

ESTD : 1966



KIDDERPORE COLLEGE

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2 & 3, PITAMBER SIRCAR LANE, KIDDERPORE

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Department of Bengali

(Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum)

Professional Ethics

Introduction – The Bengali department of Kidderpore college module seek to motivate students to take responsibility and teach them the discipline of language and literature, compressing moral values, social responsibility, cultural essence which are the principle of professional ethics to make them to behave sensibly in bigger life. The Bengali Department strives to inculcate professional ethics in its students, which will help them in their future life.

| Name of the chapter | Writer | Semester | CC/GE |
|---|------------------------|------------|-----------------------|
| Mudran o prakashana CONTENT Journalism, content writing, book binding, book publication, script writing and acting `. | University of Calcutta | Semester 3 | SEC A-3-1,2& SECA-4-1 |



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| Name of the chapter | Writer | Semester | CC/GE |
|--|---------------------------|------------|----------|
| Byaboharik Bangla o sahitya gabeshanar padhyati, bigyan CONTENT research skill development program. | University of Calcutta | Semester 4 | SEC B4-1 |

Introduction – Literature is also a bigger part of teaching of gender sensitivity and encouragement of behaviour modification through rising awareness of gentle equality concerns. Bengali literature has also done so many things and still now engaged into address the issue of gender equality.

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Gender Equality /sensitization

| Name of the chapter | Writer | Sem | CC/GE |
|--|--|------------|--------|
| Kapalkundala CONTENT Portrayed to break the traditional gender issues | Bankim Chandra Chattopadhyay | Semester 2 | CC4 |
| Stree jatir abanati CONTENT Portrayed to break the traditional gender issues of women education and empowerment) | Begam Rokeya Sakhawat Hossain | Semester 1 | AECC |
| Yoga`yog (NOVEL) Dena pawna CONTENT Explicitly describes gender inequality and also human values of 19 th century of Bengal. | Rabindranath Tagore. Sharat Chandra Chattopadhyaya | Semester 3 | CC-3-7 |



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Human Values

Introduction – Human values make us human in real. Curriculum of Bengali discipline inculcate the human values through teaching learning process.

| Name of the chapter | Writer | Sem | CC/GE |
|--|------------------|------------|-----------|
| Sob loke koy lalon ki jaat | Lalan Fakir | Semester 2 | CC 4 |
| Neeldarpan | Dinabandhu Mitra | Semester 2 | CC 4 |
| Banglar samaj o sanskritir itihās CONTENT History of socio economics and cultural scenario of Bengal from 1200A.D to present time. | Many writers | Semester 5 | DSE-A-5-1 |
| Aranyer Adhikar | Mahasweta Debi | Semester 3 | CC 7 |



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Environment and Sustainability

Introduction – Bengali curriculum is designed in such a way that it gives importance to Environment and Sustainability. As we are advising in culture we are also giving importance to the idea of Environment and Sustainability. Language and literature is also making a bigger part in this.

| Name of the chapter | Writer | Sem | CC/GE |
|---------------------|---------------------|------------|-------|
| Chhinnapatra | Rabindranath Thakur | Semester 4 | CC 10 |
| Padma Nadir Majhi | Manik Bandopadhyay | Semester 3 | CC 7 |



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Department of Commerce

Students must inculcate the values of professional ethics in their curriculum. The CBCS syllabus of CU, Commerce Department, through subjects have remitted the same. The topics related to professional ethics, taught in the semesters are listed below:

| Semester | Name of the paper | Name of the text | Author |
|----------|-------------------|---|--|
| IV | CC4.1Chg | i) <i>Basics of business ethics</i> ii) <i>Corporate social responsibility</i> iii) <i>Significance of business ethics & ethical dilemma</i> iv) <i>Work place ethics</i> v) <i>Impact of corporate culture & corporate code of ethics</i> vi) <i>Corporate governance & business ethics</i> | <ul style="list-style-type: none"> • Kuratko & Rao, Entrepreneurship: A South Asian Perspective, Cengage Learning • Robert Hisrich, Michael Peters, Dean Shepherd, McGraw-Hill Education • Desai, Vasant. Dynamics of Entrepreneurial Development, Mumbai • Dollinger, Mare J Entrepreneurship: Strategies & Resources, Illinois, Irwin • Singh, Nagendra P .Emerging Trends in Entrepreneurship Development. New Delhi |

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DEPARTMENT OF ECONOMICS

Skill Enhancement Course I: ECO-A-SEC-3-A (1)-TH (Semester 3)

Rural Development [RD]

