

## PREFACE TO THE ACADEMIC CALENDAR : 2018-2019

*“Vidya Na Shovate punso jadi na sat Rasagnata  
Labanena bina shaka supakka Api Nishphala.”*

An Educational Institution is primarily responsible to impart quality education to its pupils. In discharging this responsibility distribution of syllabi of each and every academic course, set by the affiliating University, may be identified as the necessary precondition. Hence publication of the academic calendar at the very beginning of an academic session serves as the basis of designing appropriate plan of action of an Educational Institution. As the Convener of the Academic Council I am committed to mobilize all the resources of the Institution towards this end. But I think I would never be possible to perform the said task if I am not supported by each and every corners of the Institution. First I convey my gratefulness to Dr. Sarojendra Nath Kar, Principal and Chairperson, Academic Council, without whose strong leadership it would never be possible for me. Secondly I convey my gratefulness to the members of Academic Council, Faculty Members, who are not the member of the Academic Council, Librarian, Staff members and also our beloved students without whose whole hearted cooperation it would never be possible for me to complete task at proper time. Last but not least I convey my gratefulness to Debasish Dey Biswas, without whose kind cooperation this endeavor would never be possible.

In preparation of the Academic Calendar for the current academic session greatest care has been given towards practical situations, which may effect completion of the syllabi at proper time without hampering the interest of our beloved students. In spite of that fact there may be some loopholes or lacuna in doing the said task, which might be unconsciously overlooked by us. So, any constructive suggestion or criticism for the respective academicians, both inside and outside the College, Scholar and last but not least from the beloved students will be warmly accepted.

The 1st Day of August, 2018

**( Manasi Maiti )**  
Convener, Academic Council

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## RESPONSIBILITIES TOWARDS OUR STUDENTS

- Communicate the goals and objectives of the institution systematically and clearly to all students.
- Offer programmes consistent with institutional goals and objectives.
- Offer a wide range of programmes with adequate academic flexibility.
- Use feedback from students in the initiation, review and redesign of programmes.
- Facilitate effective running of the teaching-learning programmes.
- Implement a well-conceived plan for monitoring student progress continuously.
- Ensure that the student assessment procedures and systems are reliable and valid.
- Provide clear information to students about the admission and completion requirements for all programmes, the fee structure and refund policies, financial aid and student support services.
- Ensure sufficient and well-run support services to all students.
- Promote values, social responsibilities and good citizenry in all students.

## STUDENTS' RESPONSIBILITIES OF LEARNING

- Appreciate the institutional goals and objectives and contribute to their realization by participating in relevant institutional activities.
- Have a clear knowledge of the programmes, admission policies, rules and regulations of the institution.
- Understand the teaching-learning strategies and evaluation systems of the institution.
- Follow the time schedules, rules and regulations of the institution.
- Undertake regular and intense study of learning materials.
- Make optimum use of the learning resources and other support services available in the institution.
- Prepare for continuous internal assignments and term-end examinations.
- Give feedback for system improvement.
- Have faith and ability to pursue lifelong learning.
- Live as worthy alumni of the institution.

## OUR MISSION :

- Education for the development of Excellence.
- Education for the development of knowledge.
- Education for dedicated, committed, devoted and professionally sound human resources.
- Excellence through dedication.
- Fostering passionate pursuit for academic and intellectual excellence.
- Promoting social concern leading to action.
- Cultivating uncompromising commitment towards enhancing the quality of life both at the organizational and societal level.
- Instilling in students integrity, perseverance and transparency.
- Facilitating creativity and innovativeness in all endeavours.
- Encouraging discipline, teamwork and collaboration.

## OUR VISION :

- Imparting of quality education.
- Focusing on value addition with conventional education for better placement in the job market.
- Focusing on self sufficiency through self employment.
- Emphasizing social values, environmental awareness and extra-curricular activities.
- Developing of social responsibilities.

### **ACADEMIC YEAR : 2018-2019**

The Academic year (2018 - 2019) consists of three terms which are the following :

Gross Working Days : 270 Dyas (Excluding Sunday and other holidays but including Summer Recess)

Test Exam. : 3rd Year : January 2nd Week 2019 Tentatively.  
2nd Year : March 1st Week 2019 Tentatively  
1st Year : 1st Semester 1st Internal 4th week of November 2018, 2nd Internal 4th week of May 2019 tentatively.

Test Exam. For General course : 12 Days.

University Exam days : 75 Days approx. (The period involving university examination days may take away 45 college days when class teaching could be held.)

\*Net Teaching Days : 190 Days.

\*"Net Teaching Days" excludes 9 (nine) college-days convering (1) College Foundation Day, (2) Navin Baran Utsab Day, (3) Annual Cultural Competition (Spandan) involving 2 Days, (4) Annual Social Function Day, (5) Students' Union Election Day (6) Annual Sports Day and (7) Seminar / Symposium / Workshop involving 2 Days.

### **OBSERVATION DAYS : 2018-2019**

- Independence Day : 15-08-2018
- Navin Baran Utsab : ..... 09.2018
- College Foundation Day : 01-09-2018
- Annual Social Function : In the third week of December, 2018
- **Cultural Competion (Spandan)** : December, 2018/19
- Netaji's Birth Day : 23-01-2019
- Republic Day : 26-01-2019
- Re-union / Alumni Meet : February 2019
- Vasant Panchami : 10-02-2019
- Bhasa Divas : 21-02-2019
- Rabindra Jayanti : 09-05-2019
- Environment Day : 05-06-2019

#### **NCC & NSS Programmes**

- AIDS Day : 01-12-2019
- NSS Special Camp/s : Winter Camp-Last week of January 2019

## LIST OF HOLIDAYS FROM 01-01-2019 TO 31-12-2019 ( PROVISIONAL)

OCCASION	DATE(S)	DAY	NO OF DAYS	REMARK
English New Year	1 January	Tuesday	1	
Poush -sancranti	2 January	Wednesday	1	
Vivek-Jayanti	12 January	Saturday	1	
Birthday of Netaji	23 January	Wednesday	1	
Republic Day	26 January	Saturday	1	
Saraswati Puja	10 &11 February	Sunday&Manday	1	
Mahasibratri	4 March	Manday	1	
Doljatra	21 March	Thursday	1	
Holi	22 March	Friday	1	
Sabemiraj	4 April	Thursday	1	
Nilpuja	13 April	Saturday	1	
Birthday of B R Ambedkar	14 April	Sunday	0	
Bengali New Year	15 April	Manday	1	
Good Friday	19 April	Friday	1	
Easter Saturday	20 April	Saturday	1	
May Day	1 May	Wednesday	1	
Rabindra-Jayanti	9 May	Thursday	1	
Buddha-purnima	18 May	Saturday	1	
Id-ul-fitar	5 June	Wednesday	1	
Rathjatra	4 July	Thursday	1	
JhulanJatra	10 August	Saturday	1	
Id-uz-zoha	12 August	Manday		
Independence Day	15 August	Thursday	1	
Janmastami	23 August	Friday	1	
Maharam	10 September	Tuesday	1	
Biswakarma puja	18 September	Wednesday	1	
Mahalaya	28 September	Saturday	1	
Gandhi-jayanti	2 October	Wednesday	1	
DugapujaLaxmipujaKalipuja Bhatri-dwitiya etc.	3 October to 30 October		24	
Chatpuja	2 November	Saturday	1	
Jagadhatri puja	6 November	Wednesday	1	
Birthday of Gurunanak	12 November	Tuesday	1	
Fateadoyajdaham	10 November	Sunday	0	
Chrishmas Day	25 December	Wednesday	1	
Principals Discretion			5	
Summer Recess	16 May to 30 June		60	

## FACULTY LIST

**Principal : Dr. Sarojendra Nath Kar**

### **Department of Bengali :**

- |    |                      |                           |
|----|----------------------|---------------------------|
| 1. | Sri Apurba Kumar Sar | Associate Professor       |
| 2. | Dr. Md. Ahasan Ali   | Associate Professor & HOD |
| 3. | Dr. Susmita Banerjee | Associate Professor       |
| 4. | Dr. Bhabesh Majumdar | Associate Professor       |

### **Department of Commerce :**

- |    |                           |                                  |
|----|---------------------------|----------------------------------|
| 1. | Sri Kalidas Mukherjee     | Associate Professor              |
| 2. | Sri Hirak Roy             | Associate Professor              |
| 3. | Dr. Somnath Bandyopadhyay | Associate Professor & HOD        |
| 4. | Sri Arindam Chakraborty   | Associate Professor in Economics |
| 5. | Sri Chanchal Mondal       | Guest Teacher in Mathematics     |

### **Department of English :**

- |    |                           |                                  |
|----|---------------------------|----------------------------------|
| 1. | Sri Shubhaiyu Chakraborty | Assistant Professor              |
| 2. | Smt. Shilpi Basak         | Assistant Professor              |
| 3. | Sri Prabin Biswas         | Assistant Professor              |
| 4. | Smt. Priyanka Dutta       | Govt. Approved Part Time Teacher |
| 5. | Dr. Prabir Kumar Ghosh    | Govt. Approved Part Time Teacher |

### **Department of History :**

- |    |                            |                                  |
|----|----------------------------|----------------------------------|
| 1. | Sri Kabiranjana Saha       | Associate Professor              |
| 2. | Smt. Mahua Maulik          | Associate Professor & HOD        |
| 3. | Sri Partha Pratim Bhowmick | Govt. Approved Part Time Teacher |
| 4. | Smt. Annapurna Saha        | Guest Teacher                    |
| 5. | Sri Tanmoy Dey             | Guest Teacher                    |

### **Department of Philosophy :**

- |    |                    |                                  |
|----|--------------------|----------------------------------|
| 1. | Smt. Manasi Maiti  | Assistant Professor              |
| 2. | Sri Ripan Biswas   | Assistant Professor & HOD        |
| 3. | Smt. Rehana Shaikh | Govt. Approved Part Time Teacher |
| 4. | Sri Manasij Biswas | Govt. Approved Part Time Teacher |

### **Department of Political Science**

- |    |                              |                                      |
|----|------------------------------|--------------------------------------|
| 1. | Sri Jamsed Nasir Mandal      | Contractual whole Time Teacher & HOD |
| 2. | Sri Gourishankar Chakraborty | Guest Teacher                        |
| 3. | Smt. Joyeeta Chatterjee      | Guest Teacher                        |
| 4. | Smt. Trina Mitra Ghosh       | Guest Teacher                        |
| 5. | Sri Tushar Kanti Sarkar      | Guest Teacher                        |

**Department of Sociology :**

- |    |                              |                                  |
|----|------------------------------|----------------------------------|
| 1. | Dr. Sanjay Sarkar            | Assistant Professor & HOD        |
| 2. | Dr. Animesh Andrew Lulam Rai | Assistant Professor              |
| 3. | Dr. Krishna Dey              | Govt. Approved Part Time Teacher |
| 4. | Smt. Bipasa Sinha            | Govt. Approved Part Time Teacher |

**Department of Geography :**

- |    |                     |                                      |
|----|---------------------|--------------------------------------|
| 1. | Sri. Sandip Saha    | Contractual Whole Time Teacher & HOD |
| 2. | Smt. Soma Mitra     | Guest Teacher                        |
| 3. | Sri. Bibhash Mondal | Guest Teacher                        |
| 4. | Smt. Swaralipi Kar  | Guest Teacher                        |
| 5. | Smt. Soma Sadhukhan | Guest Teacher                        |

**Department of Physical Education :**

- |    |                          |                                      |
|----|--------------------------|--------------------------------------|
| 1. | Sri. Asit Tarafder       | Contractual Whole Time Teacher & HOD |
| 2. | Sri. Moslem Uddin Mollah | Guest Teacher                        |
| 3. | Sentu Biswas             | Guest Teacher (Instructor)           |
| 4. | Kora Hazari              | Guest Teacher (Instructor)           |

**Department of Sanskrit :**

- |    |                         |               |
|----|-------------------------|---------------|
| 1. | Sri. Chiranjit Pramanik | Guest Teacher |
| 2. | Sri. Tanmoy Bhadra      | Guest Teacher |
| 3. | Smt. Urmila Adhikari    | Guest Teacher |

**Department of Economics :**

- |    |                    |                           |
|----|--------------------|---------------------------|
| 1. | Dr. Srilata Biswas | Assistant Professor & HOD |
|----|--------------------|---------------------------|

**Department of Education :**

- |    |                 |               |
|----|-----------------|---------------|
| 1. | Smt. Rini Ghosh | Guest Teacher |
|----|-----------------|---------------|

**Department of Defence Studies**

- |    |                     |  |
|----|---------------------|--|
| 1. | Sri Subrata Roy     | Govt. Approved Part Time Teacher & HOD |
| 2. | Sri Saugata Bhaduri | Govt. Approved Part Time Teacher       |

**UG-CBCS SYLLABUS**  
**B.A. HONOURS IN BENGALI**  
**SEMESTER - I**

**BENG-H-CC-T-1 ❖ বাংলা সাহিত্যের ইতিহাস ও বাংলা ভাষাতত্ত্ব (১ম ভাগ)**  
**Course Nature : Core ❖ Credit - 6**

**পর্ব - ১ :** বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ; প্রস্তাবনা ও প্রাথমিক আলোচনা : সামাজিক ও রাজনৈতিক পটভূমিকায় বাংলা ভাষা, জাতি, সাহিত্য ও সংস্কৃতির সংক্ষিপ্ত পরিচয়। চর্যাপদ (দেশ-কাল-ভাষা-সাহিত্য-সমাজ-সংস্কৃতির চিত্র), তুর্কি আক্রমণ ও তার প্রতিক্রিয়া (সমাজে ও সাহিত্যে), বড়ু চণ্ডীদাস ও শ্রীকৃষ্ণকীর্তন। অনুবাদ সাহিত্য : বৈশিষ্ট্য, রামায়ণ, ভাগবত, মহাভারত। বৈষ্ণব পদাবলী : পদাবলীর বৈশিষ্ট্য এবং বিশেষ গুরুত্বসহ বিদ্যাপতি, চণ্ডীদাস, বলরামদাস, জ্ঞানদাস, গোবিন্দদাস। শ্রীচৈতন্যজীবন ও জীবনসাহিত্য : শ্রীচৈতন্যজীবনকথা, সাহিত্য ও সমাজে শ্রীচৈতন্যপ্রভাব, জীবনীসাহিত্য, বিশেষ গুরুত্বসহ বৃন্দাবন দাস, কৃষ্ণদাস কবিরাজ সম্পর্কে আলোচনা।

**পর্ব - ২ :** বাংলা সাহিত্যের ইতিহাস (মধ্যযুগ) : মঙ্গলকাব্যের (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল, শিবায়ন ও অন্নদামঙ্গল) উদ্ভব ও বিবর্তন : সংজ্ঞা, বৈশিষ্ট্য, কাহিনি ও কবি নারায়ণদেব, বিজয়গুপ্ত, কবিকঙ্কন মুকুন্দ চক্রবর্তী, রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী, রামেশ্বর ভট্টাচার্য, রায়গুণাকর ভারতচন্দ্র সম্পর্কে বিশেষ গুরুত্বসহ আলোচনা। মধ্যযুগের মুসলিম কবি ও কাব্য : দৌলত কাজী, আলাওল, শাহ মহম্মদ সগির। শাক্ত পদাবলী : উদ্ভবের পটভূমি, রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য।

**পর্ব - ৩ :** (বাংলা ভাষাতত্ত্ব) : (ক) ভাষা : সংজ্ঞা, বৈশিষ্ট্য, মানুষের ভাষা-মানবের প্রাণীর সংযোগ মাধ্যম। (খ) প্রাচীন ভারতীয় আর্ষভাষা-মধ্যভারতীয় আর্ষভাষা-নব্যভারতীয় আর্ষভাষা (সময়কাল, নিদর্শন, বৈশিষ্ট্য), প্রাচীন ও মধ্যভারতীয় আর্ষভাষার স্বর ও ব্যঞ্জন। (গ) বাঙালি জাতি ও বাংলা ভাষা, বাংলা ভাষার জন্ম ইতিহাস, বাংলা ও সংস্কৃত, বাংলা ও মগধী প্রাকৃত, বাংলা ও গৌড়ীয় প্রাকৃত অপভ্রংশ। (ঘ) প্রাচীন বাংলা-মধ্য-বাংলা-আধুনিক বাংলা-সাম্প্রতিক বাংলা (নিদর্শন, সময়কাল, বৈশিষ্ট্য)। (ঙ) বাংলা লিপির উদ্ভব-বিকাশ। (চ) বাংলা মৌলিক স্বরধ্বনি। (ছ) বাগ্যন্ত্র : সচিত্র বিবরণ ও কার্যাবলী। (জ) আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (আই.পি.এ.) : নিয়মাবলী ও রূপান্তর।

**BENG-H-CC-T-2 ❖ বাংলা সাহিত্যের ইতিহাস ও বাংলা ভাষাতত্ত্ব (২য় ভাগ)**  
**Course Nature : CORE ❖ Credit - 6**

**পর্ব - ১ :** বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : প্রস্তাবনা : উনিশ-বিশ শতকের আর্থ-সামাজিক-সাংস্কৃতিক পটভূমি। গদ্য ও প্রবন্ধ : শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, উইলিয়াম কেরি, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর, স্বামী বিবেকানন্দ, অবনীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী, অন্নদাশঙ্কর রায়। **সাময়িক পত্র :** সাধারণ আলোচনা (দিগদর্শন, সমাচারদর্শন, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী, সাধনা, সবুজপত্র, প্রবাসী, ভারতবর্ষ)।

**পর্ব - ২ :** বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী, অক্ষয়কুমার বড়াল, রবীন্দ্রনাথ ঠাকুর, দ্বিজেন্দ্রলাল রায়, কামিনী রায়, যতীন্দ্রনাথ সেনগুপ্ত, মোহিতলাল মজুমদার, নজরুল ইসলাম, সুকুমার রায়, বৃন্দাবন বসু, জীবনানন্দ দাশ, সুধীন্দ্রনাথ দত্ত, অমিয় চক্রবর্তী, বিষ্ণু দে, সুকান্ত ভট্টাচার্য, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়, শঙ্খ ঘোষ, জয় গোস্বামী। নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, মন্থন রায়, বিজন ভট্টাচার্য, শম্ভু মিত্র, শিশির ভাদুড়ী, বাদল সরকার ও মনোজ মিত্র। উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), প্রভাতকুমার মুখোপাধ্যায় (ছোটগল্প),



শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রাজশেখর বসু (ছোটগল্প), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (গল্প-উপন্যাস), মানিক বন্দ্যোপাধ্যায় (গল্প-উপন্যাস), সতীনাথ ভাদুড়ি (উপন্যাস), সমরেশ বসু (উপন্যাস), আশাপূর্ণা দেবী (উপন্যাস), অমিয়ভূষণ মজুমদার (উপন্যাস), মহাশ্বেতা দেবী (গল্প-উপন্যাস), সৈয়দ মুস্তাফা সিরাজ (গল্প ও উপন্যাস)।

