A.2.1. Meaning and History of Masculism
3.4A.2.2. Balancing Gender Studies
3.4A.2.3. Violence and Oppressions against Men
3.4A.2.4. Integrating all sorts of Violence: A General Theory of Oppression
3.4A.2.5. Backlashing/ Straining Feminism?

WS 304B: DISCOURSES ON MARGINALIZED AND *DALIT* WOMEN [Major Elective]
Unit 1: Law, Justice and Democratic Rights
3.4B.1.1. Social Hierarchy and Social Prejudices and Exploitation
3.4B.1.2. Human Rights of the Marginalized and Dalit Women
3.4B.1.3. Mechanisms for the Protection of the Rights of Disadvantaged Women
3.4B.1.4. Affirmative Action / Protective Discrimination
3.4B.1.5. Special Developmental Schemes/ Policies related to Dalit/ Marginalized Women

Unit 2: Socio-Political Movements: Marginalized and *Dalit* Women
3.4B.2.1. Ideologies of Gandhi, Phule, Periyar, Ambedkar, and Lohiain Theorizing Dalit Politics
3.4B.2.2. Dalit Women's Movement in India: Dalit MahilaSamity– Historical and Political Context
3.4B.2.3. Land Rights and Forms of Resistance of the Dalit Women
3.4B.2.4. New Social Movement and the Marginalized and *Dalit* Women
3.4B.2.5. Development of Political Consciousness and Electoral Mobilization of Dalit Women now

WS 305 A: BASICS OF WOMEN'S STUDIES AND FEMINISM [Interdisciplinary Elective]
Unit-I: Introducing Women Studies
3.5.1.1. Women Studies as Academic Discipline–Scope, Rationale and History of its Evolution

4.3A.1.2. The Body Politics, Social Construction and Gender

4.3A.1.3. Commodification of Female Body

4.3A.1.4. Race, Ethnicity and Class Dimensions of the Body Politics

4.3A.1.5. Bodies without Fixed Gender and their Social Construction

Unit 2: Living the Female Body

4.3A.2.1. Becoming a Woman: Social Construction of Women's Bodies and Sexuality

4.3A.2.2. Body Image, Self-Presentation and Search for Identity within Society

4.3A.2.3. Sexual Objectification of Women Bodies

4.3A.2.4. The Social Meaning of Bleeding: From Menarche to Menopause

4.3A.2.5. Feminist Perspectives on Motherhood

WS 403B GENDER ROLES AND PSYCHOLOGY [Major Elective]

Unit 1: Psychology of Gender Roles and Sex-Difference

4.3B.1.1. Conceptualization of Gender Roles and Gender Role Attitudes

4.3B.1.2. Gender: Aggression, Achievement, Communication, Friendship and Romantic Relationships

4.3B.1.3. Sex Differences in Mental Health.

4.3B.1.4. Women and Distress

4.3B.1.5. Trauma relating to Rape, Sexual Abuse, Domestic Violence, etc.

Unit-2: Counseling and Guidance Skills

4.3B.2.1. Gender Counselling/Feminist Therapy

4.3B.2.2. Essential Elements and Process of Counselling

4.3B.2.3. Introduction to Communication: Attending Skill, Listening Skills: Barriers to Listening; Responding Skills

4.3B.2.4. Values and Ethics in Counselling

4.3B.2.5. Counselling Women in Distress

WS 404A: WOMEN AND ECOLOGY [Major Elective]

Unit-1: Discovering the Feminist Principle

4.4A.1.1. Different Approaches to Environmental Crisis

4.4A.1.2. Patriarchy & Environment

4.4A.1.3. Feminist Environmentalism

4.4A.1.4. Eco-Feminism

4.4A.1.5. Sustainable Development

Unit-2: Feminist Environmentalism in India

4.4A.2.1. Resources, Livelihoods & Conflicts

4.4A.2.2. Forest &Water Resources: Contesting Claims

4.4A.2.3. Chipko, Appaiko, Narmada Banchao movements

4.4A.2.4. Issues in Vedant, Posco, Uttarakhand, Silent Valley projects

4.4A.2.5. Biodiversity and New Forest Laws

WS 404B: GENDER AND POVERTY [Major Elective]