Aspects of Rural Development • Concept of Rural Development • Rural Development vs. Agricultural Development • Role of NGOs in Rural Development • Rural Non Farm Sector and Rural Development

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

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

Critical Evaluation of Selected Government Programmes and Rural Development • Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and Rural Development • Child labour and school drop-out in rural areas. Mid-day Meal and Rural Development • National Rural Health Mission (NRHM) and Rural Development • Pradhan Mantri Gram Sadak Yojana (PMGSY) and Rural Development

Economics Core Course XII: ECO-A-CC-5-12-TH-TU

Indian Economy [Semester V]

Population and Human Development • Demographic trends and issues • Education and health: Basic problems and Government measures, Right to Education (RTE) Act 2009

Growth and Distribution • Trends in GDP and per capita GDP • Growth, poverty and inequality • Youth unemployment (School Transition to Work)

Economics Core Course XIV: ECO-A-CC-6-14-TH-TU

Development Economics [Semester VI]



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

Discipline Specific Elective- B(2) : ECO-A-DSE-6-B(2)-TH-TU

Environmental Economics [EE] [Semester- VI]

What is environmental economics; Review of microeconomics and welfare economics. Inter linkages between the economy and environment

The Design and Implementation of Environmental Policy , Pigouvian Fees – Single Polluter, Multiple Polluters, Fees vs Subsidies, Regulating Pollution : Command and Control, Economic Incentives, The Basic Theory of Tradeable Pollution Permits

International Environmental Problems, Transboundary Pollution – Transboundary Pollution as a problem of international externalities, International Trade and Environment – Pollution Havens , International Environmental Agreements – Basic idea about Montreal and Kyoto Protocol and Talks on Climate Change

Measuring the values of Environmental Costs and Benefits, Concepts of Willingness to pay (WTP) and Willingness to accept compensation (WTAC), Difference between the two concepts, Direct and Indirect Methods of Valuation – Contingent valuation, Travel Cost, hedonic Pricing – basic concepts only (no econometric techniques) – when they should be used, what are the advantages and disadvantages of these methods.

Discipline Specific Elective –B(2): ECO-A-DSE-6-B(2)-TH-TU

Issues in Development Economics [IDE] [Semester- VI]

Demography and Development • Demographic concepts; birth and death rates, age structure, fertility and mortality • Demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal

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treatment within households • Connections between income, mortality, fertility choices and human capital accumulation • Migration.

Environment and Sustainable Development • Defining sustainability for renewable resources • A brief history of environmental change; • Common-pool resources; • Environmental externalities and state regulation of the environment; • Market based instruments, economic activity and climate change.

Globalization • Globalization in historical perspective • the economics and politics of multilateral agreements; • Trade, production patterns and world inequality • Financial instability in a globalized world. • India in the context of global economy

Core Course 3 (CC 3) BA/BSc (General) / Generic Elective Course III (GE-III) for BA/BSc

Name of the Course: Issues in Economic Development and India (semester III)

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

Poverty , Inequality and Development 20 lecture hours Basic issues of poverty and inequality; basic ideas about measurement of poverty and inequality- the poverty line; trends and policies to eradicate poverty and income inequality in India

Discipline Specific Elective Course [Economics] (DSE -A) BA/BSc (General)

Name of the Course: Sustainable Development (SD) (Semester V)

The Approach Towards Sustainability-Introductory ideas, Key environmental issues and problems, economic way of thinking about these problems, circular flow of environmental pollutants and waste recycling-laws of thermodynamics, renewable and non-renewable resources-the issue of sustainability



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forestry and water, the concept of sustainable livelihood in the context of sustainable resource management.

Trans-boundary pollution, climate change and sustainable development, Implementation of environmental policies in developing countries and international experience; transboundary environmental problems-international meetings, protocols and treaties; economics

Sustainable Resource Management Policies in India, Water policy, forestry policy and fishery policy of India. Basic objectives of the policies along with goals and visions.