**পর্ব-৩ :** (বাংলা ভাষাতত্ত্ব) : (ক) বাংলা ব্যাকরণের সাধারণ ধারণা (মানোএল-হ্যালাহেড-উইলিয়াম কেরি - ইয়েটস - রামমোহন -রবীন্দ্রনাথ-সুনীতিকুমার)। (খ) বাংলা উপভাষা : রাঢ়ী, বঙ্গালী, বরেন্দ্রী, ঝাড়খন্ডী ও কামরূপী। (গ) বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি। (ঘ) শব্দার্থ পরিবর্তনের কারণ ও ধারা। (ঙ) বাংলা ভাষার শব্দভান্ডার। (চ) পরিভাষা (বাংলা ভাষা ও পরিভাষা, পরিভাষা সৃজন প্রক্রিয়া, বাংলা পরিভাষা)। (ছ) অভিধানতত্ত্ব (উদ্ভব, শ্রেণীবিভাগ, বিষয়বস্তু ও লক্ষ্য, বাংলা ভাষার অভিধান)। (জ) ভাষা পরিকল্পনা : স্বরূপ, সাধারণ উদ্দেশ্য, বাংলা ভাষা ও ভাষা পরিকল্পনা।

**BENG-H-GE-T-1 ❖ বাংলা সাহিত্যের ইতিহাস, ছন্দ, অলংকার, বৈষ্ণব পদাবলী ও মঙ্গলকাব্য**  
**Course Nature : GE ❖ Credit - 6**

**পর্ব - ১ :** সাহিত্যের ইতিহাস ছন্দ ও অলংকার : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (রামায়ণ ও মহাভারত), মঙ্গলকাব্য (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল ও অন্নদামঙ্গল)। ছন্দ : অক্ষর/দল, কলা/মাত্রা, পর্ব, পদ, পংক্তি/চরণ - সংজ্ঞা, শ্রেণীবিভাগ ও উদাহরণ। বাংলা ছন্দের ত্রিধারা - সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন। অলংকার : সংজ্ঞাসহ উদাহরণ - অনুপ্রাস, যমক, শ্লেষ, অপভ্রুতি, বক্রোক্তি, উপমা, রূপক, উৎপ্রেক্ষা, সমাসোক্তি, ব্যাজস্তুতি ও ব্যতিরেক।

**পর্ব - ২ :** বৈষ্ণব পদাবলী : নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস, আমার শপথি লাগে - বলরাম দাস, রাধার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস, রূপ লাগি আঁখি ঝুরে - জ্ঞানদাস, কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস, আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি, এ সখি হামারি দুখের নাহি ওর - বিদ্যাপতি, মাখব বহত মিনতি করি তোয় - বিদ্যাপতি।

**পর্ব - ৩ :** মঙ্গলকাব্য : চণ্ডীমঙ্গল (আখ্যেটিক খন্ড) : কবিকঙ্কণ মুকুন্দ চক্রবর্তী।

**BENG-H-AECC-T-1 ❖ Course Title : Bengali Communication (L1 / L2)**  
**Course Nature : AECC ❖ Credit - 2**

**পর্ব - ১ :** বোধ পরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৩টি প্রবন্ধ) : বসন্তের কোকিল - বঙ্কিমচন্দ্র চট্টোপাধ্যায়, শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর, বাংলা আর ইংরেজী - অন্নদাশঙ্কর রায়।

**পর্ব - ২ :** প্রতিবেদন (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)।

**পর্ব - ৩ :** পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য)।

**SEMESTER - II**

**BENG-H-CC-T-3 ❖ Course Title : ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী**  
**Course Nature : Core ❖ Credit - 6**

**পর্ব - ১ :** (ছন্দ) (ক) ছন্দ : ছন্দ ও ছন্দসিকদের (রবীন্দ্রনাথ, সত্যেন্দ্রনাথ, মোহিতলাল, প্রবোধচন্দ্র) সম্বন্ধে সাধারণ আলোচনা, দল/অক্ষর/কলা/মাত্রা/যতি/যতিলোপ/পর্ব/পংক্তি/চরণ/ছত্র/পদ। বাংলা ছন্দের ত্রিধারা : অক্ষরবৃত্ত (পয়ার, অমিত্রাক্ষর, মুক্তক, গদ্যছন্দ) মাত্রাবৃত্ত, স্বরবৃত্ত (সংজ্ঞা, বৈশিষ্ট্য, উদাহরণসহ আলোচনা)। ছন্দোলিপি : নির্ণয় ও বিশ্লেষণ।

**পর্ব - ২ :** কৃত্তিবাসী রামায়ণ (উত্তরাকাণ্ড) : কৃত্তিবাসী রামায়ণ (উত্তরাকাণ্ড) : পাঠ বিশ্লেষণ।

**পর্ব - ৩ :** বৈষ্ণব পদাবলী (নির্বাচিত) : বৈষ্ণব পদাবলী (নির্বাচিত) : পর্যায়, পদ ও কবিপ্রতিভা বিশ্লেষণ : কি লাগিয়া দন্ড ধরে - বাসু ঘোষ, আজু হাম কি পেখলুঁ নবদ্বীপচন্দ - রাধামোহন ঠাকুর, দাঁড়াইয়া নন্দের আগে - বলরামদাস, আমার শপতি লাগে - যাদবেন্দ্র ঘোষ, সেই কেবা শুনাইল শ্যামনাম - চণ্ডীদাস, আলো মুঞি জানো না - জ্ঞানদাস, যাঁহা যাঁহা নিকসয়ে - গোবিন্দদাস, সখি কি পুছসি অনুভব

মোয় - কবিবল্লভ, মাধব কি কহব - গোবিন্দদাস, গগনে অব ঘন - রায়শেখর, পিরীতি সুখের সাযর - চন্ডীদাস, চির চন্দন উরে - বিদ্যাপতি, যাঁহা পছ অরুণ - গোবিন্দদাস, পিয়া যাব আওব - বিদ্যাপতি, তাতল সৈকত - বিদ্যাপতি।

**BENG-H-CC-T-4 ❖ Course Title : অলঙ্কার, শাক্ত পদাবলী, অন্নদামঙ্গল ও বাংলা প্রুফ সংশোধন**  
**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : (অলঙ্কার ও বাংলা প্রুফ সংশোধন) : অলঙ্কার : (সংজ্ঞা, উদাহরণ, অলঙ্কার নির্ণয়)। শব্দালঙ্কার : অনুপ্রাস, শ্লেষ, বক্রোক্তি, যমক। অর্থালঙ্কার : উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, সন্দেহ, ব্যতিরেক, বিরোধ, অর্থান্তরন্যাস, ব্যাজস্ততি, অপহুতি, অতিশয়োক্তি।

পর্ব - ২ : অন্নদামঙ্গল (১ম ভাগ) : ভারতচন্দ্রের অন্নদামঙ্গল (১ম ভাগ) : বিষয়বস্তু পাঠ ও বিশ্লেষণ।

পর্ব - ৩ : শাক্ত পদাবলী : শাক্ত পদাবলী (নির্বাচিত) : পর্যায়, পদ ও কবি প্রতিভা বিশ্লেষণ। গিরি, আবার আমার উমা এলে - রামপ্রসাদ। আমি কি হেরিলাম নিশি-স্বপনে - কমলাকান্ত। ওহে গিরিরাজ, গৌরী অভিমান করেছে - কমলাকান্ত। বল গিরি এ দেহে কি প্রাণ রহে আর - ঈশ্বর গুপ্ত। দোষ কারও নয় গো মা - দাশরথি রায়। তুমি তো মা ছিলে ভুলে - গিরিশচন্দ্র ঘোষ। ওরে নবমী নিশি - কমলাকান্ত। যেয়ো না রজনী, আজি লয়ে তারাদলে - মধুসূদন দত্ত। শুকনা তরু মুঞ্জরে না - কমলাকান্ত। মা আমায় ঘুরাবি কত - রামপ্রসাদ। আমি কি দুখেরে ডরাই - রামপ্রসাদ। উলঙ্গিনী নাচে রণ-রঙ্গে - রবীন্দ্রনাথ। চরণ ধরে আছি পড়ে - দ্বিজেন্দ্রলাল রায়। বল রে জবা বল - কাজী নজরুল ইসলাম।

**BENG-H-GE-T-2 ❖ বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব**  
**Course Nature : GE ❖ Credit - 6**

পর্ব - ১ : গদ্য ও প্রবন্ধ ও কাব্য-কবিতা : গদ্য ও প্রবন্ধ : শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, উইলিয়াম কেরি, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী। কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, অক্ষয়কুমার বড়াল, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ ঠাকুর, মোহিতলাল মজুমদার, নজরুল ইসলাম, জীবনানন্দ দাশ ও সুকান্ত ভট্টাচার্য।

পর্ব - ২ : উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক : উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), প্রভাতকুমার মুখোপাধ্যায় (ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাক্ষর বন্দ্যোপাধ্যায় (গল্প-উপন্যাস), মানিক বন্দ্যোপাধ্যায় ও মীর মোশাররফ হোসেন। সাময়িক পত্র : দিগদর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী, সবুজ পত্র ও কল্লোল। নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও বিজন ভট্টাচার্য।

পর্ব - ৩ : ভাষাতত্ত্ব : ভাষাতত্ত্ব - বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভান্ডার, বাংলা উপভাষা, মৌলিক স্বরধ্বনি, শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগমন, উম্মীভবন, নাসিক্যীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, লিঙ্গ, পুরুষ, অনুসর্গ ও কারক)।

**BENG-H-AECC-T-1 ❖ Bengali Communication (L1 / L2)**  
**Course Nature : AECC ❖ Credit - 2**

পর্ব - ১ : (ক) কবিতা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৪টি কবিতা)। নির্ব্বরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর। শিকল পরার গান - কাজী নজরুল ইসলাম। এখানে আকাশ নীল - জীবনানন্দ দাশ। অমলকান্তি - নীরেন্দ্রনাথ চক্রবর্তী।

পর্ব - ২ : পত্র রচনা (সাধারণ পত্র, আবেদনপত্র ইত্যাদি)।

পর্ব - ৩ : (খ) ছোটগল্প : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৪টি গল্প।) খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর। বিলাসী - শরৎচন্দ্র চট্টোপাধ্যায়। উলটুপুরাণ - পরশুরাম। কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায়।

## **SEMESTER - III**

### **BENG-H-CC-T-5 ❖ বাংলা উপন্যাস-ছোটগল্পের রূপভেদ ও ছোটগল্প Course Nature : CORE ❖ Credit - 6**

পর্ব - ১ : (কথাসাহিত্যের রূপভেদ) : (ক) কথাসাহিত্যের রূপভেদ : রোমান্স, উপন্যাস (ঐতিহাসিক, সামাজিক, রাজনৈতিক, আঞ্চলিক, মনস্তাত্ত্বিক, কারা উপন্যাস), ছোটগল্প।

পর্ব - ২ : (রবীন্দ্রনাথের ছোটগল্প : গল্পগুচ্ছ) : অতিথি, মণিহারা, অনধিকার প্রবেশ, জীবিত ও মৃত, অধ্যাপক, ক্ষুধিত পাষণ্ড, সমাপ্তি, স্ত্রীর পত্র, শাস্তি।

পর্ব - ৩ : (আধুনিক বাংলা ছোটগল্প) : (ক) প্রাক-চল্লিশ বাংলা ছোটগল্প : বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : দেবী - প্রভাতকুমার মুখোপাধ্যায়, লক্ষ্মকর্ণ - পরশুরাম, নারী ও নাগিনী - তারাশঙ্কর বন্দ্যোপাধ্যায়, শশাঙ্ক কবিরাজের স্ত্রী - জগদীশ গুপ্ত, চুয়াচন্দন - শরদিন্দু বন্দ্যোপাধ্যায়, উদ্বেগ - বিমল কর। (খ) উত্তর-চল্লিশ বাংলা ছোটগল্প : বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : শিল্পী - মানিক বন্দ্যোপাধ্যায়, তাসের ঘর - আশাপূর্ণা দেবী, হাড় - নারায়ণ গঙ্গোপাধ্যায়, ভুখা ভগবান - মণীশ ঘটক, কৌন্তেয় - সুবোধ ঘোষ।

### **BENG-H-CC-T-6 ❖ Course Title : বাংলা উপন্যাস Course Nature : CORE ❖ Credit - 2**

পর্ব - ১ : রাজসিংহ (চতুর্থ সংস্করণ) - বঙ্কিমচন্দ্র চট্টোপাধ্যায়।

পর্ব - ২ : ঘরে-বাইরে - রবীন্দ্রনাথ ঠাকুর।

পর্ব - ৩ : শ্রীকান্ত (প্রথম পর্ব) - শরৎচন্দ্র চট্টোপাধ্যায়।

### **BENG-H-CC-T-7 ❖ বাংলা প্রবন্ধের রূপভেদ, জীবনী ও প্রবন্ধ পাঠ Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : প্রবন্ধ-নিবন্ধের রূপভেদ : (প্রবন্ধ, রম্যরচনা, পত্রসাহিত্য, জীবনীসাহিত্য, ভ্রমণসাহিত্য, ডায়েরি, বস্তুনিষ্ঠ, সমালোচনা সাহিত্য)।

পর্ব - ২ : আমার জীবন - রামসুন্দরী দাসী।

পর্ব - ৩ : কমলাকান্তের দপ্তর (নির্বাচিত) - বঙ্কিমচন্দ্র চট্টোপাধ্যায়, আমার মন, আমার দুর্গোৎসব, একা কে গায় ঐ, মনুষ্যফল, বাঙালীর মনুষ্যত্ব।

### **BENG-H-GE-T-3 ❖ জীবনী, আত্মজীবনী ও ভ্রমণসাহিত্য Course Nature : GE ❖ Credit - 6**

পর্ব - ১ : জীবনী, আত্মজীবনী ও ভ্রমণসাহিত্য (সংজ্ঞা ও বৈশিষ্ট্য)।

পর্ব - ২ : আত্মজীবনী : জীবনস্মৃতি - রবীন্দ্রনাথ ঠাকুর।

পর্ব - ৩ : ভ্রমণ সাহিত্য : পালানো - সঞ্জীবচন্দ্র চট্টোপাধ্যায়।

**BENG-H-SEC-T-1 ❖ শ্রেণীকক্ষে সাহিত্য পাঠদান পদ্ধতি ও সমবেত পাঠ (Group Study)**

**Course Nature : SEC ❖ Credit - 2**

পর্ব - ১ : শ্রেণীকক্ষে পাঠদান পদ্ধতি। পর্ব - ২ : আলোচনা চক্র। পর্ব - ৩ : গ্রন্থ পর্যালোচনা।

**SEMESTER - IV**

**BENG-H-CC-T-8 ❖ বাংলা সমালোচনা সংকলন ও প্রবন্ধ সংকলন**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : সমালোচনা প্রবন্ধ : কাব্যের উপেক্ষিতা : রবীন্দ্রনাথ ঠাকুর, আধুনিক ও রবীন্দ্রনাথ - আবু সয়ীদ আইয়ুব, পড়ুয়ার নোট - সতীনাথ ভাদুড়ী, উত্তমর্গ-অধমর্গ-সংবাদ - ডঃ অসিতকুমার বন্দ্যোপাধ্যায়।

পর্ব - ২ : বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : প্রবন্ধ : বর্তমান সমাজ ও সংস্কৃতি - নীরদ সি. চৌধুরী, বাঙ্গালির আত্মপরিচয় - আনিসুজ্জামান, বর্তমান সমস্যা - স্বামী বিবেকানন্দ, রবীন্দ্রনাথ ও বাংলাদেশ - সন্জিদা খাতুন।

পর্ব - ৩ : সাহিত্যের পথে (নির্বাচিত প্রবন্ধ) : রবীন্দ্রনাথ ঠাকুর : তথ্য ও সত্য, সাহিত্য, আধুনিক কাব্য, সাহিত্যের তাৎপর্য, সাহিত্যতত্ত্ব।

**BENG-H-CC-T-9 ❖ কাব্যের রূপভেদ, কাব্যজিজ্ঞাসা ও কাব্য পাঠ**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : কাব্যের সংজ্ঞা ও রূপভেদ : কাব্যের সংজ্ঞা ও রূপভেদ : মহাকাব্য, গীতিকাব্য, পত্রকাব্য, সনেট, ক্ল্যাসিসিজম, রোমান্টিসিজম, সুররিয়াসিজম। কাব্যজিজ্ঞাসা - অভুলচন্দ্র গুপ্ত : ধ্বনি, রস ও কথা।

পর্ব - ২ : বীরাস্ত্রনা (নির্বাচিত পত্র) : মাইকেল মধুসূদন দত্ত : দুঃস্বপ্নের প্রতি শকুন্তলা, সোমের প্রতি তারা, দশরথের প্রতি কেকয়ী, পুরুষের প্রতি উর্বশী, নীলাধ্বজের প্রতি জনা।

পর্ব - ৩ : যতীন্দ্রনাথ সেনগুপ্তের কবিতা (নির্বাচিত) : দুঃখবাদী, ঘুমের ঘোরে, কচি ডাব, বাইশে শ্রাবণ, ১৩৪৮, বহিঃস্থতি, ফেমিন, রিলিফ।

**BENG-H-CC-T-10 ❖ বাংলা কাব্য-কবিতা**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : সঞ্চয়িতা (নির্বাচিত) : রবীন্দ্রনাথ ঠাকুর : নির্বাসনের স্বপ্নভঙ্গ, বসুন্ধরা, জীবনদেবতা, প্রার্থনা (নৈবেদ্য কাব্য), ভারততীর্থ, ঐক্যতান, শুভক্ষণ (খেয়া)।

পর্ব - ২ : সঞ্চয়িতা (নির্বাচিত) : কাজী নজরুল ইসলাম : কাভারী ছশিয়ান, সাম্যবাদী (গাহি সাম্যের গান/যেখানে আসিয়া এক হয়ে গেছে সব বাধা ব্যবধান), নারী (সাম্যবাদী) ফরিয়াদ, আমার কেফিয়ৎ, জীবনবন্দনা।

পর্ব - ৩ : বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : আধুনিক বাংলা কবিতা : পালকির গান - সত্যেন্দ্রনাথ দত্ত, দুঃখের কবি - মোহিতলাল মজুমদার, আট বছর আগে একদিন - জীবনানন্দ দাশ, বৃষ্টি-অমিয় চক্রবর্তী, তোমাকে পাওয়ার জন্য হে স্বাধীনতা- শামসুর রহমান, সংসারে সন্ন্যাসী লোকটা-শক্তি চট্টোপাধ্যায়, ফিরে এসো চাকা-বিনয় মজুমদার, আমার নাম ভারতবর্ষ-অমিতাভ দাশগুপ্ত।

