GOUR MAHAVIDYALAYA

Dr. Ashim Kumar Sarkar Principal principalgourcollege@gmail.com



P.O.: Mangalbari, Dist.: Malda. Pin-732142 Phone : 03512 - 260547; Fax 03512-260547 E-mail..gour maha@yahoo.co.in www.gourmaha.org

1.3 - Curriculum Enrichment

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

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		EDITED BY NAAC (2"	Cycle) B+
Dr. A.K. SARKAR (MA.M. 722142 (W.B.)	A.Phil, P.hd)		P.O Mangalbari, Dist. : Malda. Pin-
PRINCIPAL principal principal princi	2200		Phone 03512-260547, Fax 03512-260547 E-mail 000r_maha@vahoo.co.it Website: www.gournaha.Org
	1.3 Currie	ulum Enrichm	ent
1.3.1. Institution			ssues relevant to
		Contraction of the second s	es, Environment and
			es, Environment and
Sustainability in	to the Curri	culum:	
	CE	CS: 2019-2%	
SUBJECT	SEMESTER	and the second design of the s	TOPIC IN THE CURRICULUM
		CODE	
ALL HONOURS AND GENERAL	1	104AECIENVS	ENVIRONMENTAL SCIENCE
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	1	DSE-7	CONTEMPORARY ISSUES IN
		ear and the same	INDIAN EDUCATION-WOMEN
			EDUCATION
EDUCATION	III	GE-3	ENVIRONMENTAL EDUCATION
GEOGRAPHY	VI	SEC-2	CLIMATE CHANGE
GEOGRAPHY	VI	GE-2A	CLIMATOLOGY,SOIL, BIO-
			GEOGRAPHY
HISTORY	IV	DC-9	WOMEN: CHANGING POSITION
LICTORY.			AND ATTITUTED
HISTORY	VI	DSE-3-B	GENDER AND EDUCATION
POLITICAL Science	VI	PL:SH: DSE:3B	INDIAN POLITICAL THOUGHT
POLITICAL	IV	DC-8	WOMEN, POWER AND POLITICS
ANSKRIT	IV	401SANH-C-8	SELF MANAGEMENT IN THE
	1		GITA
OCIOLOGY	1	DC-I	INTRODUCTION TO SOCIOLOGY
			VALUES
OCIOLOGY	1	DC-2	FOUNDATION OF SOCIAL
			FOUNDATION OF SOCIAL

Mangalbari, Malda.

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BOS of History, University of Gaur Banga, Malda, has prepared Response: curriculum, and various crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability are highlighted in the syllabus by the Department of History:

CBCS-	Paper	Unit	Торіс
Semester			
I-	DC-I-Pre-History to	VI- Material and	Unit-Vi-Jainism
Ethics,Human	6 th Century B.C.	Ideological background	and Buddhism-
Values			Non- Violence
I-	DC-II- 6 th Century	Unit-I- Maurya Empire	Unit-I-Asoka's
Ethics,Human	B.C-Gupta Period		Dhamma
Values			
IV-	DC-9-History of	Unit-II-Cultural	C- Ramkrishna
Ethics,Human	India From 1818 to	Changes,Social and	Mission
Values	1885	Religious Reforms	
		Movements	
DC-10-	DC-10-History of	Unit-I- Indian	C- Gandhian
Ethics,Human	India-1885-1950	Nationalism	Ideology-
Values			Satyagraha,Non-
			Violence
Semester-V-	DC-II- Rise of the	Unit-I-Renaissance	Unit-I-Humanism
Human	Modern West		
Values			

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Dr.S.Biswas

Dr.P.K.Kundu

Associate Professor

Associate Professor

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Allim Kuman Sankan OUR MAHAVIDYALAYA