Skill Enhancement Course [Economics] -A Group (SEC-A) BA/BSc (General)

Name of the Course: Elementary Rural Development (ERD) [For Semester III or Semester V]

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

Rural Credit and Self Help Groups (SHGs) • Constraints of micro-enterprises in rural areas • The rural non farm sector –credit needs for rural non farm sector. • Concept of micro credit and the role of Grameen Bank • Need for SHG for formation-features of SHG • SHGs in India

Selected Government Programmes and Rural Development • Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) • Mid-day Meal • Pradhan Mantri Gram Sadak Yojana (PMGSY)

Department of English

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Professional Ethics should be imparted within students from a very early stage. The CBCS syllabus of Calcutta University, English department integrates and exemplifies the issue of Professional Ethics in several papers.

| Semester | Name of the paper | Name of the text | Author |
|----------|-------------------|--|-----------------|
| III | CC6 (Hons) | <i>Tintin in Tibet</i> | Herge |
| VI | DSE-B3 (Hons) | <i>My story & life as an actress</i> | BinodiniDasi |
| VI | DSE-B3 (Hons) | <i>Autobiography</i> | Mahatma Gandhi |
| V | DSE-A2 (Gen) | <i>Silence! The court is in Session</i> | Vijay Tendulkar |

GenderEquality /Sensitization

In today's world, it is very important that the students are introduced to the history of the feminist movement all over the world and sensitized into gender issues. The syllabus of English department of Calcutta university is very inclusive of gender issues.

| Semester | Name of the Paper | Name of the text | Author |
|----------|---------------------------------|---------------------------------|----------------|
| II | CC3 (Indian Writing in English) | <i>Bravely Fought the Queen</i> | Mahesh Dattani |
| III | CC5 (American Literature) | <i>Daddy</i> | Sylvia Plath |



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| | | | |
|---|--|---|---------------------|
| V | CC11 (Women's Writing) | <i>Draupadi</i> | Mahashweta Devi |
| V | CC11 (Women's Writing) | <i>A Vindication of the rights of woman</i> | Mary Wollstonecraft |
| V | CC11 (Women's Writing) | <i>Amar Jiban</i> | Rassundari Devi |
| V | DSE-A1 (Modern Indian Writing in English Translation) | <i>The quilt</i> | IsmatChughtai |
| V | DSE-A1 (Modern Indian Writing in English Translation) | <i>Silence! The court is in Session</i> | Vijay Tendulkar |
| V | DSEA2 (Literary Theory & Criticism) | <i>A Room of one's own</i> | Virginia Woolf |
| V | DSEB2 (Contemporary India: Women & Empowerment) | The entire paper | X |

Human Values

The basic inherent inclination towards kindness, honesty, truth and sympathy should be imparted within students from an early stage in order to become an empathetic human being



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with moral values. The curriculum of English department, Calcutta University is inclusive of this.

| Semester | Name of the Paper | Name of the text | Author |
|----------|-------------------|---|-----------------------|
| I | CC2 | <i>Oedipus the king</i> | Sophocles |
| V | DSEA1 | <i>Silence! The court is in Session</i> | Vijay Tendulkar |
| VI | DSEA3 | <i>Toba Tek Singh</i> | Sadat Hassan Manto |

Environment and Sustainability

Sustainable development of the environment is now the priority of today's world. Our students, who will be the driving force of the future world, should inherit a world that is pollution-free, environment-friendly, and sustainable. Our curriculum introduces to the students the importance of sustainability through various texts.

| Semester | Name of the Paper | Name of the text | Author |
|----------|-------------------|-----------------------------|------------|
| VI | CC14 | 'The Voice of the Mountain' | Mamang Dai |



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| | | | |
|-----|-----|--------------------------------|------------------|
| III | CC5 | <i>The old man and the sea</i> | Ernest Hemingway |
| III | CC6 | <i>Tintin in Tibet</i> | Herge |

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DEPARTMENT OF EDUCATION

| | Semesters | Courses | Description |
|------------------------|---|---|--|
| Professional Ethics | Sem-1 (HONS. & GEN) | CC-1(Sem-1H) & CC-1/GE-1 (Sem-1G) : Introduction to education | These papers help in understanding the professional characteristics (include perseverance, honesty, respect, lawfulness, fairness, patience, unity, being with the students, safety for all students, commitment towards the profession, cooperating with the colleagues, and interaction with parents and community) of a teacher. They provide knowledge to the students about the teachers who are expected to respect the rights and dignity of the student in expressing his/her opinion; deal justly and impartially with the students irrespective of their caste, creed, belief, religion, social, economical and physical characteristics ; provide individual instruction to the students according to their needs and capabilities etc. |
| | Sem-4 (HONS. & GEN) and Sem- 6(GEN) | SEC-B Teaching Skills | From this course, the students learn about professional ethics in teaching profession. |
| | Sem-5 (HONS. & GEN) | DSE- B: Teacher Education | This paper makes students learn about how the professional teachers are built through Teacher Education and professional ethics that a teacher must have. |