**BENG-H-GE-T-4 ❖ আঞ্চলিক ভাষা সাহিত্য ও সংস্কৃতি**

**Course Nature : GE ❖ Credit - 6**

পর্ব - ১ : আঞ্চলিক ভাষা সাহিত্য : আঞ্চলিক ভাষা সাহিত্য (নদিয়া ও মুর্শিদাবাদ)।

পর্ব - ২ : আঞ্চলিক পত্র-পত্রিকা : আঞ্চলিক পত্র-পত্রিকা (নদিয়া ও মুর্শিদাবাদ)।

পর্ব - ৩ : আঞ্চলিক লোকসংস্কৃতি, লোকসাহিত্য, লোকশিল্প ও লোকসঙ্গীত (নদিয়া ও মুর্শিদাবাদ : ক্ষেত্র সমীক্ষা ও সংগ্রহ)

**BENG-H-SEC-T-2 ❖ সাহিত্যের প্রয়োগ বৈচিত্র্য**

**Course Nature : SEC ❖ Credit - 2**

পর্ব - ১ : সংবাদ প্রতিবেদন রচনা, সৃজনশীল রচনা, সংলাপ (পদ্ধতি ও প্রকরণ)।

পর্ব - ২ : বিজ্ঞাপন রচনা (মূলসূত্র ও কৌশল)।

পর্ব - ৩ : প্রুফ সংশোধন (নিয়ম ও চর্চা)।

**SEMESTER -V**

**BENG-H-CC-T-11 ❖ Course Title : বাংলা উপন্যাস**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : হাঁসুলিবাঁকের উপকথা - তারাশঙ্কর বন্দ্যোপাধ্যায়।

পর্ব - ২ : ইছামতী - বিভূতিভূষণ বন্দ্যোপাধ্যায়।

পর্ব - ৩ : মায়ামৃদঙ্গ - সৈয়দ মুস্তাফা সিরাজ।

**BENG-H-CC-T-12 ❖ বাংলা রঙ্গমঞ্চ ও নাটক**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : নাটকের রূপভেদ : ট্রাজেডি, কমেডি, প্রহসন, মেলোড্রামা, রূপক-সাংকেতিক, পৌরাণিক ঐতিহাসিক, সামাজিক, অ্যাবসার্ড, একাক্ষ।

পর্ব - ২ : বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা : লেবেডেফের বেঙ্গলী থিয়েটার, নবীন বসুর থিয়েটার, আশুতোষ দেবের থিয়েটার, বেলগাছিয়া নাট্যশালা, পাথুরিয়াঘাটা বঙ্গনাট্যালয়, জোড়াসাঁকো নাট্যশালা, বাগবাজার অ্যামেটার থিয়েটার (শ্যামবাজার নাট্যসমাজ) ন্যাশনাল থিয়েটার, নাট্যানিয়ন্ত্রণ বিল, শ্রীরঙ্গম, গ্রুপ থিয়েটার, থার্ড থিয়েটার।

পর্ব - ৩ : অচলায়তন - রবীন্দ্রনাথ ঠাকুর।

**BENG-H-DSE-T-1 ❖ বাংলাদেশের সাহিত্য**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : কবিতা ও ছোটগল্প : (ক) বাংলাদেশের কবিতা (রণজিৎ দাস ও সাজ্জাদ সফি সম্পাদিত) : স্বাধীনতা তুমি - শামসুর রহমান, মানুষ - নির্মলেন্দু গুণ, তোমার দূরত্ব নিত্য আমার ক্রোধের দিনে - দাউদ হায়দার। (খ) ছোটগল্প (বাংলাদেশের গল্প - সেলিনা হোসেন সম্পাদিত) : কেয়া - সৈয়দ ওয়ালীউল্লাহ, জননী - হাসান আজিজুল হক, নিরুদ্দেশ - আখতারুজ্জামান ইলিয়াস।

পর্ব - ২ : প্রবন্ধ (বাঙালি ও বাংলাদেশ - অরুণ সেন ও আবুল হাসনাৎ সম্পাদিত) : বাঙ্গালির আত্মপরিচয়ের সূত্রপাত - আবু জাফর সামসুদ্দিন, ভাষা সংস্কার ও বাঙালি চেতনার বিকৃতি - আহমদ শরীফ, মার্চের স্বপ্ন - মুনতাসীর মামুন।

পর্ব - ৩ : উপন্যাস ও নাটক : উপন্যাস : যাপিত জীবন - সেলিনা হোসেন। নাটক : কবর - মুনীর চৌধুরী।

**BENG-H-DSE-T-2 ❖ সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা**

**Course Nature : DSE ❖ Credit - 6**

পর্ব - ১ : সাহিত্যতত্ত্ব (১ম ভাগ) : অনুকৃতিবাদ, উচিত্যবাদ, বক্রোক্তিবাদ, অলংকারবাদ, কাব্যে আনন্দ, চিত্রকাব্য, রীতিবাদ, কাব্যসত্য, কাব্যের উদ্দেশ্য, কাব্য-কল্পনা।

পর্ব - ২ : সাহিত্যতত্ত্ব (২য় ভাগ) : রোমান্টিসিজম, রিয়ালিজম, ক্লাসিসিজম, ডাডাইজম, সুররিয়ালিজম, ন্যাচারালিজম।

পর্ব - ৩ : সাহিত্য সমালোচনা : বঙ্কিমচন্দ্র, রবীন্দ্রনাথ, মোহিতলাল।

## **SEMESTER - VI**

### **BENG-H-CC-T-13 ❖ বাংলা নাটক পাঠ** **Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : কারাগার - মন্মথ রায়।

পর্ব - ২ : পাগলা ঘোড়া - বাদল সরকার।

পর্ব - ৩ : চাঁদ বণিকের পালা - শম্ভু মিত্র।

### **BENG-H-CC-T-14 ❖ সংস্কৃত, ইংরেজি সাহিত্যের ইতিহাস ও লোকসাহিত্য** **Course Nature : Core ❖ Credit - 6**

পর্ব-১ : সংস্কৃত সাহিত্যের ইতিহাস : কালিদাস, ভবভূতি, ভাস, বাণভট্ট, শূদ্রক, জয়দেব।

পর্ব-২ : ইংরেজি সাহিত্যের ইতিহাস : শেক্সপীয়ার (নাটক), মিলটন (মহাকাব্য), ওয়ার্ডসওয়ার্থ, বায়রন, শেলী, কিট্‌স্, চার্লস ডিকেন্স, এলিয়ট, বার্নার্ড শ।

পর্ব-৩ : লোকগীতি, গীতিকা, ছড়া, প্রবাদ-প্রবচন, ধাঁধা, বাংলা লোকসাহিত্য চর্চার ধারা।

### **BENG-H-DSE-T-3 ❖ বাংলা ও প্রাদেশিক সাহিত্য** **Course Nature : DSE ❖ Credit - 6**

পর্ব - ১ : ছোটগল্প : সদগতি - মুন্সী প্রেমচন্দ, নির্বাচিত গল্প - ফণিশ্বরনাথ রেণু, অসমিয়া গল্প (নির্বাচিত), উড়িয়া গল্প (নির্বাচিত)।

পর্ব - ২ : উপন্যাস : মৃত্যুঞ্জয় - বীরেন্দ্রকুমার ভট্টাচার্য (উষারঞ্জন ভট্টাচার্য কর্তৃক অনূদিত : দাড়িবুড়া - গোপীনাথ মুন্সী (মালয়ালাম)।  
ময়লা আঁচল - ফুলেশ্বরনাথ রেণু।

পর্ব - ৩ : নাটক : চোপ্ আদালত চলতে (নাটক) - বিজয় তেডুলকর।

### **BENG-H-DSE-T-4 ❖ বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য।** **Course Nature : DSE ❖ Credit - 6**

পর্ব - ১ : (ক) ঠাকুরমার ঝুলি (নির্বাচিত) : দক্ষিণারঞ্জন মিত্র মজুমদার, কিরণমালা, সাতভাই চম্পা, নীলকমল আর লালকমল, শিয়াল পন্ডিত। (খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায়চৌধুরী : বিষ্ণুর অবতার, ইন্দ্র হওয়ার সুখ, শিবের বিয়ে, গঙ্গার আনিবার কথা, রাবণ।

পর্ব - ২ : (ক) আবোল তাবোল (নির্বাচিত) : সুকুমার রায় : খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন, গন্ধবিচার।  
(খ) পদিপসির বর্মিবান্ন : লীলা মজুমদার।

পর্ব - ৩ : (ক) সত্যজিৎ রায়ের গল্প (নির্বাচিত) : কৈলাস চৌধুরীর পাথর, সমাদ্দারের চাবি, অম্বর সেন অন্তর্ধান রহস্য, অঙ্গরা থিয়েটারের মামলা, লন্ডনে ফেলুদা। (খ) ব্যোমকেশের গল্প (নির্বাচিত) : শরদিন্দু বন্দ্যোপাধ্যায় : সত্যাশ্বেষী, রক্তমুখী নীলা ব্যোমকেশ ও বরদা।

## BENGALI (GENERAL)

### SEMESTER - I

**BENG-G-CC-T-I** ❖ বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র  
**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : গদ্যরীতি ও প্রবন্ধ : শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী। ❖ সাময়িক পত্র : (দিগদর্শন, সমাচার চন্দ্রিকা, তত্ত্ববোধিনী, কল্লোল, বঙ্গদর্শন, ভারতী, সবুজপত্র)।

পর্ব - ২ : কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, মোহিতলাল মজুমদার, নজরুল ইসলাম, জীবনানন্দ দাশ, সুকান্ত ভট্টাচার্য। নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, বিজন ভট্টাচার্য।

পর্ব - ৩ : উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, প্রভাতকুমার মুখোপাধ্যায়, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, মীর মোশাররফ হোসেন।

### **BENG-G-AECC-T-I** ❖ Bengali (L1 / L2)

**Course Nature : AECC ❖ Credit - 2**

পর্ব - ১ : (ক) বোধ পরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৩টি প্রবন্ধ) : বসন্তের কোকিল - বঙ্কিমচন্দ্র চট্টোপাধ্যায়, শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর, বাংলা আর ইংরেজি - অন্নদাশঙ্কর রায়।

পর্ব - ২ : প্রতিবেদন (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)।

পর্ব - ৩ : পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য)।

### SEMESTER - II

**BENG-G-LCC-T-I** ❖ সাহিত্যের ইতিহাস সাহিত্যের রূপ-রীতি, বৈষ্ণব পদাবলী ও মঙ্গলমাক্য

**Course Nature : Core (Language 2) ❖ Credit - 6**

পর্ব - ১ : সাহিত্যের ইতিহাস ও সাহিত্যের রূপ-রীতি : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (রামায়ণ ও মহাভারত), মঙ্গলকাব্য (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল ও অন্নদামঙ্গল)। ❖ সাহিত্যের রূপ-রীতি : কাব্য-কবিতা, নাটক, উপন্যাস ও ছোটগল্প (সাধারণ পরিচিতি ও স্থূল শ্রেণী বিভাজন)।

পর্ব - ২ : বৈষ্ণব পদাবলী : নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস, আমার শপথি লাগে - বলরাম দাস, রাখার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস, রূপ লাগি আঁধি বুঝে - জ্ঞানদাস, কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস, আজু রজনী হাম ভাগে পোহায়লু - বিদ্যাপতি, এ সখি হামারি দুখের নাহি ওর - বিদ্যাপতি, মাধব বহত মিনতি করি তোয় - বিদ্যাপতি।

পর্ব - ৩ : মঙ্গলকাব্য : চণ্ডীমঙ্গল (আখ্যেটিক খন্ড) - কবিকঙ্কণ মুকুন্দ চক্রবর্তী।

**BENG-G-CC-T-2** ❖ ছন্দ, অলঙ্কার ও বাংলা ভাষাতত্ত্ব

**Course Nature : Core ❖ Credit - 6**

পর্ব-১ : ছন্দ : অক্ষর/দল, কলা/মাত্রা, পর্ব, পদ, পংক্তি/চরণ-সংজ্ঞা, শ্রেণীবিভাগ ও উদাহরণ, বাংলা ছন্দের ত্রিধারা-সংজ্ঞা ও উদাহরণ, ছন্দোলিপি প্রণয়ন।

পর্ব-২ : অলঙ্কার : সংজ্ঞাসহ উদাহরণ-অনুপ্রাস, যমক, শ্লেষ, অপহৃতি, বক্রোক্তি, উপমা, রূপক, উৎপ্রেক্ষা, সমাসোক্তি, ব্যাঙ্গুক্তি ও ব্যতিরেক।

পর্ব-৩ : বাংলা ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভান্ডার, বাংলা উপভাষা, মৌলিক স্বরধ্বনি, শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিত, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগমন, উষ্মীভবন, নাসিক্যীভবন।

### **BENG-G-AECC-T-1 ❖ Bengali (L1 / L2)**

#### **Course Nature : AECC ❖ Credit - 2**

পর্ব - ১ : কবিতা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৪টি কবিতা) : নির্ব্বরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর, শিকল পরার গান - কাজী নজরুল ইসলাম, এখানে আকাশ নীল - জীবনানন্দ দাশ, অমলকান্তি - নীরেন্দ্রনাথ চক্রবর্তী।

পর্ব - ২ : পত্ররচনা (সাধারণ পত্র, আবেদনপত্র ইত্যাদি)।

পর্ব - ৩ : ছোটগল্প (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৪টি গল্প) : খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর, বিলাসী - শরৎচন্দ্র চট্টোপাধ্যায়, উলটুপুরাণ - পরশুরাম, কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায়।

### **SEMESTER - III**

#### **BENG-G-CC-T-3 ❖ বৈষ্ণব পদাবলী, কবিতা ও ছোটগল্প**

#### **Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : বৈষ্ণব পদাবলী (নির্বাচিত) : নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস, শ্রীদাম সুদাম দাম শোন ওরে বলরাম - বলরাম দাস, রাখার কি হইল অন্তরে ব্যথা - চন্ডীদাস, কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস, আজু রজনী হাম ভাগে পোহায়লু - বিদ্যাপতি, সুখের লাগিয়া এ ঘর বাঁধিনু - জ্ঞানদাস, অক্ষুর তপন তাপে যদি জারব - বিদ্যাপতি, মাধব বহুত মিনতি করি তোয় - বিদ্যাপতি।

পর্ব - ২ : সধগয়িতা - রবীন্দ্রনাথ ঠাকুর (অহল্যার প্রতি, লীলাসঙ্গিনী, বাঁশি, ক্যামেলিয়া, অপমানিত), আধুনিক কবিতা (নির্বাচিত) - বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত), পথের দিশা - কাজী নজরুল ইসলাম, ভয় করলেই ভয় - নীরেন্দ্রনাথ চক্রবর্তী, মুখ ঢেকে যায় বিজ্ঞাপনে - শঙ্খ ঘোষ, শুধু কবিতার জন্য - সুনীল গঙ্গোপাধ্যায়।

পর্ব - ৩ : ছোটগল্প : (নির্বাচিত) বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : নতুন পুতুল - রবীন্দ্রনাথ ঠাকুর, সিঁদুরচরণ - বিভূতিভূষণ বন্দ্যোপাধ্যায়, পোনাঘাট পেরিয়ে - প্রেমেন্দ্র মিত্র, শিশুশিক্ষার পরিণাম - শিবরাম চক্রবর্তী, বান - মহাশ্বেতা দেবী, খগেনবাবু - শীর্ষেন্দু মুখোপাধ্যায়।

#### **BENG-G-SEC-T-1 ❖ শ্রেণীকক্ষে সাহিত্য পাঠদান পদ্ধতি ও সমবেত পাঠ (Group study)**

#### **Course Nature : SEC ❖ Credit - 2**

পর্ব - ১ : শ্রেণীকক্ষে পাঠদান পদ্ধতি। পর্ব - ২ : আলোচনা চক্র। পর্ব - ৩ : গ্রন্থ পর্যালোচনা।

### **SEMESTER - IV**

#### **BENG-G-LCC-T-2 ❖ কবিতা, উপন্যাস ও ছোটগল্প**

#### **Course Nature : Core (Language 1) ❖ Credit - 6**

পর্ব - ১ : কবিতা ও নাটক : (ক) কবিতা : জন্মভূমির প্রতি - মাইকেল মধুসূদন দত্ত, সোনার তরী - রবীন্দ্রনাথ ঠাকুর, বিদ্রোহী - কাজী নজরুল ইসলাম, বনলাতা সেন - জীবনানন্দ দাশ। (খ) নাটক : নীলদর্পন - দীনবন্ধু মিত্র। পর্ব - ২ : উপন্যাস : কৃষ্ণকান্তের উইল - বঙ্কিমচন্দ্র চট্টোপাধ্যায়। পর্ব - ৩ : ছোটগল্প : শান্তি - রবীন্দ্রনাথ ঠাকুর, রসময়ীর রসিকতা - প্রভাত কুমার মুখোপাধ্যায়, অভাগীর স্বর্গ - শরৎচন্দ্র চট্টোপাধ্যায়, তারিণী মাঝি - তারাশঙ্কর বন্দ্যোপাধ্যায়, সরীসৃপ - মানিক বন্দ্যোপাধ্যায়।



**BENG-G-CC-T-1 ❖ বাংলা নাটক, উপন্যাস ও প্রবন্ধ**

**Course Nature : Core ❖ Credit - 6**

পর্ব - ১ : ডাকঘর - রবীন্দ্রনাথ ঠাকুর। পর্ব - ২ : দত্তা - শরচ্ছত্র চট্টোপাধ্যায়। পর্ব - ৩ : প্রবন্ধে (নির্বাচিত) : বাংলার কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত) : বিবেচনা ও অবিবেচনা - রবীন্দ্রনাথ ঠাকুর, পটুয়া শিল্প - যামিনী রায়, বাংলা সাহিত্যের প্রগতি - বিষ্ণু দে।

**BENG-G-SEC-T-2 ❖ সাহিত্যের প্রয়োগবৈচিত্র্য**

**Course Nature : SEC ❖ Credit - 2**

পর্ব - ১ : সংবাদ প্রতিবেদন রচনা। পর্ব - ২ : বিজ্ঞাপন রচনা। পর্ব - ৩ : প্রুফ সংশোধন।

**SEMESTER -V**

**BENG-G-DSE-T-1 ❖ সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা**

**Course Nature : DSE ❖ Credit - 6**

পর্ব - ১ : সাহিত্যতত্ত্ব (১ম ভাগ) : অনুকৃতিবাদ, উচিত্যবাদ, বক্রোক্তিবাদ, অলংকারবাদ, কাব্যে আনন্দ, চিত্রকাব্য, রীতিবাদ, কাব্যসত্য, কাব্যের উদ্দেশ্য, কাব্য-কল্পনা।

পর্ব - ২ : সাহিত্যতত্ত্ব (২য় ভাগ) : রোমান্টিসিজম, রিয়ালিজম, ক্লাসিসিজম, ডাডাইজম, সুররিয়ালিজম, ন্যাচারালিজম।