Dr.Ashim Kumar Sarkar

Principal

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CBCS-Paper Unit Topic Semester I-Gender DC-I-Pre-History to Unit-V-Society with Unit-V-b. position 6th Century B.(special reference to Varna of Women Honours) History of system and position of from Pre-Women India History to Post-Maurya(General) Unit-II- Changing Position IV-DC-9-History of India Unit-II-Changing Gender From 1818 to 1885 of Women and attitudes Position of Women and attitudes V-DSE-I-India after Unit-III-Economy, Society Unit-III-The Gender Independence and Culture Women's Question VI-DSE-3-Gender Unit-I-Basic Concepts and Unit-II-Emergence and Gender Education Theories of Women Studies India, Unit-IIIin Gender and Social History, Unit-IV-Gender, Law and Politics 111-Unit-VI-Cultural Unit-i-Women-DSE-2-History of General from Changes, Social **Changing Position** India 1760 and Religious and attitudes to1857 Reforms **Movements**

Allin Kuman Saskan OOUR MAHAVIDYALAYA

Dr.S.Biswas

Dr.P.K.Kundu

Dr.Ashim Kumar Sarkar

Associate Professor

Associate Professor

Principal

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CBCS-	Paper	Unit	Торіс
Semester			
I-	DC-I-Pre-History to 6 th	I-Geographical	Unit-I-
Environment	Century B.C.(Honours	background	Environment
and	and General)		
Sustainability			
V-	DC-5-1200A.D.to 1526	Unit-I-Society and	Unit-i-
Environment	A.D	Economy of North	Environmental
and	Socio,cultural,Economic	India	Context
Sustainability	History of India		
V-	DC-7-1526 A.D.to	Unit-I-Rural Economy	Unit-i-
Environment	1707A.D	and Society	Environmental
and	Socio, cultural, Economic		Context
Sustainability	History of India		
-	DSE-2-History of India	Unit-IV- Rural	Unit-b Climatic
Environment	from 1760 to1857	Economy and Society-	Changes
and			
Sustainability			

Dr.S.Biswas

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Dr.P.K.Kundu

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Dr.Ashim Kumar Sarkar Principal

Associate Professor

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Associate Professor

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Seminar-Gender

Class on Position of Women

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Dr.S.Biswas

Dr.P.K.Kundu

Associate Professor

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Dr.Ashim Kumar Sarkar

Principal

Skill En	hancement Course
SEC-I	Understanding Indian Heritage
SEC-2	
	UG CBCS Syllabus (History Honours)
	Discipline Core
	Semester 1
	DC-1 Pre-history to 6th Century BC India
. Unit L	Geographical Background
V	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
	 Palaeolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.
	 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 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 & Makavarata,
	b. 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.
1/	b. Jainism, Buddhism, Ajivikas and other systems.
Ľ	 c. Expansion of settlements and urbanization. d. Social structure.
Unit VII:	Mahajanapadas to Empire
The seal of	a. Sixteen Mahajahapadas, Growth of Magadhan imperialism.
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CBCS-SEMESTER-I- DC-I—UNIT-I-ENVIRONMENT; UNIT-V- POSITION OF WOMEN-VEDIC PERIOD.

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Dr.Ashim Kumar Sarkar

Dr .S.Biswas

Dr.P.K.Kundu

and an energence of the Russian Federation; the 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** Unit L. Basic Concepts & Theories: -Defining Gender, -Patriarchy :Ideology & Practice -Relationship between Gender, Caste, Class, Religion & Politics Unit II. Emergence of Women Studies in India Gender & Social History: -Family & Marriage -Women's Question in the 19th century -Unit III. Women'Movement in Colonial & Post Colonial in India Gender, Law & Politics: -Political participation -Violence against women & Preventive Unit IV. Laws. Gender, Development & Culture: - Issues of labour & Health - Access to resources -Gender audit

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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.