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| | | | |
|--------|-----------------------------------|---|---|
| | SEM-4(HONS. & GEN) and SEM-6(GEN) | SEC B: Life Education Skill | This course helps in developing different kinds of skills of life (like: problem solving, coping skills, positive attitude) which are necessary in developing more professional ethics. Students can learn the basic elements of a well formed code of work ethics in an organization – integrity and loyalty, professionalism, respect and care, cooperation, fairness, trustworthiness etc. |
| | SEM-5 (HONS.) | CC-14: Basic Concept of Educational Research | This paper helps students know about research as a profession and code of professional ethics that a researcher must have in the field of research. |
| Gender | Sem-4 (Hons. & Gen) | CC-10[SEM-4(HONS.)] and CC-4 /GE-4[SEM-4(GEN)]: INCLUSIVE EDUCATION | This course helps in understanding the concept of gender and sexuality, their differences and ways of making them inclusive in the society and having knowledge w.r.t. how to create an inclusive society . |
| | SEM-5(HONS. & GEN) | DSE- A : Educational Thought of great educators | This paper helps in knowing the educational point of views of Indian and western educators with respect to women education and its importance. |

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| | | | |
|--------------|--------------------|---|---|
| | SEM-6(HONS. & GEN) | DSEA: Gender & Society | <p>This course helps to understand the basic terms, concepts used in gender studies; to understand the gender discrimination in construction and dissemination of knowledge: to develop an awareness and sensitivity: to know the Social Differentiation among women in educational context by caste, tribe, religion and</p> <p>Region: to know the gender discrimination in the management of the school and education system; to consider education as the only tool to eradicate gender discrimination from the society</p> |
| Human Values | SEM-2(HONS.) | CC-4: Philosophical Foundation of Education | <p>The course helps in developing values among the students, learning about national integration and international understanding</p> <p>A part of this course helps in having knowledge about how to promote peace and harmony in the society.</p> <p>The course helps in understanding the development of humanity.</p> |

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| | | | |
|--------------------------------|---------------------------|---|---|
| | Sem-6 (HONS. & GEN) | DSE- B: Human rights education | This course helps in knowing human values, their rights, duties and roles of different advocacy groups in promoting human rights. |
| Democratic rights | SEM-3(HONS. & GEN) | SEC-A (Skills for democratic citizenship) | The course helps in understanding the democratic rights, fundamental rights, rights and the duties of all citizens. |
| Environment and sustainability | SEM-1 | CC-1 & CC-1 /GE-1 Introduction to education | This papers makes the students learn about education for sustainable development. Jacques Delor's report titled "Learning: The treasure within" helps students to have an idea about how sustainable development can be achieved. |

DEPARTMENT of ISLAMIC HISTORY

Sem V

SEC-A-2: Indian History and Culture

Unit I – Environment; Culture Practices

Unit II – Urbanization & Urbanism

Unit III -- Social inequality & Gender

Unit IV – Cultural Heritage

Unit V – Cultural forms & Cultural Expressions

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DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

| Issues addressed Genre | SEMESTER | Issues matching with Curriculum | Reference Units |
|---------------------------------|----------|---------------------------------|------------------------|
| The Diversity | V & VI | DSE - B - 6 , DSE - A - 5 - 2 | Unit - 1,3,4 , Unit -1 |
| Professional ethics | IV & V | CC - 10, CC - 13 | Unit - 1 - 4 ,Unit - 2 |
| Gender Ethics | V | DSE - A - 5 - 2, CC - 12 | Unit - 3 ,Unit - 2 |
| Human Values | II | CC - 3 | Unit - 3 |
| Environment inclusivity lessons | II & IV | CC - 3 , DSE - A - 5-2 | Unit - 4 , Unit - 1 |



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Department of Philosophy

Courses in which Professional Ethics, Gender, Human Values, Environment and Sustainability is relevant.

Philosophy and Human Values

Human Values are the centre of concern in Philosophy. It is concerned with the nature of goodness in general with special emphasis on moral goodness. The theory of value is of central importance to ethics. The courses incorporated under this head discussed both from Western and Indian perspectives are as follows:-

Core Course (H)12 : Indian Ethics

CC (H) 14: Western Ethics

SEC (H) B / E: Recent trends in Ethics

DSE (H) A1: Normative and Meta Ethics

DSE (H) A2: Applied Ethics

DSE (H) B1 Śrīmadbhāgavadgītā

DSE (G)A: Ethics (Indian & Western)

DSE (G) B: Applied Ethics & Philosophy of Religion

SEC (G) B2: Value Education



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Philosophy and Professional Ethics