পর্ব - ৩ : সাহিত্য সমালোচনা : বঙ্কিমচন্দ্র, রবীন্দ্রনাথ, মোহিতলাল।

**BENG-G-GE-T-1 ❖ জীবনী, আত্মজীবনী ও ভ্রমণসাহিত্য**

**Course Nature : GE ❖ Credit - 6**

পর্ব - ১ : জীবনী, আত্মজীবনী ও ভ্রমণসাহিত্য (সংজ্ঞা ও বৈশিষ্ট্য)।

পর্ব - ২ : আত্মজীবনী : জীবনস্মৃতি - রবীন্দ্রনাথ ঠাকুর।

পর্ব - ৩ : ভ্রমণসাহিত্য : পালানো - সঞ্জীবচন্দ্র চট্টোপাধ্যায়।

**BENG-G-SEC-T-3 ❖ লোকগান**

**Course Nature : SEC ❖ Credit - 2**

পর্ব - ১ : বিয়ের গান : (ক) ভূমিকা ও লোকগান প্রসঙ্গে সাধারণ আলোচনা। (খ) বিয়ের গান - বরযাত্রী আসছে মাগো খাবো খাবো করে - বিয়ের গান, মেহেদির পাতা চিরল গোচারল - (মুসলিম বিবাহের গান)।

পর্ব - ২ : তত্ত্বমূলক গান : (ক) তত্ত্বমূলক গান প্রসঙ্গে প্রাথমিক আলোচনা। (খ) তত্ত্বমূলক গান : সব লোকে কয় লালন কি জাত সংসারে - লালন সাঁই, এই ধর্মের বিচার করো রে ভাই - কুবীর গৌঁসাই।

পর্ব - ৩ : ভাওয়াইয়া, ভাটিয়ালি ও আলকাপের গান : (ক) ভাওয়াইয়া, ভাটিয়ালি ও আলকাপের গানের বৈশিষ্ট্য ও প্রাথমিক আলোচনা। (খ) ভাওয়াইয়া, ভাটিয়ালি ও আলকাপের গান - ও বন্ধু কাজল ভোমরা রে, ও ভাটিয়ালি গানের নাইয়া, বড় দুঃখ পাইয়া বাংলার শিল্পী মরত্যাছে।

## **SEMESTER -VI**

### **BENG-H-DSE-T-4**

বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য

**Course Nature : DSE ❖ Credit - 6**

পর্ব - ১ : (ক) ঠাকুরমার ঝুলি (নির্বাচিত) : দক্ষিণারঞ্জন মিত্র মজুমদার - কিরণমালা, সাতভাই চম্পা, নীলকমল আর লালকমল, শিয়াল পন্ডিত। (খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায় চৌধুরী - বিষ্ণুর অবতার, ইন্দ্র হওয়ার সুখ, শিবের বিয়ে, গঙ্গা আনিবার কথা, রাবণ।

পর্ব - ২ : (ক) আবোল তাবোল (নির্বাচিত) : সুকুমার রায় - খিচুরি, খুড়োর কল, হাতুড়ে, একুশে আইন, গল্পবিচার। (খ) পদিপিসির বর্মিবাক্স : লীলা মজুমদার।

পর্ব - ৩ : (ক) সত্যজিৎ রায়ের গোয়েন্দা গল্প (নির্বাচিত) : কৈলাস চৌধুরীর পাথর, সমাদ্দারের চাবি, অম্বর সেন অন্তর্ধান রহস্য, অঞ্জরা থিয়েটারের মামলা, লন্ডনে ফেলুদা। (খ) ব্যোমকেশের গল্প (নির্বাচিত) : শরদিন্দু বন্দ্যোপাধ্যায় - সত্যাশ্বেষী, রক্তমুখী নীলা, ব্যোমকেশ ও বরদা।

### **BENG-G-GE-T-2**

আঞ্চলিক ভাষা সাহিত্য ও সংস্কৃতি

**Course Nature : GE ❖ Credit - 6**

পর্ব - ১ : আঞ্চলিক ভাষা সাহিত্য : আঞ্চলিক ভাষা সাহিত্য (নদিয়া ও মুর্শিদাবাদ)।

পর্ব - ২ : আঞ্চলিক পত্র-পত্রিকা : আঞ্চলিক পত্র-পত্রিকা (নদিয়া ও মুর্শিদাবাদ)।

পর্ব - ৩ : আঞ্চলিক লোকসংস্কৃতি, লোকসাহিত্য, লোকশিল্প ও লোকসঙ্গীত (নদিয়া ও মুর্শিদাবাদ : ক্ষেত্র সমীক্ষা ও সংগ্রহ)।

### **BENG-G-SEC-T-4**

সংবাদ প্রতিবেদন ও বিজ্ঞাপন রচনা

**Course Nature : SEC ❖ Credit - 2**

পর্ব - ১ : সংবাদ প্রতিবেদন রচনা, সৃজনশীল রচনা, সংলাপ (পদ্ধতি ও প্রকরণ)।

পর্ব - ২ : বিজ্ঞাপন রচনা (মূলসূত্র ও কৌশল)।

পর্ব - ৩ : প্রুফ সংশোধন (নিয়ম ও চর্চা)।

**UG CBCS SYLLABUS**  
**SUBJECT: ENGLISH (HONOURS)**

**SEMESTER-I**

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-1	Indian Classical Literature	Core	6	60+15=75

**Texts:**

1. Kalidasa. *Abhijnana Shakuntalam*. Tr. Chandra Rajan, in *Kalidasa: The Loom of Time*. New Delhi: Penguin, 1989.
2. Vyasa. "The Dicing" and "The Sequel to Dicing", "The Book of the Assembly Hall", "The Temptation of Karna", Book V. "The Book of Effort" in *The Mahabharata*. Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975. pp.106-69.
3. Sudraka. *Mrcchakatika*. Tr. M.M.Ramachandra Kale. New Delhi: Motilal Banarsidas, 1962.
4. IlangoAdigal. "The Book of Banci", in *Cilappatikaram. The Tale of an Anklet*. Bk.3.Tr. R. Parthasarathy. New Delhi: Penguin, 2004.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-2	European Classical Literature	Core	6	60+15=75

**Texts:**

1. Homer. Books I and II. *The Iliad*. Tr. E. V. Rieu. Harmondsworth: Penguin, 1985.
2. Sophocles. "Oedipus the King". Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.
3. Plautus. *Pot of Gold*. Tr. E.F.Watling. Harmondsworth: Penguin, 1965.
4. Ovid. Selections from *Metamorphoses*. "Bacchus" (Bk.III), "Pyramus and Thisbe" (Bk.IV), "Philomela" (Bk. VI). Tr. Mary M. Innes. Harmondsworth: Penguin, 1975.
5. Horace. "Epistle I". Bk. I. *The Satires of Horace and Persius*. Tr. Niall Rudd. Penguin, 2005.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-GE-T-1	Academic Writing and Composition	GE	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book II. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

**Academic Writing and Composition (Any four)**

1. Introduction to the Writing Process.
2. Introduction to the Conventions of Academic Writing
3. Writing in one's own words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-AECC-T-1	English Communication	AECC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

**1. Introduction:** Theory of Communication, Types and modes of Communication

**2. Language of Communication:**

Verbal and Non-verbal  
(Spoken and Written)  
Personal, Social and Business

Barriers and Strategies  
Intra-personal, Inter-personal and  
Group communication

**3. Speaking Skills:**

Monologue Dialogue  
Group Discussion

Effective Communication/ Mis-  
Communication  
Interview  
Public Speech

**4. Reading and Understanding**

Close Reading  
Comprehension Summary  
Paraphrasing Analysis and  
Interpretation

Translation(from Indian language  
to English and vice-versa)  
Literary/Knowledge  
Texts

**5. Writing Skills**

Documenting  
Report Writing

Making notes  
Letter writing

**SEMESTER-II**

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-3	Indian Writing in English	Core	6	60+15=75

**Texts:**

1. Girish Karnad. *Hayavadana. Three Plays.* New Delhi: OUP, 1997.
2. Anita Desai. *In Custody.*
3. Amitav Ghosh. "The Ghosts of Mrs. Gandhi". *The New Yorker.* 17 Jul 1995.
4. Salman Rushdie. "The Free Radio"
5. Shashi Deshpande. "The Intrusion"
6. Kamala Das. "Introduction"
7. Robin S. Ngangom. "The Strange Affair of Robin S. Ngangom", "A Poem for Mother"
8. Nissim Ezekiel. "Enterprise"
9. Toru Dutt. "Our Casurina Tree"
10. Arun Kolatkar. "The Bus"
11. Jayanta Mahapatra. "Dawn at Puri"

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-4	British Poetry and Drama: 14 <sup>th</sup> – 17 <sup>th</sup> Centuries	Core	6	60+15=75

**Texts:**

1. Geoffrey Chaucer. "Wife of Bath". *The Prologue to the Canterbury Tales*. Ed. Neville Coghill.
2. Edmund Spenser. Sonnet LXXV. "One day I wrote her name..." *Amoretti*.
3. John Donne. "The Sunne Rising" and "Valediction Forbidding Mourning"
4. Francis Bacon. "Of Empire"
5. Christopher Marlowe. *Doctor Faustus*
6. William Shakespeare. *Twelfth Night*
7. William Shakespeare. *Macbeth*

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-GE-T-2	Text and Performance	GE	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book II*. Cambridge University Press, 2018. is the only prescribed textbook for this course**

**1. Introduction**

1. Introduction to theories of performance
2. Historical overview of Western and Indian theatre
3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

Topics for Student Presentations:

- a. Perspectives on theatre and performance
- b. Historical development of theatrical forms
- c. Folk traditions

**2. Theatrical Forms and Practices**

1. Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc.
2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Topics for Student Presentations:

- a. On the different types of performative space in practice
- b. Poetry reading, elocution, expressive gestures, and choreographed movement

**3. Theories of Drama**

1. Theories and demonstrations of acting: Stanislavsky, Brecht
2. Bharata

Topics for Student Presentations:

Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

#### 4. Theatrical Production

1. Direction, production, stage props, costume, lighting, backstage support.
2. Recording/archiving performance/case study of production/performance/impact of media on performance processes.

### SEMESTER-III

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-5	American Literature	Core	6	60+15=75

#### Texts:

1. Tennessee Williams. *The Glass Menagerie*.
2. Toni Morrison. *Beloved*.
3. Edgar Allan Poe. "The Purloined Letter".
4. William Faulkner. "Dry September"
5. Anne Bradstreet. "The prologue"
6. Walt Whitman. "Passage to India" (ll. 1-68). *Leaves of Grass*.
7. Adriene Rich. "Power"
8. Allen Ginsberg. "An Eastern Ballad". *Beat Poets*. Ed. Carmela Ciuraru. New York: Alfred A. Knopf, 2002.
9. Abraham Lincoln. "Gettysburg Address"
10. Martin Luther King. "I have a Dream"

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-6	Popular Literature	Core	6	60+15=75

#### Texts:

2. Lewis Carroll. *Through the Looking Glass*.
3. Agatha Christie. *The Murder of Roger Ackroyd*.
4. Shyam Selvadurai. *Funny Boy*.
5. Durgabai Vyam and Shubhash Vyam. *Bhimayana: Experiences of Untouchability./ Autobiographical Notes on Ambedkar* (for visually challenged students)

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-7	British Poetry and Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Century	Core	6	60+15=75

#### Texts:

1. John Milton. *Paradise Lost*. Bk. I
2. John Webster. *The Duchess of Malfi*.
3. Aphra Behn. *The Rover*.
4. Alexander Pope. *The Rape of the Lock*. (Books I and II)

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-GE-T-3	Language and Linguistics	GE	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course.**

- Language:** language and communication; language varieties: standard and non-standard language; language change. Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The study of New Linguistic Varieties*. Cambridge UP, 2008.
- Phonetics and Phonology:** Introduction to English vowel and consonant sounds, Stress and phonemic transcription of connected speech, Syllabic structure and consonant cluster. T. Balasubramanian. *A textbook of English Phonetics for Indian Students*. 2<sup>nd</sup> ed. Trinity, 2013. J. D.O'Connor. *Better English Pronunciation*. CUP, 2000. Peter Roach. *English Phonetics and Phonology: A Practical Course*. CUP, 2000.
- Syntax and Semantics:** Categories and Constituents, Phrase Structure, Maxims of conversations.  
Akmajian, A., R. A. Demers and R, M Harnish. Chapters 5 and 6. *Linguistics: An Introduction to Language and Communication*. 2<sup>nd</sup>ed. MIT Press, 1984. Indian edition, Prentice Hall, 1991. Board of editors. *Linguistics: An Introduction*. Hyderabad: Orient Blackswan, 2015. F.R. Palmer. *Grammar*. Penguin, 1983. George Yule. *The Study of Language*. CUP, 2016. David Crystal. *English as A Global Language*. 2<sup>nd</sup> ed. CUP, 2003. Victoria Fromkin, Robert Rodman, Nina Hyams. Chapters 3, 6 and 7. *An Introduction to Language*. 11<sup>th</sup>ed. Wadsworth, 2018.
- Rhetoric and Prosody:** Identification and explanation of the figures of speech, Scansion and identification of the metrical pattern of a poem, or an excerpt from a poem. Bose and Sterling. *Elements of English Rhetoric and Prosody*

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-GE-T-3	English Language Teaching	SEC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

Any four of the following topics

1. Knowing the Learner
2. Structures of English Language
3. Methods of teaching English Language and Literature
4. Materials for Language Teaching
5. Assessing Language Skills
6. Using Technology in Language Teaching

### SEMESTER-IV

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-8	British Literature: 18 <sup>th</sup> Century	Core	6	60+15=75

**Texts:**

1. William Congreve. *The Way of the World*.
2. Jonathan Swift. *Gulliver's Travels* (Books I & II)
3. Samuel Johnson. "London".
4. Thomas Gray. "Elegy Written in a Country Churchyard".
5. Eliza Heywood. *Fantomina*.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-9	British Romantic Literature	Core	6	60+15=75

**Texts:**

1. William Blake. "The Lamb", "The Chimney Sweeper", "The Tyger", the Introduction to *The Songs of Innocence*.
2. Robert Burns. "A Bard's Epitaph" and "Scots Wha Hae"
3. William Wordsworth. "Tintern Abbey"
4. Samuel Taylor Coleridge. "Kubla Khan", "Dejection: An Ode"
5. George Gordon Byron. Canto IV. Verses 178-86. *Childe Harold's Pilgrimage. II*. 1594-1674.
6. Percy Bysshe Shelley. "Ode to the West Wind"
7. John Keats. "Ode to a Nightingale", "Bright Star", "To Autumn"
8. Mary Shelley. *Frankenstein*.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-10	British Literature: 19 <sup>th</sup> Century	Core	6	60+15=75

**Texts:**

1. Charlotte Brontë. *Jane Eyre*. 1847. 3<sup>rd</sup> ed. Norton Critical Edition. 2016.
2. Charles Dickens. *Hard Times*. 1854. 4<sup>th</sup> ed. Norton Critical Edition. 2015.
3. Thomas Hardy. *Tess of the d'Urbervilles*. 1891-92. 3<sup>rd</sup> ed. Norton Critical Edition. 1991.
4. Alfred Tennyson. "Ulysses"
5. Robert Browning. "My Last Duchess"
6. Christina Rossetti. 1<sup>st</sup> Stanza. "The Goblin Market". 1862. // 1-31.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-GE-T-4	Contemporary India: Women and Empowerment	GE	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book II*. Cambridge University Press, 2018. is the only prescribed textbook for this course**



1. Social Construction of Gender (Masculinity and Femininity) and Patriarchy
2. History of Women's Movements in India (Pre-independence, post-independence) Women, Nationalism, Partition, Women and Political Participation
3. Women and Law, Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage), (Supplemented by workshop on legal awareness)
4. Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment
5. Female Voices: *Rokeya Shekhawat Hossein. Sultana's Dream.*
6. Dalit Discourse: Sharmila Rege. "Dalit Feminist Standpoint". *Gender and Caste*. Ed. A. Rao. Kali for Women, 2003.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-SEC-T-2	Soft Skills	SEC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

**Topics and skills to be learnt-**

Teamwork, Emotional Intelligence, Adaptability, Leadership, Problem solving

**SEMESTER-V**

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-11	Women's Writing	Core	6	60+15=75

**Texts:**

1. Emily Dickinson. "I cannot live with you". "I'm 'wife'- I've finished that"
2. Sylvia Plath. "Daddy", "Lady Lazarus"
3. Maya Angelou. "Caged Bird". *The Complete Collected Poems of Maya Angelou*. Random House Inc., 1994.
4. Alice Walker. *The Color Purple*.
5. Katherine Mansfield. "Bliss"
6. Mahashweta Devi. "Draupadi". Translated with a foreword by Gayatri Chakravorty Spivak. *Critical Inquiry*, Vol. 8, No. 2, Writing and Sexual Difference. (Winter, 1981), pp. 381-402.
7. Mary Wollstonecraft. Chapter II. *A Vindication of the Rights of Woman*. Norton Critical Edition. 1988. Pp.19-38.
8. Ramabai Ranade. "A Testimony of our Inexhaustible Treasures". *Pandita Ramabai through Her Own Words: Selected Works*. Tr. Meera Kosambi. New Delhi: OUP, 2000. pp. 295-324.
9. Rassundari Debi. Excerpts from *Amar Jiban* in *Women's Writing in India*. Vol.1. Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 191-2.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-12	British Literature: The Early 20th Century	Core	6	60+15=75

**]Texts:**

1. Joseph Conrad. *Heart of Darkness*.
2. John Millington Synge. *Riders to the Sea*.
3. James Joyce. *A Portrait of the Artist as a Young Man*.
4. William Butler Yeats. "Byzantium", "Sailing to Byzantium"
5. Thomas Stearns Eliot. "The Love Song of J. Alfred Prufrock", "Preludes", "Hollow Men"
6. Wystan Hugh Auden. "Unknown Citizen"
7. David Herbert Lawrence. "Odour of Chrysanthemums"
8. Virginia Woolf. "Mark on the Wall"
9. W. Somerset Maugham. "Rain"

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-DSE-T-1	Modern Indian Writing in English Translation	DSE	6	60+15=75

**Texts:**

1. Premchand. "The Shroud". *New Penguin Book of Classic Urdu Stories*. Ed. M. Assaduddin. Penguin, 2006.
2. Ismat Chughtai. "The Quilt". *Lifting the Veil: Selected Writings of Ismat Chughtai*. Tr. M. Assaduddin. Penguin, 2009.
3. Gurdial Singh. "A Season of No Return". *Earthy Tones*. Tr. Rana Nayar. Fiction House, 2002.
4. Fakir Mohan Senapati. "Rebati". *Oriya Stories*. Ed. Vidya Das. Tr. Kishori Charan Das. Srishti, 2000.
5. G.M. Muktibodh. "The Void" (Tr. Vinay Dharwadker) and "So Very Far" (tr. Vishnu Khare and Adil Jussawala). *Oxford Anthology of Modern Indian Poetry*. OUP, 2000.
6. Amrita Pritam. "I Say unto Waris Shah" (Tr. N.S. Tasneem). *Modern Indian Literature: An Anthology. Plays and Prose. Vol.3*. Ed. K. M. George. Sahitya Akademi, 1992.
7. Thangjam Ibopishak Singh. "Dali, Hussain, or Odour of Dream, Clours of Wind" and "The Land of the Half-Humans". Tr. Robin S. Ngangom. *The Anthology of Contemporary Poetry from the Northeast*. NEHU, 2003.
8. Rabindranath Tagore. *Red Oleanders* or Dharamveer Bharati. *Andha Yug*. Tr. Alok Bhalla. OUP, 2009.
9. G. Kalyan Rao. *Untouchable Spring*. Tr. Alladi Umaamd M. Sridhar. Orient Blackswan, 2010.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-DSE-T-2	British Literature: Post World War II	DSE	6	60+15=75