Unit-I: Conceptualizing Gender Dimensions of Poverty

4.4B.1.1 Understanding Poverty from a Gender Perspective

4.4B.1.2 Feminization of Poverty

4.4B.1.3 Women and Sustainable Development Goals: No Poverty and Zero Hunger

4.4B.1.4 Gender Inequality and Human Development Report

4.4B.1.5 Poverty and Social Exclusion of Women

Unit II: Gender-based Strategies and Policies of Poverty Reduction in India

4.4B.2.1.Public Policies in India on poverty eradication with a gender Perspective: Scope and Challenges

4.4B.2.2 Policies integrating Poverty and Gender into Health Programme

4.4B.2. 3 Education, Poverty and Gender: Experiences in Policies

4.4B.2.4 Gender Budgeting in India

4.4B.2.5 Pandemic, Women's Poverty and Government Responses

WS 405 PROJECT [Core Course]

[50 Marks (40 Written +10 *Viva Voce*): Any Woman's Issue]

Syllabus

MA in Sociology

DEPARTMENT OF SOCIOLOGY

THE UNIVERSITY OF BURDWAN

NEW COMPOSITE BUILDING, GOLAPBAG,

RAJBATI, BURDWAN 713104,

WEST BENGAL, INDIA

2020

(TO BE INTRODUCED FROM THE SESSION 2020-21)

COURSE OUTLINE

Course No	Course Type	Course Title	Marks	Credit	Credit Distribution (L, T & P)		
		First Semester					
SOC- 101	Core	Sociological Thought I	50	5	4	1	0
SOC- 102	Core	Society and Culture in India	50	5	4	1	0
SOC - 103	Core	Gender and Sexuality	50	5	4	1	0
SOC - 104	Core	Sociology of Development	50	5	4	1	0
SOC - 105	Core	Social Research: Philosophy, Design & Ethics	50	5	3	1	1
		Total Credit	(250)	25	19	5	1
		Second Semester					
Course No	Course Type	Course Title	Marks	Credit	Credit Distribution		
SOC- 201	Core	Sociological Thought II	50	5	4	1	0
SOC- 202	Core	Functionalist, Structuralist and Interpretative Sociology/Anthropology	50	5	4	1	0
SOC- 203	Core	Social Movements	50	5	3	1	0
SOC- 204	Core	Sociology of Work and Occupation	50	5	4	1	0
SOC- 205	Core	Qualitative and Quantitative Research: Data Management	50	5	4	1	0
		Total Credit	(250)	25	19	5	0
		Third Semester					
Course No	Course Type	Course Title	Marks	Credit	Credit Distribution		
SOC- 301	Core	Critical Theory and Neo-Marxism	50	5	4	1	0
SOC- 302	Core	Sociology and Social Anthropology in India	50	5	4	1	0
SOC- 303A	Major Elective	Environmental Sociology	50	5	4	1	0
SOC- 303B	Major Elective	Political Sociology	50	5	4	1	0
SOC- 304A	Major Elective	Cultural Studies and Everyday Life	50	5	4	1	0
SOC- 304B	Major Elective	Sociology of Medicine and Health	50	5	4	1	0
SOC- 305A	Minor Elective	Sociology of Culture	50	4	3	1	0