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Sundu

Dr .S.Biswas

Dr.P.K.Kundu

Associate Professor

ANCin Kuman Sarran Principal OUR MAHAVIDYALAYA

Dr.Ashim Kumar Sarkar

Principal

Associate Professor

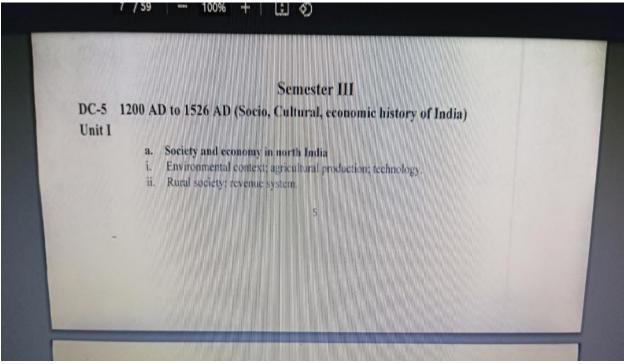
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	g. Changing rural landscape and environment; the issues concerning 'forestry'. And an
	environment view of rural change.
	h. The tribal dimension: the changing economy and society of the tribal world. Popular resistance to the British rule The Chuars. 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.
	b. 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
	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.

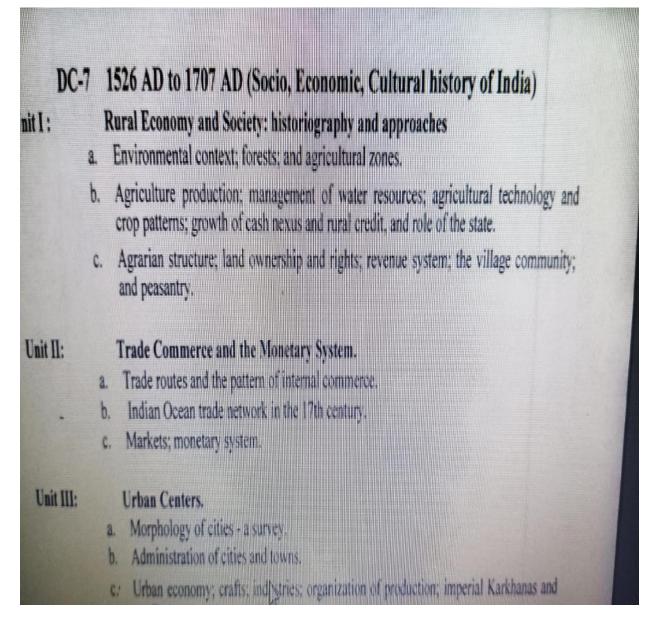


CBCS: SEMESTER-III- DC-5-1200 AD to 1526 AD-SOCIO,CULTURAL,ECONOMIC HISTORY OF INDIA:UNIT-Ia.SOCIETY AND ECONOMY OF NORTH INDIA-ENVIRONMENTAL CONTEXT.

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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.

Shill Enh	ancement Course
SEC-1	Understanding Indian Heritage
SEC-2	Project
	UG CBCS Syllabus (History Honours)
	Discipline Core
	Semester I
	DC-1 Pre-history to 6 th Century BC India
Unit	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 elimatic
	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.
	 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
-	urban decline and the late Harappan cultures. e. Neolithie -Chalcolithie cultures in non-Harappan India.
Unit V:	Background to the emergence of early historic India
	a. The Aryans, the Apyen problem, original homeland. Spread of the Aryans & Epics -
	Kamayana & Mahavarata.
	 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:	
Cun VI:	a Material and ideological background.
. /	b. Jainism, Buddhism, Ajivikas and other systems.
V	c./ Expansion of settlements and urbanization.
\smile	d. Social structure.
Unit VII:	Mahajanapadas to Empire
	a. Sixteen Mahajahapadas, Growth of Magadhan imperialism.
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CBCS: SEMESTER-I- DC-I-UNIT-VI- IDEOLOGY OF BUDDHISM, JAINISM- VALUES, ETHICS.

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Unit III	Revolt of 1857.
	a. Causes of the revolt
	b Causes of failure of the revolt
1000	c. Result of the revolt
0.0000000000000000000000000000000000000	d. Historical Controversy on 1857.
100	conductorsy 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
	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
-	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.
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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
	DC-3 Post-Gupta to 1200 AD
Unit I	
-	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 :-
	 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.
	III. 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:-
	 Literature - rise and growth of regional languages. Art, architecture, painting, sculpture, arts; and crafts.
	iii. Schools of philosophy: and religious cults.
	iv. Science and technology.
	DC-4 History of India- 1200 AD to 1526 AD (Political)

CBCS-SEMESTER-II-DC-3- POST GUPTA to1200AD:d.IV-SCIENCE AND TECHNOLOGY.