**Texts:**

1. George Orwell. *Animal Farm*
2. John Osborne. *Look Back in Anger*
3. Julian Barnes. *England, England*
4. Phillip Larkin. "Whitsun Weddings" and "Church Going"
5. Ted Hughes. "Hawk Roosting" and "Crow's Fall"
6. Seamus Heaney. "Digging" and "Casualty"
7. Carol Anne Duffy. "Text" and "Stealing"

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-DSE-T-3	Literary Criticism	DSE	6	60+15=75

**Texts:**

1. William Wordsworth. "Preface" to the *Lyrical Ballads* (1802)
2. S.T. Coleridge. *Biographia Literaria*. Chapters XIII and XIV
3. Virginia Woolf. "Modern Fiction"
4. T.S. Eliot: "Tradition and the Individual Talent"
5. Matthew Arnold. "The Function of Criticism"
6. I.A. Richards. *Principles of Literary Criticism*. Chapters 1, 2 and 34. London, 1924.
7. Cleanth Brooks. "The Heresy of Paraphrase", and "The Language of Paradox".  
*The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)

**SEMESTER-VI**

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-13	Modern European Drama	Core	6	60+15=75

**Texts** (Any four of the following are to be answered):

1. Henrik Ibsen. "Ghosts". *Ghosts and Other Plays*. Tr. Peter Watts. Penguin, 1964.
2. Bertolt Brecht. *The Good Person of Szechwan*. Ed.&Tr. Ralph Manheim. Penguin, 2008.
3. Samuel Beckett. *Waiting for Godot*. OUP.
4. Eugene Ionesco. "Rhinoceros". *Rhinoceros, The Chairs, The Lesson*. Tr. Derek Prouse and Donald Watson. Penguin, 1974.
5. Luigi Pirandello. *Six Characters in Search of an Author*. Tr. John Linstrum. Bloomsbury, 2014.
6. Anton Chekov. "The Seagull". *Plays*. Tr. Peter Carson. Penguin, 2002.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-CC-T-14	Postcolonial Literatures	Core	6	60+15=75

**Texts:**

1. Chinua Achebe. *Things Fall Apart*.
2. Gabriel Garcia Marquez. "No One Writes to the Colonel".
3. Bessie Head. "The Collector of Treasures".
4. Ama Ata Aidoo. "The Girl Who Can"
5. Grace Ogot. "The Green Leaves".
6. Pablo Neruda. "Tonight I Can Write", "The Way Spain Was."
7. Derek Walcott. "A Far Cry from Africa", "Names".
8. David Malouf. "Revolving Days", "Wild Lemons".
9. Mamang Dai. "Small Towns and the River", "The Voice of the Mountain"

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-DSE-T-4	Literary Theory	DSE	6	60+15=75

**Texts:**

1. Marxism
  - a. Antonio Gramsci. "The Formation of the Intellectuals" and "Hegemony (Civil Society) and Separation of Powers". *Selections from the Prison Notebooks*. Ed. and tr. Quentin Hoare and Geoffrey Novell Smith . London: Lawrence and Wishart, 1971. p. 5, 245–6.
  - b. Louis Althusser. "Ideology and Ideological State Apparatuses". *Lenin and Philosophy and Other Essays*. New Delhi: Aakar Books, 2006. pp. 85–126.
2. Feminism
  - a. Elaine Showalter. "Twenty Years on: A Literature of Their Own Revisited." *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. 1977. Rpt. London: Virago, 2003. pp. xi– xxxiii.
  - b. Luce Irigaray. "When the Goods Get Together". *This Sex Which is Not One. New French Feminisms*. Ed. Elaine Marks and Isabelle de Courtivron. New York: Schocken Books, 1981. pp. 107–10.
3. Poststructuralism
  - a. Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Science." Tr. Alan Bass. *Modern Criticism and Theory: A Reader*. Ed. David Lodge. London: Longman, 1988. pp. 108–23.
  - b. Michel Foucault. "Truth and Power". *Power and Knowledge*. Tr. Alessandro Fontana and Pasquale Pasquino. New York: Pantheon, 1977. pp. 109–33.
4. Postcolonial Studies
  - a. Mahatma Gandhi. "Passive Resistance" and "Education". *Hind Swaraj and Other Writings*, ed. Anthony J Parel. Delhi: CUP, 1997. pp. 88–106.
  - b. Edward Said. "The Scope of Orientalism." *Orientalism*. Harmondsworth: Penguin, 1978. pp. 29–110.

c. Aijaz Ahmad. "Indian Literature: Notes towards the Definition of a Category". *In Theory: Classes, Nations, Literatures*. London: Verso, 1992. pp. 243–285.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-DSE-T-5	Partition Literature	DSE	6	60+15=75

**Texts:**

1. Intizar Husain, Basti. Tr. Frances W. Pritchett. New Delhi: Rupa, 1995.
2. Amitav Ghosh. *The Shadow Lines*.
3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Basabi Fraser. London: Anthem Press, 2008. pp. 453–72.  
 b) Manik Bandyopadhyay, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta. New Delhi: Srishti, 2003. pp. 23–39.  
 c) Sa'adat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto*, tr. M. Asaduddin. New Delhi: Katha, 2003. pp. 212–20.  
 d) Lalithambika Antharajanam. "A Leaf in the Storm". Tr. K. Narayana Chandran, in *Stories about the Partition of India*. Ed. Alok Bhalla. New Delhi: Manohar, 2012. pp. 137–45.
4. a) Faiz Ahmad Faiz. "For Your Lanes, My Country" in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*. Tr. and ed. Riz Rahim. California: Xlibris, 2008. p. 138.  
 b) Gulzar. "Toba Tek Singh". Tr. Anisur Rahman, in *Translating Partition*. Ed. Tarun Saint et. al. New Delhi: Katha, 2001. p. x.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-DSE-T-6	Research Methodology	DSE	6	60+15=75

1. Practical Criticism and writing a term paper
2. Conceptualizing and drafting research proposals
3. Style manuals and their uses
4. Notes, references, and bibliography

# ENGLISH (General)

## SEMESTER-I

Course Code	Course Title	Course Type	Credit	Full marks
ENGH-G-LCC-T-1	Indian Writing in English	Core (Language 2)	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book II. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

**Texts:**

1. R.K. Narayan. "Selvi"
2. H.L.V. Derozio. "The Orphan Girl"
3. Toru Dutt. "Our Casuarina Tree"
4. Kamala Das. "Introduction"
5. Jayanta Mahapatra. "Dawn at Puri"
6. Nirad C Chaudhuri. "My Birthplace"
7. Rabindranath Tagore. *The Post Office*

Course Code	Course Title	Course Type	Credit	Full marks
ENGH-G-CC-T-1	British Poetry and Drama: 17th and 18th Centuries	Core	6	60+15=75

**Texts:**

1. John Milton. *Paradise Lost*. Bk. I
2. John Webster. *The Duchess of Malfi*.
3. Aphra Behn. *The Rover*.
4. Alexander Pope. *The Rape of the Lock*. (Books I and II)

Course Code	Course Title	Course Type	Credit	Full marks
ENGH-G-AECC-T-1	English Communication (L1)	AECC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

1. **Introduction:** Theory of Communication, Types and modes of Communication
2. **Language of Communication:** Verbal and Non-verbal (Spoken and Written), Personal, Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Group communication
3. **Speaking Skills:** Monologue, Dialogue, Group Discussion, Effective Communication/ Mis- Communication, Interview, Public Speech
4. **Reading and Understanding** Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts
5. **Writing Skills** Documenting, Report Writing, Making notes, Letter writing

**SEMESTER-II**

Course Code	Course Title	Course Type	Credit	Full marks
ENGH-G-CC-T-2	British Literature: 18 <sup>th</sup> Century	Core	6	60+15=75

**Texts:**

1. William Congreve. *The Way of the World*.
2. Jonathan Swift. *Gulliver's Travels* (Books I & II)
3. Samuel Johnson. "London".
4. Thomas Gray. "Elegy Written in a Country Churchyard".
5. Eliza Heywood. *Fantomina*.

**SEMESTER-III**

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-LCC-T-2	Literature of the British Isles	Core (Language 1)	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book II. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

**Texts:**

1. Katherine Mansfield. "The Doll's House"
2. William Shakespeare. Sonnet XVIII
3. John Milton. "On His Blindness"
4. William Wordsworth. "She dwelt among Untrodden Ways"
5. Louis MacNeice. "Prayer before Birth"
6. George Bernard Shaw. "Freedom"
7. Lady Gregory. *The Rising of the Moon*

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-CC-T-3	British Romantic Literature	Core	6	60+15=75

**Texts:**

1. William Blake. "The Lamb", "The Chimney Sweeper", "The Tyger", the Introduction to *The Songs of Innocence*.
2. Robert Burns. "A Bard's Epitaph" and "Scots Wha Hae"
3. William Wordsworth. "Tintern Abbey"
4. Samuel Taylor Coleridge. "Kubla Khan", "Dejection: An Ode"
5. George Gordon Byron. Canto IV. Verses 178-86. *Childe Harold's Pilgrimage. II.* 1594-1674.
6. Percy Bysshe Shelley. "Ode to the West Wind"
7. John Keats. "Ode to a Nightingale", "Bright Star" and "To Autumn"
8. Mary Shelley. *Frankenstein*

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-SEC-T-1	English Language Teaching	SEC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

Any four of the following topics

1. Knowing the Learner
2. Structures of English Language
3. Methods of teaching English Language and Literature
4. Materials for Language Teaching
5. Assessing Language Skills
6. Using Technology in Language Teaching

#### SEMESTER-IV

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-CC-T-4	British Literature: 19 <sup>th</sup> Century	Core	6	60+15=75

#### Texts:

1. Charlotte Brontë. *Jane Eyre*. 1847. 3<sup>rd</sup> ed. Norton Critical Edition. 2016.
2. Charles Dickens. *Hard Times*. 1854. 4<sup>th</sup> ed. Norton Critical Edition. 2015.
3. Thomas Hardy. *Tess of the d'Urbervilles*. 1891-92. 3<sup>rd</sup> ed. Norton Critical Edition. 1991.
4. Alfred Tennyson. "Ulysses"
5. Robert Browning. "My Last Duchess"
6. Christina Rossetti. 1<sup>st</sup> Stanza. "The Goblin Market". 1862. //1-31.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-SEC-T-2	Soft Skills	SEC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

Topics and skills to be learnt

1. Teamwork
2. Emotional Intelligence
3. Adaptability
4. Leadership
5. Problem solving

#### SEMESTER-V

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-DSE-T-1	Modern Indian Writing in English Translation	DSE	6	60+15=75

**Texts:** SEMIC CALENDAR - 32



1. Premchand. "The Shroud". *New Penguin Book of Classic Urdu Stories*. Ed. M. Assaduddin. Penguin, 2006.
2. Ismat Chughtai. "The Quilt". *Lifting the Veil: Selected Writings of Ismat Chughtai*. Tr. M. Assaduddin. Penguin, 2009.
3. Gurdial Singh. "A Season of No Return". *Earthy Tones*. Tr. Rana Nayar. Fiction House, 2002.
4. Fakir Mohan Senapati. "Rebati". *Oriya Stories*. Ed. Vidya Das. Tr. Kishori Charan Das. Srishti, 2000.
5. G.M. Muktibodh. "The Void" (Tr. Vinay Dharwadker) and "So Very Far" (tr. Vishnu Khare and Adil Jussawala). *Oxford Anthology of Modern Indian Poetry*. OUP, 2000.
6. Amrita Pritam. "I Say unto Waris Shah" (Tr. N.S. Tasneem). *Modern Indian Literature: An Anthology. Plays and Prose*. Vol.3. Ed. K. M. George. Sahitya Akademi, 1992.
7. Thangjam Ibopishak Singh. "Dali, Hussain, or Odour of Dream, Clours of Wind" and "The Land of the Half-Humans". Tr. Robin S. Ngangom. *The Anthology of Contemporary Poetry from the Northeast*. NEHU, 2003.
8. Rabindranath Tagore. *Red Oleanders* OR Dharamveer Bharati. *Andha Yug*. Tr. Alok Bhalla. OUP, 2009.
9. G. Kalyan Rao. *Untouchable Spring*. Tr. Alladi Uma and M. Sridhar. Orient Blackswan, 2010.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-GE-T-1	Academic Writing and Composition	GE	6	60+15=75

**Textbook: *Introduction to Undergraduate English: Book II. Cambridge University Press, 2018.* is the only prescribed textbook for this course**  
**Academic Writing and Composition (Any four)**

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one's own words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-SEC-T-3	Business Communication	SEC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**  
 Any four of the following

1. Introduction to the essentials of Business Communication: Theory and Practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on fieldwork/ visits to industries, business concerns etc./ business negotiations
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence
8. Spoken English for business communication (viva for internal assessment)
9. Making oral presentations (viva for internal assessment)

#### SEMESTER-VI

Course Code	Course Title	Course Type	Credit	Full marks
ENGH-G-DSE-T-2	Partition Literature	DSE	6	60+15=75

#### Texts:

1. Intizar Husain, Basti. Tr. Frances W. Pritchett. New Delhi: Rupa, 1995.
2. Amitav Ghosh. *The Shadow Lines*.
3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Basabi Fraser . London: Anthem Press, 2008. pp. 453–72.  
 b) ManikBandyopadhyay, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta. New Delhi: Srishti, 2003. pp. 23–39.  
 c) Sa'adat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto*, tr. M. Asaduddin New Delhi: Katha, 2003. pp. 212–20.  
 d) Lalithambika Antharajanam. "A Leaf in the Storm". Tr. K. Narayana Chandran, in *Stories about the Partition of India*. Ed. AlokBhalla. New Delhi: Manohar, 2012. pp. 137–45.
4. a) Faiz Ahmad Faiz. "For Your Lanes, My Country" in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*. Tr. and ed. Riz Rahim. California: Xlibris, 2008. p. 138.  
 b) Gulzar. "Toba Tek Singh". Tr. Anisur Rahman, in *Translating Partition*. Ed. Tarun Saint et. al. New Delhi: Katha, 2001. p. x.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-GE-T-2	Contemporary India: Women and Empowerment		2	50

**Textbook: *Introduction to Undergraduate English: Book II. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

1. Social Construction of Gender (Masculinity and Femininity) and Patriarchy

2. History of Women's Movements in India (Pre-independence, post-independence )Women, Nationalism, Partition, Women and Political Participation
3. Women and Law, Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage), (Supplemented by workshop on legal awareness)
4. Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment
5. Female Voices: *Rokeya Shekhawat Hossein. Sultana's Dream.*
6. Dalit Discourse: Sharmila Rege. "Dalit Feminist Standpoint". *Gender and Caste.* Ed. A. Rao. Kali for Women, 2003.

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-G-SEC-T-4	Technical Writing	SEC	2	50

**Textbook: *Introduction to Undergraduate English: Book I. Cambridge University Press, 2018.* is the only prescribed textbook for this course**

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing
2. Writing skills: Selection of topic, thesis statement, developing the thesis, introductory, transitional and concluding paragraphs. Linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
3. Technical writing: scientific and technical subjects; formal and informal writings; formal writings; formal writings/ reports, handbooks, manuals, letters, memorandum, notices, agenda, minute, common errors to be avoided

## SYLLABUS OF B.A. PHILOSOPHY(Honours)

Full Marks-75/50

SEM-I (CC-1,2 / GE-1 / AECC)

H-CC-1(Outline of Indian Philosophy – 1 Total 56 Credits)

**Section 'A': General Introduction Unit: I Distinctive Features of Indian Philosophy (03Credits)**  
**Unit: II Basic concepts of Vedic and the Upanisadic World Views. *Rta* (The Cosmic Order); [*ṛṇa* (duty/obligation) *ātman*; *jāgrat*, *svapna*, *susupti*, *turīya*; *śreyas*, *preyas*, *karma* (03Credits)**

**Section 'B': Cārvāka Unit: I Cārvāka School: It's epistemology.(04Credits) Unit: II Metaphysics and Ethics.(04Credits).** **Section 'C': Jainism Unit: I Jainism: Concepts of *sat*, *dravya*, *guna*, *paryāya*, *jīva*, and *andajīva* (05 credits) Unit: II *Anekāntavāda*, *syādvāda* and *saptabhangīnaya*.(05 Credits).** **Section 'D': Buddhism Unit: I Four Noble Truths, *pratītyasamutpāda*, *kcaGabhangavāda*, *nairātmyavāda* .(07 credits) Unit: II Schools of Buddhism: Vaibhācika, Sautrāntika, Jogācara ,Mādhyamika.(07credits).** **Section 'E': Nyāya–Vaisesika Unit: I Nyāya Epistemology: Four *pramāṇa*-s: Perception, Inference, Comparison and Testimony; Nature of Cause, Classification of Causes: *samavāyi* , *asamavāyi*, *nimitta*, *asatkāryavāda*, the Idea of God and proofs for His Existence.(9 credits) Unit: II Vaiśecika Metaphysics, *paramānuvāda*, Seven Categories.(9 credits).** **Section 'F': Sāmkhya Unit: I *Sāmkhya* Duality, :*prakṛti* and its constituents ,proofs for the existence of prakṛiti (5credits) Unit: II *purusa*: It's nature and arguments for its existence, plurality of *purusa*.(5credits)**

### H- CC-2 (Outline of western Philosophy – 1 Total 56 Credits)

**Section 'A': Introduction : Early Greek Philosophy(Ionian School ,Parmenides, Protagoras, Heraclitus (2credits).** **Section B Plato Unit: I Theory of Knowledge.(05 Credits) Unit: II Theory of Ideas or form.(05 Credits)** **Section 'C' Aristotle Unit: I Refutation of Plato's Theory of Ideas.(05 Credits) Unit: II Theory of Causation, Form and Matter.(05 Credits)** **Section 'D' Descartes Unit: I Method of Descartes, *Cogito Ergo Sum*, Types of Ideas, Criterion of Truth, substance.06 Credits Unit: II Proofs for the existence of God , Mind and Body Relation. 06 Credits** **Section 'E' Spinoza Unit: I The Doctrine of Substance, Attributes and Modes, The Concept of God or Nature ,Pantheism, 05 Credits Unit: II Mind - Body Relation. Degrees of Knowledge, Intellectual Love of God 05 Credits** **Section 'F' Leibniz Unit- I Doctrine of Monads and Pre-established Harmony, God: Nature and Proofs for His existence. 06 Credits Unit- II Truths of Reason and Truths of Fact, Theory of Knowledge: Principles of Non-contradiction, Sufficient Reason and the Identity of Indiscernible.06 Credits**