Ethics is an important branch of Philosophy. With change of time it has shown its relevance in various professional fields, such as, Legal Sciences, Medical Sciences, thus giving rise to a new field of study known as Professional Ethics. The following are the courses designed to accommodate these issues:-

SEC(H)A1 & SEC (G) 1. : Logical Reasoning and Application

(Logic and the Law)

SEC(H)B/A & SEC (G)A : Business Ethics

Philosophy and Environment and Sustainability

Philosophy and environment have a close connection thus leading to the emergence of a new study known as Environmental Philosophy. It is concerned with natural environment and the place of humans within it. The following courses are designed to address these issues:-

SEC(H)A2 & SEC(G)B1 :Man And Environment

SEC(H)B1: Environmental Philosophy

Philosophy and Gender

Philosophy has discussed about important theories of knowledge and power in the context of gendered relation. The following courses are relevant in this context.

SEC(H)B1: Feminist Philosophy



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DEPARTMENT of POLITICAL SCIENCE

Institution integrates crosscutting issues relevant to professional ethics, gender , human values, environment and sustainability in the curriculum

| Topics related to | Paper | Unit |
|-----------------------------------|--|---------|
| Professional Ethics | PLSG SEC -4-B Elementary Dimensions of Research | 1 |
| | PLSA SEC 4-B-2 Elementary Aspects of Social Research | 1 |
| Gender | PLSA-DSE-5-A(1) Gender and Politics | 1 and 2 |
| | PLSA-CC-5.12 Political Sociology | 2 |
| Environment and sustainability | PLSA-CC-3.7 Perspectives on International Relations | 1 |
| | PLSA- CC-2.4 Politics in India: Structures and Processes | 2 |
| | PLSG-CC/GE-3.3 Government and Politics in India | 2 |
| Human Values | PLSA-CC-5.12 Political Sociology | 1 |
| | | |

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(C. U. Affiliated)

NAAC - Accredited B - Level

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Date.....

PHYSICAL EDUCATION

Courses in Physical Education which are relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

- **Professional Ethics**
Sem-II/ CC2/GE2/ Unit-I (Introduction)
Sem- III/ CC3/ GE3/ Unit- III (Psychological Aspects)
Sem- IV/CC4/ GE4/ Unit-IV (Sociological Aspects)
- **Gender**
Sem- IV/CC4/ GE4/ Unit-IV (Sociological Aspects)
- **Human Values**
Sem- I/ CC1/ GE1/ Unit- II (Foundation of Physical Education)
Sem- IV/CC4/ GE4/ Unit-IV (Sociological Aspects)
- **Environment**
Sem- VI/DSE-B1 / Unit-III (Training Load and Adaptation)

DEPARTMENT OF URDU

- 1) Profesional Ethics: CC-3, CC-4, CC-7, CC-8, CC-14, CC-15, DSE-A2 (IQBAL) & DSE-B4
- 2) Gender: CC-1, CC-4, CC-6 & CC-10
- 3) Human Values: CC-3, CC-4, CC-6, CC-7 & CC-10
- 4) Environment and Sustainability: CC-7 & CC-8



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DEPARTMENT OF HINDI

Hindi and Human Values

Human Values are the centre of concern in Hindi. It is concerned with the nature of goodness in general with special emphasis on moral goodness. The theory of value is of central importance to ethics. The courses incorporated under this head discussed both from Modern and Indian perspectives are as follows:-

Core Course (H) 3, 5, 6, 9, 10, 11, 12: Indian Ethics

CC (H) 4, 7: Modern Ethics

CC-1 & 2, SEC (H) B: Recent trends in Ethics

CC-3, DSE (H) A4, B2: Normative and Moral Ethics

CC (H) 14, DSE (G) B Applied Ethics

DSE (G) A: Indian Ethics

ALL CC (H&G), SEC, DSE: except CC-14 Value Education

Hindi and Professional Ethics

Ethics is an important part of Hindi literature. Which change of time it has shown its relevance in various professional fields, such as, Legal and professional fields, thus giving raise to a new field of study known as Professional Ethics. The following are the courses designed to accommodate these issues:- CC (H) 13 & 14: Professional Ethics



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Hindi and Environment and Sustainability

Hindi and environment have a close connection thus leading to the emergence of a new study. It is concerned with natural environment and the place of humans within it. The following courses are designed to address these issues:-

CC (H) 4, DSE (H) A1, B2, AECC: Human And Environment

Hindi and Gender

Hindi has discussed about important theories of knowledge and power in the context of gendered relation. The following course is relevant in this context.

CC (H) 1&2: Gender equality