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VALUES, ETHICS -SEMINAR



ENVIRONMENT ENRICHMENTENRICHMENT

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Dr.S.Biswas

Associate Professor

Dr.P.K.Kundu

Associate Professor

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CROSS CUTTING ISSUES: ACTION TAKEN REPORT

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Dr.Pulak Kumar Kundu, Associate Professor in History, has completed the following parts of syllabus:

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CBCS-	Paper	Unit	Торіс
Semester			
I-	DC-I-Pre-History to 6 th	I-Geographical	Unit-I-
Environment	Century B.C.(Honours	background	Environment
and	and General)		
Sustainability			
V-	DC-5-1200A.D.to 1526	Unit-I-Society and	Unit-i-
Environment	A.D	Economy of North	Environmental
and	Socio,cultural,Economic	India	Context
Sustainability	History of India		
V-	DC-7-1526 A.D.to	Unit-I-Rural Economy	Unit-i-
Environment	1707A.D	and Society	Environmental
and	Socio,cultural,Economic		Context
Sustainability	History of India		
-	DSE-2-History of India	Unit-IV- Rural	Unit-b Climatic
Environment	from 1760 to1857	Economy and Society-	Changes
and			_
Sustainability			

Dr.Pulak Kumar Kundu, Associate Professor in History, has taken class on " Position of Women in the Rigvedic Period and Changing position and attitudes in the later Vedic period.(Semester-I-DC-I-Honours).

Dr.K.M.Mandal,SACT, has taken class on " Position of Women in the Rigvedic Period and Changing position and attitudes in the later Vedic period.(Semester-I-DC-I-General).

Dr. Supriya Biswas, Associate Professor in History, has taken class on " Changing position of Women and attitudes in between 1885-1950".(Semester-I-DC-9-Honours).Dr.Biswas has completed the following parts of syllabus:

V-	DSE-I-India	after	Unit-III-Economy,Society	Unit-III-The
Gender	Independence		and Culture	Women's
				Question
VI-	DSE-3-Gender	and	Unit-I-Basic Concepts and	Unit-II-Emergence
Gender	Education		Theories	of Women Studies
				in India,Unit-III-
				Gender and Social
				History,Unit-IV-
				Gender, Law and
				Politics
-	DSE-2-History	of	Unit-VI-Cultural	Unit-i-Women-
General	India from	1760	Changes,Social and	Changing Position
	to1857		Religious Reforms	and attitudes
			Movements	

Dr.P.K.Kundu, Associate Professor in History, Sayanti Pandey, SACT, Arunima Ghosh, SACT,K.M.Mandal, Sact, Dr.S.Biswas, Associate Professor, have completed the following parts of syllabus:

CBCS-	Paper	Unit	Торіс
Semester			
I-	DC-I-Pre-History to	VI- Material and	Unit-Vi-Jainism
Ethics,Human	6 th Century B.C.	Ideological background	and Buddhism-
Values			Non- Violence-
			Arunima
			Ghosh,SACT.
I-	DC-II- 6 th Century	Unit-I- Maurya Empire	Unit-I-Asoka's
Ethics,Human	B.C-Gupta Period		Dhamma-
Values			Dr.S.Biswas,
			Associate
			Professor
IV-	DC-9-History of	Unit-II-Cultural	C- Ramkrishna
Ethics,Human	India From 1818 to	Changes,Social and	Mission-
Values	1885	Religious Reforms	K.M.Mandal-SACT
		Movements	
DC-10-	DC-10-History of	Unit-I- Indian	C- Gandhian

Ethics,Human	India-1885-1950	Nationalism	Ideology-
Values			Satyagraha,Non-
			Violence-Arunima
			Ghosh,SACT
Semester-V-	DC-II- Rise of the	Unit-I-Renaissance	Unit-I-Humanism-
Human	Modern West		P.K.Kundu,
Values			Associate
			Professor