### H-GE-1(Epistemology and Metaphysics total 56 credits)

**Section 'A' Indian Epistemology and Metaphysics: Unit: I Cārvāka Epistemology: *prataḥ'a* as the only source of knowledge; refutation of *anumāna*(04Credits) Unit: II Nyāya Epistemology: *prataḥ'a*, *anumāna*(05 Credits) Unit: III Jaina view of *syādvāda*(04 Credits) Unit: IV Buddhist view of *pratītyasamudpāda*, *nairātmyavāda*. (04Credits) Unit: V Vaiśecika Metaphysics: Seven *padārtha*-s,(06 Credits) Unit: VI Advaita Metaphysics : Brahman, *māyā*.(04 Credits)**  
**Section 'B' Western Epistemology and Metaphysics Unit: I Knowledge: Definition and kinds:**

Propositional knowledge its necessary and sufficient conditions. **05 Credits Unit: II** Sources of knowledge: Rationalism, Empiricism, Kant's Critical theory. **05 Credits Unit: III** Nature of Metaphysics: Realism, Naive Realism, Subjective Idealism (Berkeley.) **05 Credits Unit: IV** Causality : The Regularity and the entailment theory of causation ; Substance ; Universals **05 Credits Unit: V** Scepticism **03 Credits Unit: VI** God: Nature ; Proofs for existence **05 Credits**

### **SEM-II(CC-3,4/GE-2/AECC)**

#### **H-CC-03(Outline of Indian Philosophy – 2 Total 56 Credits)**

**Section 'A' Sāmkhya Unit: I** Sākhya Duality : *prakṛti* and its constituents ,proofs for the existence of *prakṛti*, **05 Credits Unit: II** *puruṣa*: It's nature and arguments for its' existence. Plurality of *puruṣa*. **05 Credits Section 'B' Yoga Unit: I** *citta*, *cittabhūmi*, *cittavṛtti* **06 Credits Unit: II** *Eightfold path ( astānga yoga)* and *īśvara*. **06 Credits Section 'C' PūrvaMīmāṃsā Unit: I** *vidhi*, *nicēdha*, *pramāṇa*-s with special reference to *arthāpatti* and *anupalabdhi*, **06 Credits Unit: II** Theories of error: *akhyativāda* (Prabhākara), *anyathakhyativāda* (Bhātta) **06 Credits Section 'C' Advaita Vedānta Unit: I** Nature of Brahman, *Adhyāsa*, *vivartavāda*, **06 Credits Unit: II** *Ilmāyā*, three grades of *satta*, *jīva* and *jagat*. **06 Credits Section 'D' Viśiṣṭadvaita Vedānta Unit: I** Distinction between *advaitavāda* and *viśiṣṭadvaitavāda*, , Ramanuja's Criticism of Saṅkara's Doctrine of *māyā*. **05 Credits Unit: II** *Relation between jīva and jagat*, Nature of Brahman . **05 Credits**

#### **H-CC-04(Outline of Western Philosophy – 2) Total 56 Credits**

**Section 'A' Locke Unit: I** Refutation of Innate Ideas , classification of Ideas ,Theory of Substance, Distinction between Primary and Secondary Qualities, Theory of Knowledge. **14 Credits Section 'B' Berkeley Unit: I** Rejection of the Distinction between Primary and Secondary Qualities, *Esse Est Percipi*, **08 Credits The Problem of Solipsism. 06 Credits Unit: II** Refutation of Abstract Ideas. Role of God. **Section 'C' Hume Unit: I** Impressions and Ideas, Association of Ideas, Judgments Concerning Relations of Ideas, Judgments Concerning Matters of Fact. **07 Credits Unit: II** Theory of Causality, Theory of Self and Personal Identity, Humean Skepticism. **07 Credits Section 'D' Kant Unit: I** Conception of Critical Philosophy, Copernican Revolution in Philosophy, Classification of Judgments: Analytic, Synthetic, a priori, a posteriori; Possibility of Synthetic a-priori Judgments, **07 Credits Unit: II** Forms of Sensibility: Space and Time. Categories of the understanding. **07 Credits**

#### **H-GE-02(Logic ( Indian and Western ) Total 56 Credits**

**Section 'A' Indian Logic Unit: I** Nature of *anumāna*, *pakṣa*, *sādhya*, *hetu* **05 Credits Unit: II** *vyāpti*, *vyāptigraha*, *parāmarśa*. **08 Credits Unit: III** *svārthanumiti*, *parārthanumiti*, *kevalānvayī*, *kevalavyatīreki* and *anvaya-vayatīreki anumiti* **08 Credits Unit: IV** *Hetvābhāsa* **07 Credits Section 'B' Western Logic Unit: I** Introductory topics: Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness. **02 Credits Unit: II** Aristotelian

classification of categorical proposition, Distribution of terms. **04 Credits Unit: III** Immediate inference based on the square of opposition ; conversion , obversion **03 Credits Unit: IV** Categorical syllogism; figure, mood, rules of validity; Fallacies. **03 Credits Unit: V** Symbolic Logic: Use of Symbols. **02 Credits Unit: VI** Truth-Functions ; negation , conjunction, disjunction, implication, equivalence **03 Credits Unit: VII** Tautology, Contradiction, Contingency. **03 Credits Unit: VIII** Decision Procedure : Truth Table **04 Credits Unit: IX** Using Truth Tables for testing the validity of arguments; Venn Diagram for testing validity ; Fallacies. **04 Credits**

### **SEM-III (CC-5,6,7 / GE-3 / SEC-1)**

#### **H-CC-05 (Indian Ethics Total 56 Credits)**

**Section 'A' Introduction:** presuppositions and determination , theory of *karma*; *niskāma karma* **08 Credits** **Section 'B' dharma:** It's meaning and definition; vedic concepts of *svadharma*, *sādharaṇa dharma*, *āśramadharmā*, *viśeṣa dharma*; *varṇa dharma*. **16 Credits** **Section 'C' 3. puruṣārtha** and their interrelation **08 Credits** **Section 'D' 4. Buddhist Ethics :** *pañcaśīla* and *brahmavihārahāvanā* **08 Credits** **Section 'E' 5. Jaina Ethics:** *triratna*, *anuvrata* and *Mahāvratā* **08 Credits** **Section 'F' 6. Joga Ethics :** *ahimsā*, *yama*, *niyama* **08 Credits**

#### **H-CC-06 (Western Ethics Total 56 credits)**

**Section 'A' Nature and scope of ethics** or moral philosophy. Non-moral action, object of moral philosophy-motive or intention. **10 Credits** **Section 'B' Teleological Ethics :** Egoism , Hedonism , Utilitarianism (Utilitarianism : Act- Utilitarianism; General Utilitarianism ; Rule Utilitarianism) **12 Credits** **Section 'C' Deontological Ethics:** Kant (Utilitarianism : Act-Utilitarianism ; General Utilitarianism ; Rule Utilitarianism) **12 Credits** **Section 'D' Practical Ethics:** Killing, Euthanasia, Suicide. Theories of punishment. **12 Credits** **Section 'E' Virtue ethics :** Aristotle **10 Credits**

#### **H-CC-07 (Indian Logic Total 56 Credits)**

**Section 'A' Tarkasamgraha with Dipika** Annambhatta *Sarvavyavahara heturgunah buddhirjnanam to Nigrahasthanantaramiti nabina.*

#### **GE-03 Ethics ( Indian & Western Total 56 Credits)**

**Section 'A' Ethics ( Indian) Unit: I** *puruṣārtha* ( A General View) **04 Credits Unit: II** *vidhi*, *nisedha* **04 Credits Unit: III** *dharma* and *karma* (*sakāma* and *nis' kāma*) **04 Credits Unit: IV** *svadharma* and *sādharaṇa dharma* **04 Credits Unit: V** Buddhist Ethics: The Four Noble Truths and The Eight –fold Path **06 Credits Unit: VI** Jaina Ethics: *anuvrata*, *mahāvratā*, **06 Credits** **Section 'B' Ethics ( Western) Unit: I** The nature of Ethics: its concerns. **04 Credits Unit: II** The notion of Good, Right , Duty/ Obligation. **04 Credits Unit: III** Object of Moral Judgments **04 Credits Unit: IV** Teleological Ethics : Hedonism , Utilitarianism **04 Credits Unit: V** Deontological Ethics : Kant **04 Credits Unit: VI** Virtue Ethics : Aristotle **04 Credits Unit: VII** Theories of Punishment **04 Credits**

## **SEC-01(Logical Rules and Fallacies(Indian)Total 56credits**

**Definition and classification of anumāna :** (a) The Nyāya model (*chala, jāti, nigrahasthāna, vāda, jalpa, vitandā*) (b) The Buddhist model (*prasaṅga*) **Aid to Anumāna:** (a) *tarka* (b) *avayava* (c) *drstanta* (d) *siddhānta* **Nature of Hetu and Hetvābhāsa**

### **SEM-IV(CC-8,9,10/GE-4/SEC-2)**

#### **H-CC-08 (Western Logic – 1 Total 56 Credits)**

**Section 'A' Introduction to Logic Unit – I** 1.Sentence and Proposition; Logical form 2. Truth, Validity and Soundness 3. Laws of Thought **08 Credits** **Section 'B' Deduction Unit: II** 1.Aristotelian Classification of Categorical Proposition; Square of Opposition and the question of existential import; Conversion, obversion, contra position, inversion 2.Categorical Syllogism: figures and moods; rules of validity; fallacies 3.Boolean interpretation of propositions; venn diagram technique for testing the validity of syllogisms 4.Truth function: negation, conjunction, disjunction, implication, equivalence; dagger and stroke functions; inter-definability of truth-function 5.Arguments and argument forms; decision procedures: truth tables; *reductio ad absurdum*; normal forms 6.Techniques of symbolization; proof construction: direct, indirect and conditional proofs 7.Quantification theory: singular and single–general propositions; rules of quantification. **36 Credits** **Section C Induction Unit III** 1.Analogy 2.Mills method of experimental enquiry 3.Scientific hypothesis 4.Elementary probability calculus **12 Credits**

#### **H-CC-09 (Psychology 56 credits)**

**Section 'A' Psychology Unit: I** Nature and Scope of Psychology. **04 Credits** **Section 'B' Methods of Psychology Unit: I** Introspection , Extrospection Experimental and observation. **14 Credits** **Section 'C' Psychological Process Unit: I** Perception: Classical approach, Gestalt approach, Wertheimer Koffka & Kohler. Memory, Imagination, Learning: Thorndike's connectionism, Pavlov's classical conditioning, Gestalt Theory, Skinner's theory of operant Conditioning **20 credits.** **Section D Consciousness Unit-1** Levels of Mind: Conscious, Sub-Conscious, Unconscious. **09 credits** Unit-2 Proofs for the existence of unconsciousness; Freud's theory of dream **09credits**

#### **H-CC-10 (Philosophy of Religion 56 Credits)**

**Section 'A'** Nature and Scope of Philosophy **02 Credits** **Section 'B'** Religion: Origin and Development of Religion, Religion without God, Atheism, Deism, Theism, Pantheism Monotheism , Polytheism , Henotheism **20 Credit** **Section 'C'** Hinduism, Christianity, Islam, Buddhism : Basic Tenets. **08 Credits** **Section 'D'** Argument for the Existence of God,: Ontological, Cosmological , Teleological. **10 Credits** **Section 'E'** Arguments against the Existence of god **10 Credits** **Section 'F'** Reason , Faith , Revelation **06Credits**

#### **HIL-G-GE-T-04**

#### **Philosophy of Religion and Social and Political Philosophy Total 56 Credits**

**Section 'A' Philosophy of Religion Unit: I** Philosophy of Religion : Nature and Concern **05Credits** **Unit: II** Arguments for and against the Existence of God (Indian and Western) **06Credits** **Unit: III**

Reason and Faith ; *jEāna* and *Bhakti* **06Credits Unit: IV Religious Pluralism 06Credits Unit: V Religious Experience.05Credits Section 'B'Social and Political Philosophy Unit: I Nature and scope of social and political philosophy Their relation to Sociology, Social psychology , Politics and Ethics06Credits Unit: II Individual, Society, State, Nation.05Credits Unit: III Social Institutions: Family, Marriage, Property, Education and Religion06 Credits Unit: IV Political Ideologies : Democracy , Socialism ,Fascism, Theocracy Communism Anarchism ,Sarvadaya. 06 Credits Unit: V Methods of Political Action: Constitutionalism, Revolutionism , Terrorism , Satyagraha05 Credits**

### **PHIL-H-SEC-T-02**

**Logical Rules and Fallacies (Western) Total 56 Credits**

**1.R. Jeffry: Formal Logic (1<sup>st</sup> ed.) It's Scope and Limits Chapter- 4 2.P.Suppes : Introduction to Logic (Indian edition) Chapter-9 , Section – 9.1 to 9.8**

### **SEM-V(H-CC-11,12/DSE-1,2 )**

**PHIL-H-CC-T-11(Social and Political Philosophy Total 56 Credits)**

**Section 'A' Nature and Scope of Social Philosophy and Political Philosophy04 Credits Section 'B' Basics Concepts Unit: I Society, Social group, community, Association, State, Nation, Instruction, Custom. 10Credits**

**Section 'C' Theories about the relations between individual and society Unit: I Individualistic Theory, Organic Theory, Idealistic Theory06Credits Section 'D' Political Ideology Unit: I Democracy and its different forms. Socialism and Utopia, Faseism, Theocracy, Communism, Scientific Anarchism, *Sarvodaya* 10Credits Section 'E' Social ChangeUnit: I Marx and Gandhi.08Credits Section 'F' Concepts of Gandhi Unit: I *swarāj* , *satyāgraha* , *sarvodaya*.10Credits Section 'G' Feminism06Credits**

**PHIL-H-CC-T-12 (Western Logic – II Total 56 Credits)**

**Section 'A' Introduction to Logic – P. Suppes Chapter – 9 &10 56 Credits**

### **PHIL-H-DSE-T-01**

**Vedāntasāra (Text)**

**H-DSE-T-2**

**An Enquiry Concerning Human Understanding Total 56 Credits**

### **SEM-VI(H-CC-13,14/DSE-3,4)**

**H-CC-T-13 (Western Epistemology Total 56 Credits )**

**Section 'A' Knowledge Unit: I Definition and Kind, Different Use of the word 'Know', Propositional and non-Propositional Knowledge, Knowing how and Knowing that, Knowledge by Acquaintance, Knowledge by Description , Necessary and Sufficient Conditions of Propositional Knowledge. 11 credits Section 'B Scepticism and Justification of Knowlegde Claims Unit: I Truth, Belief, justification ; Philosophical Scepticism, Foundationalism and**



Coherentism **11credits** . **Section 'C' Theories of Knowledge Unit:** I Rationalism , Empiricism . Kantian Theory**11credits** **Section 'D' A-Priori Knowledge Unit:** I A-Priori and A-Posteriori , Types of A –Prior; analytic and synthetic , The Problem of Synthetic a-priori. **05 Credits** **Section 'E' Theories of Truth Unit:** I Correspondence , Coherence , Pragmatic **12 Credits**

### **PHIL-H-CC-T-14(Western Metaphysics Total 56 Credits)**

**Section 'A' Metaphysics Unit:** I It's Nature, Necessity and Methods.**08 Credits** **Section B 'Substance and Property**08 Credits **Section 'C' Idealism Unit:** I Idealism, Materialism, Dualism, Monism, Pluralism. **08 Credits** **Section 'D' Space and Time**08 Credits **Section 'E' Causality**08 Credits **Section 'F' Mind – Body Relation**08 Credits **Section 'G' Freedom and Determinism**08 Credits

### **PHIL-H-DSE-T-03**

**Western Logic (Text) Total 56 Credits**

**Half-I :I.M Copi : Symbolic Logic** (5<sup>th</sup> ed.) Sections- 3.4, 3.5, 3.6, & 3.7

**W.V.O Quine : Methods of Logic** (3<sup>rd</sup> ed.)Chapter- 18,19,

**Half – II H.W.B. Joseph : An Introduction to Logic** Chapter-II & IV (Terms and their principle distinctions , The predicables), H.W.B. Joseph : An Introduction to Logic Chapter- V ( The Rules of Definition and Division : Classification and Dichotomy )

### **PHIL-H-DSE-T-04**

**Contemporary Indian Philosophy**

**Topic 1. Rabindranath** Tagore- Surplus in Man, Education **2,Gandhi-** Truth, Ahimsa, Satyagraha **3.Aurobindo-**Evolution, Involution **4.Vivekananda-** Universal Religion, Practical Vedanta.

## SYLLABUS OF B. A. PHILOSOPHY (General)

### SEMESTER-I

#### PHIL-G-CC-T-01 Indian Philosophy (75Marks)

**UNIT – 1 Câr vâka:** *pratyaksa is the only pramâna* and Refutation of *anumâna*(10 Hours)  
**UNIT – II Baud dha:** Four Noble. Truths, *ksa Nabhangavâda, nairâtmyavâda moksamârga*(20Hours) **UNIT – III Jaina :** *mahâvrata, anuvrata, anekântavada syâdavâda*(20 Hours) **UNIT – IV Nyâya :** *pratyaksa* and *anumâna*(20 Hours) **UNIT – V Vaicæcika :** Metaphysics (20 Hours)

### SEMESTER-II (G-CC2, SEC-1)

#### PHIL-G-CC-T-02 (LOGIC) (75Marks)

**UNIT I: Basic Logical Concepts** 1. Proposition and Sentence. 2. Deductive and Inductive arguments. 3. Truth, Validity and Soundness. **UNIT II: Traditional Logic(A)** Terms and Distribution of Terms. Categorical Propositions. Traditional Square of Opposition and Existential Import. Translating Ordinary Language Sentences into Standard Form. Immediate Inference – Conversion, Obversion and Contraposition. **(B) 1.** Categorical Syllogism: Figure and Mood **2.** Syllogistic Rules and Fallacies **3.** Venn-Diagram. **UNIT III: Symbolization** **1.** Types of Truth Functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence). **2.** Statements, Statement forms and Logical Status. **3.** Decision Procedures: Truth Table Method and *Reductio ad absurdum*. **UNIT IV: Informal Fallacies** (As given in I. M. Copi, 14<sup>th</sup>ed.)

#### Recommended Texts:

Basson, A. H. and O'Connor, D. J. (1960) *An Introduction to Symbolic Logic*, Free Press.  
Copi, I. M. (2010) *Introduction to Logic* (14<sup>th</sup>ed) New Delhi: Prentice Hall of India

### SEMESTER-III

#### PHIL-G-CC-T-03 (WESTERN PHILOSOPHY) (75Marks)

**UNIT I . Plato:** Knowledge and Opinion **Descartes:** Cogito Ergo Sum, Mind body Dualism and its critique by Ryle. **Leibnitz:** Theory of Monads. **UNIT III A. Berkeley:** Critique of Locke's theory of Material substance **B. Hume:** Theory of Causation. **UNIT-IV A. Kant:** Classification of Propositions, Possibility of synthetic a priori.