SOC- 305B	Minor Elective	Sociology of Social Exclusion	50	4	3	1	0
		Total Credit	(250)	24	20	4	0
		Fourth Semester					
Course No	Course Type	Course Title	Marks	Credit	Credit Distribution		
SOC- 400	Compulsory	Community Engagement Course	20	2	1	1	0
SOC- 401	Core	Postmodern, Postcolonial and Structuration Theories	50	5	4	1	0
SOC- 402	Core	Sociology of Globalisation, Modernity and Post-modernity	50	5	4	1	0
SOC- 403A	Major Elective	Rural and Urban Sociology	50	5	4	1	0
SOC- 403B	Major Elective	Science, Technology And Society	50	5	4	1	0
SOC- 404A	Major Elective	Social Work and NGO Management	50	5	4	1	0
SOC- 404B	Major Elective	Society, Culture and Counselling	50	5	4	1	0
SOC- 405	Core	Project Work DISSERTATION	50	5	0	2	8
		Total Credit	(270)	27			
		All Total Credit	1020	101			

Gender and Sexuality

(Total Credit: 5, Total classes: 60 Minimum)

1. Sex-gender system, Gender & Sexuality, Socio-biology, Social Construction of Gender Roles, Performing Gender, Theories of Gender Relations: Liberal, Radical, Socialist, Multi-Cultural and Post-Modernist.
2. Sexual politics in the domestic sphere; Gender, Economy & Work.
3. Gender & Polity: Women's Movement.
4. Gender and State; Gender-based Violence and its impact on health.
5. Gender & Media: Politics of Representation.
6. Women and Empowerment: Perspectives of Women Empowerment, Strategic approaches for Women Empowerment.

Course-Specific Outcome of SOC-103: Gender and Sexuality

Explores gender identities and societal expectations.

Examines theories on patriarchy, feminism, and queer studies.

Studies historical and contemporary movements for gender rights.

COURSE SOC- 104

Sociology of Development

(Total Credit: 5, Total classes: 60 Minimum)

1. Concept of Development-Changing Paradigms of Development- Indicators of Development: Social, Cultural, Political-Problems of Development
2. Major Western Theories of Underdevelopment and Development -Poverty Trap Model -Poor Economics -Marx and neo-Marxism (Dependency Theory) -Economic Growth Theory - Modernization Theory -Liberalism and Neo-Liberalism- Sustainable Development.
3. Indian Approaches to Development -Development and Capability - Development with Dignity-Planned Development -Development and Violence
4. Gender and Development: Feminist Approaches
5. Globalization and Development
6. Governance and Development - Politics of Development in India

Course-Specific Outcome of SOC-104: Sociology of Development

Critically evaluates developmental theories, including modernization and dependency theory.

Analyzes socioeconomic disparities and policy impacts.

Explores sustainable development and its sociological implications.

COURSE SOC- 105

Social Research: Philosophy, Design & Ethics

(Total Credit: 5, Total classes: 60 Minimum)

1. Philosophy of Science; Social Science Research: Epistemological and Ontological Considerations; Philosophy of Research; Positivism; Interpretivism & Hermeneutics; Ethnomethodology; Feminist views on Research Methodology; Postmodernity and research; Objectivity and Reflexivity in Social Science
2. Fact, Concept and Theory; Deductive and Inductive Method, Grounded Theory Research
3. Qualitative Research and Quantitative Research: Comparison, Integration
4. Hypotheses, Research Questions, Objectives; Research Designs, Historical Method; Levels of Measurement and scaling technique; Causality, Validity and Reliability, Sampling: Logic and applications
5. Study of everyday life; Participatory research Appraisal, Action Research
6. Ethical aspects of Social Research, Research and Politics
7. Writing Research Report; Referencing & Bibliography, and Writing a Project Proposal.

Course-Specific Outcome of SOC-105: Social Research: Philosophy, Design & Ethics

Provides foundational knowledge in research methodologies.

Examines ethical concerns in sociological inquiry.

Develops ability to design academic and applied research projects.

Course-Specific Outcome of SOC-301: Critical Theory and Neo-Marxism

Examines Marxist critiques of capitalism and social inequality.

Introduces thinkers like Gramsci, Althusser, and Frankfurt School theorists.