DC-II- Rise of the Modern West

Class: Unit-I-Humanism-

P.K.Kundu, Associate Professor

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0670 Maslima Whatun	K A K L A MANK	LL L L L L L L L L L L
1672 Susmita Chosh		
0683 Samima Yearsmin		ALL THE LE
1684 Pridha sachar		40 40 2 22 44
0687 Uzineala Mandad	LALLAX	
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0727 Koushik Debnath		LLA E LALL
0730 Sajal Murmu	AL ALIAA	LE FEL A E LA
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Dr.P.K.Kundu

Dr .S.Biswas

Associate Professor

Associate Professor

Principal OOUR MAHAVIDYALAYA Mangalbari, Malda.

Allim Kuman Saskan

Dr.Ashim Kumar Sarkar

Principal

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Indian Culture and Values:17.08.2019

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Dist.: Malda. Pin-73214 0547; Fax 03512-260547

OBJECTIVE: The basic object of the College Level Workshop on "Indian Culture and Values" is to bring together academicians and experts from neighbouring University to exchange knowledge about the main themes and values of Indian Culture from academic as well as research institutions.

Workshop:Dr.Samir Kumar Mandal, Professor of Raiganj University, Dinajpur, Pointed out," India is a land of religious and cultural diversity. There are four major religions practised in India-Hinduism, Sikhism, Islam, and Christianity. There are also many smaller religions and sects within these four major religions. This diversity is reflective of the vastness and history of India. India has been home to some of the world's great civilizations, including the Indus Valley civilization, the Vedic period, and the Mughal Empire. India is also a land of great philosophers and thinkers, such as Gandhi, Buddha, and Shankara. The religious and cultural values of India are reflective of this diversity. Indian culture is based on respect for elders, family unity, honesty, and hard work. Indian values also emphasize education, both formal and informal. India is a land of great opportunity, and its citizens are known for their entrepreneurial spirit. The religious and cultural values of India provide a rich tapestry for the country's citizens to enjoy. These values help to make India a unique and special place in the world. India is a land of great religious and cultural diversity. There is no one dominant religion or culture in India. Rather, there is a rich tapestry of different faiths and traditions that have coexisted for centuries. India is a land of great religious tolerance, where people of different faiths can live and worship side by side. The religious and cultural values of India are an important part of what makes this country so special".

Outcome: The Workshop entitled "Indian Culture and Values" has provided a chance to interact with experts from the specific field. We think Students learnt about the main features of Indian Culture and values.

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Workshop:Dr.Taraknath Adhikari,Professor, Sanskrit, Rabindra Bharati University, ponted out," We believe in unity in diversity. There are four major religions practised in India-Hinduism,Sikhism, Islam, and Christianity. The religious and cultural values of India are reflective of this diversity. Indian culture is based on respect for elders, family unity, honesty, and hard work. Indian values also emphasize education, both formal and informal. India is a land of great opportunity, and its citizens are known for their entrepreneurial spirit. India is a land of great religious tolerance, where people of different faiths can live and worship side by side. Indian culture exhibits tolerance, respect and social harmony".

Outcome: Students and Teachers learnt the core values , and ethics of India.

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Dr .S.Biswas

Dr.P.K.Kundu

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Outcome: Topics in syllabus(CBCS) of all semesters tally with the various crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.As society faces new challenges of environmental pollution,Gender violence, and degradation of moral and professional ethics, values, the syllabus helps students to understand the importance and inculcate such values of ethics, respect to women, communal harmony, respect to others, and need of environmental enrichment. Teachers have been trying to sensitize students about our Indian Professional Ethics, values of tolerance, honesty, Gender issues, Human Values, Environmental enrichment and Sustainability through a continuous dialogue between past and present. The authority also organised seminars on Indian Culture and Values, Environmental enrichment. This helps in fostering the sense of national integration and communal harmony.

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Dr.S.Biswas Associate Professor

Dr.P.K.Kundu Associate Professor Gour mahavidyalaya,Malda Gour Mahavidyalaya,Malda **Dr.Ashim Kumar Sarkar Principal**