### PHIL-G-SEC-T-1

#### Logical Rules and Fallacies (Indian)

1. Definition and classification of *anumâna* (a)The Nyâya model (*chala, jâti, nigrahasthâna, vâda, jalpa, vitandâ*) (b)The Buddhist model (*prasanga*) 2. **Aid to anumâna:**(a)*tarka* (b)*avayava* (c)*drstânta* (d)*siddhânta* 3. **Nature of Hetu and Hetvâbhâsa**

### SEMESTER-IV (G-CC4, SEC-2)

#### PHIL-G-CC-T-04(ETHICS)(75Marks)

**UNIT: I** Nature and Scope of Ethics (7 Hours) **UNIT: II** Moral and Non-moral Actions (15 Hours) **UNIT: III** Kant's Categorical Imperative (8 Hours) **UNIT: IV** Utilitarianism (15 Hours)

Hours) **UNIT : V** Hedonism (15 Hours) **UNIT : VI** Punishment (15 Hours) **UNIT : VII** Euthanasia (15 Hours)

**PHIL-G-SEC-T-02**

**Logical Rules and Fallacies (Western)**

1. R. Jeffry : Formal Logic (1<sup>st</sup> ed.) It's Scope and Limits Chapter- 4
2. P. Suppes : Introduction to Logic (Indian edition) Chapter-9 , Section – 9.1 to 9.8

**SEMESTER-V (G-DSE-1,DSE-2, SEC-3, G-GE-1)**

**PHIL-G-DSE-T-1(Vedântasâra (Text)(75Marks)**

**UNIT I:** KalibarVedantavagis :*Vedântasara* MedhaCaitanya :*Vedântasâra*

**PHIL-G-DSE-T-2**

**An Enquiry Concerning Human Understanding**

**PHIL-G-SEC-T-03 ( Philosophy in Practice )**

**Recommended Topics :** 1. Common and Differentiating Characteristics of Philosophy and *darœana*. 2. Nature of Inquiry in Philosophy and *darœana*. 3. Outlines of the types of Inquiry in Philosophy and *darœana*: (a) Epistemic Inquiry in Philosophy and *darœana*, (b) Metaphysical Inquiry in Philosophy and *darœana*, (c) Axiological Inquiry in Philosophy and *darœana*. 4. A few Model World-views and corresponding paths leading to Perfection (a) Plato's view, (b) Kant's view, (c) Sâmkhya view and (d) AdvaitaVedânta View. 5. Methods of Philosophical Discourse (a) Reasoned Speculation, (b) Conceptual Analysis, (c) Linguistic Analysis, (d) Logical Argumentation, (e) Critical Reflection. 6. Methods of *Dârûanika* Discourse (*kathâ*) (a) *chala*, (b) *jâti*, (c) *nigrahasthâna*, (d) *vâda*, (e) *jalpa*, (f) *vitanda*

**PHIL-G-GE-T-01**

**Epistemology and Metaphysics (Indian and Western)**

**Group A (Indian Epistemology and Metaphysics)**

1. Câr vâka Epistemology: Prataksa as the only source of knowledge; refutation of Anumâna.
2. Nyâya Epistemology: *prataksa*, *anumâna*.
3. Jaina view of *syâdvâda*.
4. Buddhist view of *pratîtyasamudpâda*, *nairatmyavâda*.
5. Vaisesika Metaphysics: Seven *padârtha*-s,
6. AdvaitaMetaphysics : Brahman, mâyâ.

**Group B (Western Epistemology and Metaphysics)**

1. Knowledge: Definition and kinds: Propositional knowledge its necessary and sufficient conditions.
2. Sources of knowledge: Rationalism, Empiricism, Kant's Critical theory.
3. Nature of Metaphysics: Realism, Naive Realism, Subjective Idealism (Berkeley).
4. Causality : The Regularity and the entailment theory of causation; Substance; Universals Skepticism.
5. God: Nature ; Proofs for existence

## **SEMESTER-VI (G-DSE-3,DSE-4,SEC-4,G-GE-2)**

### **PHIL-G-DSE-T-3(Western Logic (Text)(75Marks)**

1. I.M Copi : Symbolic Logic (5<sup>th</sup> ed.) Sections- 3.4, 3.5, 3.6, & 3.7. 2. W.V.O Quine : Methods of Logic (3<sup>rd</sup> ed.) Chapter- 18,19 3. H.W.B. Joseph : An Introduction to Logic Chapter-II & IV (Terms and their principle distinctions , The predicables). 4. H.W.B. Joseph : An Introduction to Logic Chapter- V ( The Rules of Definition and Division : Classification and Dichotomy )

### **PHIL-G-DSE-T-4(Contemporary Indian Philosophy)**

1. Rabindranath Tagore- Surplus in Man, Education. 2. Gandhi- Truth, Ahimsa, Satyagraha 3. Aurobindo-Evolution, Involution. 4. Vibekanda- Universal Religion, Practical Vedanta.

### **PHIL-G-SEC-T-04(YOGA PHILOSOPHY)**

**UNIT- I** 1.The Definition and Essence of Yoga 2. *jnâna Yoga, Bhakti Yoga and Karma Yoga*

**UNIT II** 1.*Yoga in Jainism, Yoga in Buddhism (vipassanâ) and Yoga inBhagvadgîtâ*  
2. Patanjali's *Astângika Yoga Mârگا*

### **PHIL-G-GE-T-02 (Philosophy of Religion and Social and Political Philosophy)**

#### **Section 'A'(Philosophy of Religion)**

1. Philosophy of Religion : Nature and Concern. 2. Arguments for and against the Existence of God (Indian and Western) 3. Reason and Faith ; Jnana and Bhakti. 4. Religious Pluralism 5. Religious Experience.

#### **Section 'B'(Social and Political Philosophy)**

1. Nature and scope of social and political philosophy Their relation to Sociology, Social psychology , Politics and Ethics. 2. Individual, Society, State, Nation. 3. Social Institutions: Family, Marriage, Property, Education and Religion. 4. Political Ideologies : Democracy , Socialism , Fascism, Theocracy, Communism, Anarchism, Sarvadaya.

# **POLITICAL SCIENCE (HONOURS)**

## **SEMESTER-I**

### **POL-H-CC-T-1: Understanding Political Theory : Concepts** **Core Course; Credit-6; Full Marks-75**

**Unit 1:** What is Politics? Meaning of Political. **Unit 2:** Key concepts I: State; Nation; Sovereignty (evolution); Power and Authority— types and linkages. **Unit 3:** Key concepts II: Law. Liberty, Equality—Their interrelationships. **Unit 4:** Key concepts III: Rights; Justice (with special reference to Rawls); Freedom. **Unit 5:** Key concepts IV: Democracy (with special reference to David Held); Authoritarianism. **Unit 6:** Key concepts V: Citizenship.

### **POL-H-CC-T-II: Understanding Political Theory: Approaches and Debates** **Core Course; Credit-6; Full Marks-75**

**Unit 1:** Approaches I: Normative; Legal-Institutional; Empirical-Behavioral—Systems Analysis; Structural - Functionalism. **Unit 2:** Approaches II: Liberalism; Social Welfarism; Neo-Liberalism. **Unit 3:** Approaches III: Postcolonial; Feminist. **Unit 4:** Marxian approach—Dialectical Materialism and Historical Materialism. **Unit 5:** Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation. **Unit 6:** Party— Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution— Lenin and Mao. Hegemony and Civil Society: Gramsci.

### **POL-H-GE-T-1: Reading Gandhi (A)** **Generic Elective Course: Credit-6. Full Marks-75**

**Unit 1:** Ways to read a text: a. textual; b. contextual. **Unit 2:** Hind Swaraj: a. Gandhi in his own words: A close reading of Hind Swaraj. b. Commentaries on Hind Swaraj and Gandhian thought. **Unit 3:** Gandhi and modern India- a. Nationalism. b. Communal unity, c. Women's Question. d. Untouchability, e. Education.

### **Nationalism in India(B)** **Core Course; Credit-6 Full Marks-75**

**Unit 1:** Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations. **Unit 2:** Colonial Rule in India and its impact: On agriculture, land relations, industry and administration system. **Unit 3:** Reform and Resistance: a. The Revolt of 1857 b. Major social and religious movements c. Education and the rise of the new middle class in India. **Unit 4:** Nationalist Politics and Expansion of its Social Base: a. Phases of the Nationalist Movement: Birth of INC & Liberal constitutionalist phase, Swadeshi and the Radicals, Formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements c. Socialist alternatives: Congress socialists, Communists. **Unit 5:** Social Movements - The Women's Question: participation in the national movement and its impact - The Caste Question: anti-Brahmanical Politics - Peasant, Tribal, and Workers movements in Colonial India. **Unit 6:** Partition and Independence: Communalism in Indian Politics. The Two-Nation Theory, Negotiations over Partition.

## **SEMESTER-II**

### **POL-H-CC-T-3: Politics in India**

**Core Course; Credit-6; Full Marks-75**

**Unit 1.** Approaches to the Study of Indian Politics – Marxist and Liberal- Indian Political Culture- Various Interpretations. **Unit2.** The Indian Party System – Main Features- Major National Political Parties – Major Regional Political Parties- From the Congress System to Multi-Party Coalitions. **Unit 3.** Identity Politics and Social Cleavages in India- Role of Caste, Class and Religion in politics. **Unit 4.** Electoral Politics in India: The Election Commission- Electoral Reforms in India – Voting Behaviour in India- Its major determinants- Defection Politics in India – Crime and Politics in India. **Unit 5.** Nation Building in India – Major Challenges - Regionalism in India- Main Components- Regionalism versus Nationalism Debate- Major Regional movements in India – Gorkhaland and Bodoland movement.

### **POL-H-CC-T-4: Indian Constitution**

**Core Course; Credit-6; Full Marks-7**

**Unit 1:** Framing of the Indian Constitution: Role of the Constituent Assembly, the Preamble and Philosophy of Indian Constitution. **Unit 2:** Rights and Duties: Fundamental Rights and Duties, Directive Principles of State Policy. **Unit 3:** Federalism and Decentralization in India: Nature of Indian Federalism: Union-State Relations – Nature and Evolving Trends of Federalism in India, 5th and 6th Schedules, Panchayati Raj and Municipalities. **Unit 4:** Union Executive: President and Vice President. Prime Minister and Council of Ministers, Relationship between President and Prime Minister. **Unit 5:** Union Legislature: Rajya Sabha and Lok Sabha: Composition and Functions, Speaker. **Unit 6:** The Judiciary: Supreme Court and High Courts – Composition and Functions, Judicial Activism & Public Interest Litigation (PIL).

## **POL-H-GE-T-2**

### **Human Rights, Gender and Environment (A)**

**Generic Elective Course: Credit-6. Full Marks-75**

**Unit 1:** Understanding Social Inequality: Caste, Gender, Ethnicity and Class as distinct categories and their interconnection. Globalisation and its impact on workers, peasants, dalits, adivasis and women. **Unit 2:** Human Rights : Human Rights: Various Meanings, UN Declarations and Covenants, Human Rights and Citizenship Rights, Human Rights and the Indian Constitution, Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission. Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers. Consumer Rights: The Consumer Protection Act and grievance Redressal mechanisms, Human Rights Movement in India. **Unit 3:** Gender:

Analysing Structures of Patriarchy, Gender, Culture and History, Economic Development and Women, The issue of Women's Political Participation and Representation in India Laws, Institutions and Women's Rights in India, Women's Movements in India. **Unit 4:** Environment: Environmental and Sustainable Development UN Environment Programme: Rio, Johannesburg and after; Issues of Industrial Pollution, Global Warming and threats to Bio-diversity Environment Policy in India, Environmental Movement in India.

### **Governance: Issues and Challenges (B)**

#### **Generic Elective Course: Credit-6. Full Marks-75**

**Unit 1:** Government and Governance: Concepts – Role of State in the Era of Globalization-State Market and Civil Society . **Unit 2:** Governance and Development: Changing dimensions of Development– Strengthening Democracy through Good Governance. **Unit 3:** Environmental Governance: Human –Environment Interaction–Green Governance : Sustainable Human. **Unit 4:** Local Governance: Democratic Decentralization in India- People's participation in Governance in India. **Unit 5:** Good Governance Initiatives in India: Best Practices - Meaning and concept, E governance in India- Case Studies – Corporate Social Responsibility, Citizens Charter and Right to Information.

### **SEMESTER-III**

#### **POL-H-CC-T-5:**

#### **Indian Political Thought (Ancient and Medieval)**

##### **Core Course; Credit-6. Full Marks-75**

**Unit 1:** Ancient Indian Political ideas: overview, Ideas on Brahmanic and Shramanic traditions. **Unit 2:** Shantiparva with special reference to Rajdharm. **Unit 3:** Buddhist political thought: Kingship and the relations between politics and Ethics. **Unit 4:** Kautilya's Political Thought: Saptanga Theory of State – Mandala Theory and Diplomacy. **Unit 5:** Medieval Political Thought in India: A broad outline- Zia Barani: Good Sultan and Ideal Polity. Principle of Syncretism. **Unit 6:** Abul Fazl: Governance and Administration, Kabir: Syncretism.

#### **POL-H-CC-T-6:**

#### **Indian Political Thought (Modern)**

##### **Core Course; Credit-6. Full Marks-75**

**Unit 1:** Rammohan Roy–Views on rule of law, Rights, freedom of thought and social justice. **Unit 2:** Vivekananda: Views on Cultural nationalism, Society and Education. **Unit 3:** Syed Ahmed Khan and Iqbal: views on colonialism and nationalism. **Unit 4:** Rabindranath Tagore: Critique of Nationalism and his views on Internationalism. **Unit 5:** M.N.Roy: Views on National and Colonial Questions and Radical Humanism. **Unit 6:** B.R. Ambedkar : Views on social justice and Constitutionalism. **Unit 7:** Pandita Ramabai : Her views on Gender & Social Justice. **Unit 8:** Pt. Nehru: Views on Socialism. **Unit 9:** Ram Manohar Lohia : Views on Socialism.

**POL-H-CC-T-7:**

**Understanding International Relations: Theories and Concepts.**

**Core Course; Credit-6. Full Marks-75**

**Unit 1:** International Relations: outline of its evolution as academic discipline—What is International Relations Theory? **Unit 2:** The Great Debates in the discipline of International Relations: First, Second and Third. **Unit 3:** Mainstream International Relations Theories: (a) Classical Realism and Neo-Realism (b) Liberalism and Neo-Liberalism (c) Marxian - Dependency & World Systems theory (d) Feminist Approach (e) Eurocentricism and Perspectives from the Global South. **Unit 4:** National Power- Definition, Elements and Limitation – Balance of Power- Devices of maintaining Balance of Power- Collective Security. **Unit 5:** Foreign Policy- Objectives – Instruments of foreign policy- Diplomacy, Propaganda and Foreign Aid.

**POL-H-GE-T-3**

**Politics of Globalization (A)**

**Generic Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Concept of Globalization: Globalization debates; for and against. Approaches to understanding Globalization – Liberal & Radical. **Unit 2:** International Institutions: World Bank- IMF- WTO. **Unit 3:** Issues in Globalization: Alternative perspectives on its nature and Character – Critical Dimensions – Economic-Political & Cultural. **Unit 4:** Globalization and Social Movements – Globalization and Migration. **Unit 5:** Globalization and Democracy: State, Sovereignty and Civil Society – Globalization and the Demise of Nation States.

**United Nations and Global Conflicts (B)**

**Generic Elective Course; Credit-6. Full Marks-75**

**Unit 1:** The United Nations: A historical Overview – Principles and Objectives. **Unit 2:** Major Organs of the UN: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice. **Unit 3:** Specialised Agencies of UN: International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP]. **Unit 4:** Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect - Millennium Development Goals – Reforming the UN. **Unit 5:** Major Global Conflicts and the UN: (a) Korean War (b) Vietnam War (c) Afghanistan Wars (d) Balkans: Serbia and Bosnia

**POL-H-SEC-T-1**

**Legislative Practices and Procedures (A)**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit 1:** Powers and functions of people's representative at different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban



local governance. **Unit 2:** Legislative Process - How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. **Unit 3:** Legislative Committees: Types and role – Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation. **Unit 4 :** Budget Document : Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. **Unit 5:** Media monitoring and communication: Types of media and their significance for legislators. Basics of communication in print and electronic media.

**Democratic Awareness with Legal Literacy (B)**  
**Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit1:** Constitution – fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution. **Unit 2:** Laws relating to criminal jurisdiction – Provision relating to filing of an FIR, arrest, bail, search seizure- Understanding the question of evidence procedure in Cr. P.C. and related laws - dowry, sexual harassment and violence against women – laws relating to consumer rights – Juvenile Justice- Prevention of atrocities on Scheduled Castes and Scheduled Tribes. **Unit3:** Anti-terrorist laws: Implication for security and human rights. Laws relating to cyber crimes. **Unit 4:** System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals- Alternate dispute such as Lokadalats, non-formal mechanisms. **Unit 5:** Critical Understanding of the Functioning of the Legal System – Legal Service Authorities Act and Right to Legal aid, ADR system – Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice – Fair Comment under Contempt Law. **Unit 6 :** Human Rights emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and Civil liberties groups- Role of Police and Executive in criminal law administration.

**SEMESTER-IV**

**POL-H-CC-T-8: Public Administration (Theories & Concepts)**  
**Core Course; Credit-6. Full Marks-75**

**Unit 1:** Public Administration: Definition, Nature and Scope; Difference between Private and Public Administration; Evolution of the Discipline of Public Administration. **Unit 2:** Classical Theories of Administration: Classical Theory, ( Fayol, Urwick and Gulick) Scientific Management Theory,(F.W.Taylor) Bureaucratic Theory, (Max Weber). **Unit 3:** Neo-Classical Theories of Administration: Elton Mayo and Human Relations Theory; Decision-making with special reference to H.Simon. **Unit 4:** Contemporary Theories of Administration: Ecological Approach of Fred Riggs; Innovation and Entrepreneurship of Peter Drucker.

**Unit 5:** Public Policy: Concept and Relevance – Approaches to the Study of Public Policy; Public Policy Formulation, Implementation and Evaluation. **Unit 6:** Major Approaches in Public Administration: New Public Administration, New Public Management, New Public Service Approach and Good Governance.

**POL-H-CC-T-9: Public Policy and Indian Administration**  
**Core Course; Credit-6. Full Marks-75**

**Unit 1:** Evolution of Indian Administration – Ancient-Medieval and Modern period: brief historical overview -Continuity and change in Indian administration. **Unit 2:** Civil Service in India (Bureaucracy): Recruitment & training- Role of UPSC and SPSC- Minister - Civil Servant Relationship - Generalists and Specialists Debate. **Unit 3:** Social Welfare Policies in India: Concept and Approaches of Social Welfare – Social Welfare Policies – a) Education: Right to Education, b) Health: National Health Mission, c) Food: Right to Food Security and d) Employment: MNREGA. **Unit 4:** Citizen and Administration: Concept of Accountability- Major forms of administrative accountability- Legislative- Executive & Judicial- Citizen’s Charter- Right to Information Act, 2005, E-Governance. **Unit 5:** Financial Administration and Budget: Concept and Significance of Budget – Budget Cycles in India- Various Approaches and Types of Budget - Public Accounts Committee, Estimates Committee – role of CAG.