Applies critical theory to modern societal structures.

COURSE SOC- 302

Sociology and Social Anthropology in India

(Total Credit 5; Total Classes: 60 Minimum)

1. Growth of Sociology and Social Anthropology in India, Methods and Perspectives in Indian Sociology.
2. G.S. Ghurye & Radhakamal Mukerjee
3. D.P. Mukerji & A. R. Desai
4. N.K. Bose & Surajit Sinha
5. M.N. Srinivas and Irawati Karve
6. B.R. Ambedkar

Course-Specific Outcome of SOC-302: Sociology and Social Anthropology in India

Focuses on Indian anthropological traditions.

Examines tribal societies, kinship structures, and indigenous knowledge systems.

Studies rural and urban transformations.

COURSE SOC- 303A (MAJOR ELECTIVE)

Environmental Sociology

(Total Credit – 5; Total Classes: 60 Minimum)

1. Concerns of Environmental Sociology; Nature, Scope and Approaches
2. Society and Ecology; Nature, Forms and Changes - Technological Change, Agriculture and Biodiversity
3. Gender and Environment
4. Environmental Degradation; Pollution, Health, Water and Food Security; Forest and Forest dwellers; Coastal Environment and Marine life

5. Sustainable Development: Sustainability and Culture; Conservation: Community-based Conservation, Common Property Resources; Indigenous Knowledge Systems and Ethno-Medicine; Disasters and Community Responses

6. Climate Change and International Policies; North-South Debate: Issues, Responses and Action/ Policy, Environmentalism, Environmental Movements in India and other parts of the world, New Environmental Movement: Issues, Ideologies, and Methods

Course-Specific Outcome of SOC-303A: Environmental Sociology

Investigates human-nature interactions and ecological degradation.

Studies environmental justice movements.

Explores policy implications for sustainability.

COURSE SOC- 303B (MAJOR ELECTIVE)
Political Sociology

(Total Credit – 5; Total Classes: 60 Minimum)

1. Approaches to the study of Politics.
2. Political power, authority and social stratification.
3. Major political ideologies: nationalism, liberalism, radicalism, socialism, multiculturalism. AB
4. Grassroots democracy and progressive social change in India.
5. The role of the state in Contemporary India.
6. Major political issues in contemporary India: caste, regionalism, corruption, communal violence, terrorism.

Course-Specific Outcome of SOC-303B: Political Sociology

Examines the relationship between society and state.

Explores power structures, governance, and political participation.

Studies nationalism, democracy, and authoritarianism.

Study the historical evolution and contemporary growth of cities, with a focus on the Indian context.

Understand the relationship between industry, services, urban planning, and socio-political issues such as smart cities, urban movements, and violence.

COURSE SOC- 403B

Society in the Intersects of Science and Technology

(Total Credit – 5; Total Classes: 60 Minimum)

1. Introduction to Science & Technology; Science & Technology & its key issues.
2. Gender & Technology: Consideration on theoretical viewpoints and major issues.
3. Science and technology and their relevance in social change and development: ICT and social change; digital divide and their position in social movement and human rights; technology policies: concerns and magnitude including R & D and modernism.
4. Development & Sociology of Science and Technology in Indian Context: A Historical Trajectory.
5. Culture in India, China & Europe & tits connect with Science & Technology.
6. Science & Technology vis-a-vis Social Marginalization: Indian Context.

Course-Specific Outcome of SOC-403B: Society in the Intersects of Science and Technology

Understand the basic concepts and key issues related to science and technology in society.

Analyze gendered perspectives on technology through theoretical frameworks and real-world issues.

Explore the role of science and technology in driving social change, development, and movements, with emphasis on ICT, digital divide, and human rights.

Trace the historical development and sociological dimensions of science and technology in the Indian context.

Compare cultural attitudes towards science and technology in India, China, and Europe.

Examine how science and technology intersect with social marginalization in the Indian context.