**POL-H-CC-T-10: Global Politics & Issues since 1945**  
**Core Course; Credit- 6. Full Marks-75**

**Unit 1:** Contemporary Global Issues I: Proliferation of Nuclear Weapons- Arms race, arms control and Disarmament Policy: PTBT, NPT and CTBT; Ecological Issues – Historical Overview of International Environmental Agreements – Climate Change- Global Commons Debate. **Unit 2:** Contemporary Global Issues II: Understanding Globalization and Its alternative Perspectives – Debates on Sovereignty and Territoriality – Cultural and Technological Dimensions of Globalization; Political Economy of International Relations: New International Economic Order- North-South Dialogue- South-South Cooperation- World Bank- IMF- WTO- TNCs- Global trade & Finance- Neo-Colonialism and Dependency. **Unit 3:** Contemporary Global Issues III: Terrorism & International System: Conceptual Framework – Challenges to Global Security – Post 9/11 Developments - Counter Terrorist Strategies and War on Terror; Human Rights: The politics of human rights promotion – UN and Human Rights- Human Security- Migration. **Unit 4:** Cold War and its evolution: Different Phases- Collapse of USSR and End of Cold War- Emergence of Third World: NAM; Pan Africanism. Post-Cold War Developments: overview. West Asia and the Palestine question. **Unit 5:** Europe in transition: European Union, Brexit (overview). **Unit 6:** Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS.

#### **POL-H-GE-T-4**

#### **Feminism: Theory and Practice (A)**

#### **Generic Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Approaches to understanding Patriarchy : Feminist theorising of the sex/gender distinction. Biologism versus social constructivism - Understanding Patriarchy and Feminism - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions.

**Unit 2:** History of Feminism: Origins of Feminism in the West: France, Britain and United States of America. **Unit 3:** - Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India. The Indian Experience: Traditional

Historiography and Feminist critiques - Social Reforms Movement and position of women in India - History of Women's struggle in India. **Unit 4:** Family in contemporary India -

patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights of

Women in India. **Unit 5:** Understanding Woman's Work and Labour in India– Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed

households.

#### **Understanding Ambedkar (B)**

#### **Generic Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Introducing Ambedkar - Approach to Study Polity, History, Economy, Religion and Society. **Unit 2:** Ambedkar's views on Caste and Religion: Caste, Untouchability and Critique of Hindu Social Order - Religion and Conversion. **Unit 3:** Ambedkar on Question of Women

- Rise and Fall of Hindu Women - b. Hindu Code Bill. **Unit 4:** Political Vision of Ambedkar: Nation and Nationalism - Democracy and Citizenship. **Unit 5:** Ambedkar on Economy and

Class Question: Planning and Development - Land and Labor.

**Unit 6:** Ambedkar on Constitutionalism: Rights and Representations - Constitution as an Instrument of Social Transformation.

#### **POL-H-SEC-T-2**

#### **Public Opinion and Survey Research (A)**

#### **Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit 1:** Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll.

**Unit 2:** Measuring Public Opinion: What is sampling? Why do we need to sample? Sample design, Methods and Types of Sampling- Non-Random Sampling (Quota, Purposive and Snowball sampling) – Random Sampling (Simple and Stratified)) , Sampling error and non

response. **Unit 3:** Interviewing: Interview techniques pitfalls, different types of and forms

of interview. **Unit4:** Questionnaire: Question wording; fairness and clarity. **Unit 5:** Quantitative Data Analysis: Introduction to quantitative data analysis, Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics. **Unit 6:** Prediction in polling research: possibilities and pitfalls, Politics of Interpreting Polls.

### **Peace and Conflict Resolution (B)**

#### **Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit 1:** Understanding Conflict and Conflict Management, Conflict Resolution and Conflict Transformation- Peace Building. **Unit 2:** Dimensions of Conflict: Ideological, Economic (Resource Sharing) and Socio-Cultural (Ethnicity, Religion and Gender). **Unit 3:** Nature of Local, Sub-national and International Conflicts. **Unit 4:** Techniques of Conflict Resolution: Negotiations – Trust building; Mediation: Skill Building and Active Listening; Track- I, II & and Multi Track Diplomacy; Gandhian Methods.

### **SEMESTER-V**

#### **POL-H-CC-T-11: Western Political Thought (Ancient & Medieval)**

##### **Core Course; Credit-6. Full Marks-75**

**Unit 1:** Background of Western Political Thought: A Brief Outline with special reference to Stoics and Sophists of ancient Greece. **Unit 2:** Plato – Philosophy and Politics- Theory of Forms, Justice, Philosopher King/Queen, Communism- Women and Guardianship- Critique of Democracy - Censorship. **Unit 3:** Aristotle – Theory of State – Classification of Governments- Man as a Zoon Politikon- Justice- Citizenship. **Unit 4:** Medieval Theological Thought: Basic Features, Conflict between Church and State- Contribution of St. Augustine, St. Thomas Aquinas and Marsiglio of Padua. **Unit 5:** Machiavelli: Virtue & Vice – Morality and Statecraft – Religion- Republicanism.

#### **POL-H-CC-T-12:Western Political Thought (Modern)**

##### **Core Course; Credit-6. Full Marks-75**

**Unit 1:** Thomas Hobbes – Materialism, Human Nature & Sovereignty- John Locke – Natural Rights and Property- JJ Rousseau – Concept of General Will, Local or Direct Democracy, Origin of Inequality. **Unit 2:** Immanuel Kant – Enlightenment and Moral Freedom - Hegel – Dialectics, Civil Society and State. **Unit 3:** J.S. Mill- Liberty, Suffrage, Subjection of Women, right of minorities, utility principles. **Unit 4:** Mary Wollstonecraft: Women and Paternalism- Critique on Rousseau’s idea on education- legal rights. **Unit 5:** Alexandra Kollontai: Winged and Wingless Eros, Proletarian women, Socialization of housework, disagreement with Lenin.

### **POL-H-DSE-T-1**

#### **Citizenship in a Globalizing World (A)**

##### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Classical conceptions of citizenship. **Unit 2:** The Evolution of Citizenship and the Modern State. **Unit 3:** Citizenship and Diversity. **Unit 4:** Citizenship beyond the Nation-state: Globalization and global justice. **Unit5:** The idea of cosmopolitan citizenship

#### **Public Policy in India (B)**

##### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Public Policy: Meaning, Scope and Importance – The emergence of Policy Sciences. **Unit 2:** Models of Policy Decision-Making. **Unit 3:** Policy making in India - Nehruvian Vision – Pre and Post Liberalization period in India – Determinants of Public Policy in India. **Unit 4:** Major Public Policies in India: a) Public Health; b) Education and c) Environment. **Unit5:** Constraints and Challenges to Public Policy implementation in India: Economic, Political and Socio-Cultural.

### **POL-H-DSE-T-2**

#### **Development Process and Social Movements in Contemporary India (A)**

##### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Development Process in India since Independence: State and planning – Liberalization and reforms. **Unit 2:** Industrial Development Strategy and its Impact on the Social Structure : Mixed economy, privatization, the impact on organized and unorganized labour - Emergence of the new Indian middle class. **Unit 3:** Agrarian Development Strategy and its Impact on the Social Structure: Land Reforms, Green Revolution, Agrarian crisis since the 1990s and its impact on farmers. **Unit 4:** Social Movements in India: Tribal, Peasant, Dalit and Women's movements - Maoist challenge - Civil rights movements in India.

#### **Human Rights in a Comparative Perspective (B)**

##### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Understanding Human Rights: Three Generations of Rights - Institutionalization: Universal Declaration of Human Rights – **Unit 2:** Human Rights in National Constitutions: South Africa and India. **Unit 3:** Human Rights Issues in Comparative Perspective: 1. Torture: USA and India; 2. Surveillance and Censorship: China and India; 3. Terrorism and Insecurity of Minorities: USA and India. **Unit 4:** Violation of Human Rights in Comparative Perspective: 1. Caste and Race: South Africa and India; 2. Gender and Violence: India and Pakistan; 3. Adivasis/Aboriginals and the Land Question: Australia and India.

## **SEMESTER-VI**

### **POL-H-CC-T-13: Introducing Political Sociology**

**Core Course; Credit-6. Full Marks-75**

**Unit 1:** Nature, scope and emergence of Political Sociology – Sociology of politics and political sociology-Theoretical Approaches to the study of Political Sociology. **Unit 2:** Social Stratification and Politics: Caste, class and elite. **Unit 3:** Power, Influence, and Authority. **Unit 4:** Political Culture: Meaning, nature and types. **Unit 5:** Political Socialization: Meaning and agencies. **Unit 6:** Political Development and Political Modernization.

### **POL-H-CC-T-14: Comparative Government & Politics**

**Core Course; Credit-6. Full Marks-75**

**Unit 1:** The Nature and Scope of Comparative Government - Distinction between Comparative Politics and Comparative Government- Going beyond Euro centrism. **Unit 2:** Major approaches to the study of comparative politics — Institutional approach (dominant schools: Systems approach and Structural Functional approach)- limitations; New Institutionalism, Political Economy— origin and key features. **Unit 3:** Colonialism and Decolonization: Meaning, context, forms – anti-colonial struggles and process of decolonization. **Unit 4:** Socialism: Meaning, growth and Development. **Unit 5:** Comparative study of the Constitutional Developments and Political Economy of: Britain, Brazil, Nigeria and China.

## **POL-H-DSE-T-3**

### **Understanding South Asia. (A)**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** South Asia as a region: Historical and Colonial Legacies - Geopolitical dimensions. **Unit 2:** Politics and Governance: a) Regime Types: Democracy, authoritarianism, monarchy; b) Emerging Constitutional practices: Federal experiments in Pakistan, constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka. **Unit 3:** Socio-Economic Issues: Identity politics and economic deprivation: Challenges and Impact (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka). **Unit 4:** Regional Issues and Challenges: a) SAARC: problem and prospects; b) Terrorism, c) Migration.

### **India's Foreign Policy in a Globalizing World (B)**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power. **Unit 2:** India's Relations with the USA and USSR/Russia. **Unit 3:** India's Engagements with China. **Unit 4:** India in South Asia: Debating Regional Strategies. **Unit 5:** India's Negotiating Style and Strategies: Trade, Environment, Energy and Security Regimes.

**POL-H-DSE-T- 4**

**Dilemmas in Politics(A)**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** The Moral Economy of Violence.

**Unit 2:** The Politics of Exclusion.

**Unit 3:** Debates on Human Rights.

**Unit 4:** Ecology and Political Responsibility.

**Unit 5:** Capabilities and the Politics of Empowerment.

**Unit 6:** Global Justice and Cosmopolitanism.

**Unit 7:** Feminism and the Politics of Interpretation.

**Unit 8:** Legitimacy of Humanitarian Intervention.

**Dissertation (B)**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Guidelines:**

- The students undertaking this course shall be allotted a supervisor/mentor/guide at the beginning of the semester.
- The student shall select a topic for dissertation from any field of Political Science taking help from the supervisor / mentor / guide.
- The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.
- The work shall be evaluated on the basis of the written document submitted by the student and a *viva-voce* conducted on the same.

# **B.A. Political Science (General)**

## **SEMESTER-I**

### **POL-G-CC-T-1: INTRODUCTION TO POLITICAL THEORY:**

**Core Course; Credit-6. Full Marks-75**

**Unit 1:** What is Politics – What is Political Theory and what is its relevance? - Approaches to the study of Politics: Normative, Behavioural and Post-behavioural, Marxist and Feminist.

**Unit 2:** Theories of the State (a) Origin: Social Contract Theory; (b) Nature: Idealist, Liberal and Neo-liberal theories. **Unit 3:** Concept of State Sovereignty: Monistic and Pluralistic theories

**Unit 4:** Liberty, Justice, Equality, Rights, State, Civil Society and Law: Meaning and their interrelations. **Unit 5:** Democracy: Meaning and typology. **Unit 6:** Debates in Political Theory: i) Is democracy compatible with economic growth? ii) On what grounds is censorship justified and what are its limits? iii) Does Protective Discrimination violate principles of fairness? iv) Should the state intervene in the institution of the family?

## **SEMESTER-II**

### **POL-G-CC-T-2: Indian Government and Politics ● Core Course; Credit-6. Full Marks-75**

**Unit 1:** Approaches to the study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian. **Unit 2:** Indian Constitution: Basic Features, Debates on Fundamental Rights and Directive Principles of State Policy. **Unit 3:** Union Executive: President and Vice-President – Election, power and position. Prime Minister – Power and position; Council of Ministers; Relationship of President and Prime Minister, **Unit 4:** Union Legislature: Rajya Sabha and Lok Sabha: Composition and functions; Speaker. The Judiciary: Supreme Court and High Courts – Compositions and functions. **Unit 5:** Religion and Politics: debates on secularism and communalism. **Unit 6:** Power Structure in India: Role of Caste, class and patriarchy. **Unit 7:** Social Movements: Workers, Peasants, Environmental and Women's Movement.

## **SEMESTER-III**

### **POL-G-CC-T-3: Comparative Government and Politics**

**Core Course; Credit-6. Full Marks-75**

**Unit 1:** The Importance and Scope of Comparative Government -Distinction between Comparative Politics and Comparative Government – Development of Comparative Politics.

**Unit 2:** Theories of Political Systems: Easton, Almond and Powell. **Unit 3:** Typology of Political Systems: Unitary and Federal, Parliamentary and Presidential: UK & USA, Federal and Unitary: Canada & China. **Unit 4:** Electoral Systems: First past the post, proportional representation, mixed systems. **Unit 5:** Parties Systems: One-party, two-party and multi-party systems. **Unit 6:** Contemporary Debates on the nature of State: From State Centric security to human centric security & the changing nature of nation-state in the context of globalization.



### **SEMESTER-III**

#### **POL-G-SEC-T-1: Legislative Practices and Procedures**

##### **Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit 1:** Powers and functions of people's representative at different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban local governance. **Unit 2:** Legislative Process - How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations. **Unit 3:** Legislative Committees: Types and role – Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation. **Unit 4 :** Budget Document : Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. **Unit 5:** Media monitoring and communication: Types of media and their significance for legislators. Basics of communication in print and electronic media.

### **SEMESTER-IV**

#### **POL-G-CC-T-4: Introduction to International Relations**

##### **Core Course; Credit-6. Full Marks-75**

**Unit 1:** Foundation of International Relations as an academic discipline. **Unit 2:** Major approaches to the study of International Relations: (a) Liberal and Neo-Liberal (Robert O. Keohane and Joseph Nye); (b) Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz); (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) , (d) Feminist Perspective (J. Ann Tickner). **Unit 3:** Major concepts in International Relations: (a) National Power; (b) Balance of Power; (c) Collective Security, (d) Bipolarity, Unipolarity & Multi-polarity, (g) National Interest, (h) Globalization. **Unit 4:** Indian Foreign Policy: Basic Determinants (Historical, Geo-political, Economic, domestic and Strategic) – India's policy of Non-Alignment - India's relations with U. S. A, China, Pakistan and Bangladesh. **Unit 5:** Cold War and Post- Cold War Era – Origins of Cold War- Phases of Cold War – End of Cold War and Collapse of Soviet Union – Post –Cold War Era and Emerging Centers of Power.

### **SEMESTER-IV**

#### **POL-G-SEC-T-2: Public Opinion and Survey Research**

##### **Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit 1:** Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll. **Unit 2:** Measuring Public Opinion: What is sampling? Why do we need to sample? Sample design, Methods and Types of Sampling- Non-Random Sampling (Quota, Purposive and Snowball sampling) – Random Sampling (Simple and Stratified)) , Sampling error and non response. **Unit 3:** Interviewing: Interview techniques pitfalls, different types of and forms of interview. **Unit 4:** Questionnaire:

Question wording; fairness and clarity. **Unit 5:** Quantitative Data Analysis: Introduction to quantitative data analysis, Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics. **Unit 6:** Prediction in polling research: possibilities and pitfalls, Politics of Interpreting Polls.

### **SEMESTER-V**

**POL-G-DSE-T-1(A): Citizenship in a Globalizing World.**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Classical conceptions of citizenship. **Unit 2:** The Evolution of Citizenship and the Modern State. **Unit 3:** Citizenship and Diversity. **Unit 4:** Citizenship beyond the Nation-state: Globalization and global justice. **Unit5:** The idea of cosmopolitan citizenship.

### **SEMESTER-V**

**POL-G-DSE-T-1(B): Public Policy in India**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Public Policy: Meaning, Scope and Importance – The emergence of Policy Sciences. **Unit 2:** Models of Policy Decision-Making. **Unit 3:** Policy making in India - Nehruvian Vision- – Pre and Post Liberalization period in India – Determinants of Public Policy in India. **Unit 4:** Major Public Policies in India: a) Public Health; b) Education and c) Environment. **Unit5:** Constraints and Challenges to Public Policy implementation in India: Economic, Political and Socio-Cultural.

### **SEMESTER-V**

**POL-G-GE-T-1(A): Reading Gandhi**

**Generic Elective Course: Credit-6. Full Marks-75**

**Unit 1:** Ways to read a text: a. textual; b. contextual. **Unit 2:** Hind Swaraj: a. Gandhi in his own words: A close reading of Hind Swaraj. b. Commentaries on Hind Swaraj and Gandhian thought. **Unit 3:** Gandhi and modern India- a. Nationalism. b. Communal unity, c. Women's Question d. Untouchability, e. Education.

### **SEMESTER-V**

**POL-G-GE-T-1(A): Nationalism in India**

**Generic Elective Course: Credit-6. Full Marks-75**

**Unit 1:** Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations. **Unit 2:** Colonial Rule in India and its impact: On agriculture, land relations, industry and administration system. **Unit 3:** Reform and Resistance: a. The Revolt of 1857 b. Major social and religious movements c. Education and the rise of the new middle class in India. **Unit 4:** Nationalist Politics and Expansion of its Social Base: a. Phases of the Nationalist Movement: Birth of INC & Liberal constitutionalist phase, Swadeshi and the Radicals, Formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements c. Socialist alternatives: Congress socialists, Communists. **Unit 5:** Social Movements - The Women's Question: participation in the national movement and its impact - The Caste Question: anti-Brahmanical Politics - Peasant, Tribal, and Workers movements in Colonial India. **Unit6:** Partition and Independence: Communalism in Indian Politics – The Two-Nation Theory, Negotiations over Partition.

## **SEMESTER-V**

### **POL-G-SEC-T-3: Democratic Awareness with Legal Literacy.**

#### **Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit1:** Constitution – fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution. **Unit 2:** Laws relating to criminal jurisdiction – Provision relating to filing of an FIR, arrest, bail, search seizure- Understanding the question of evidence procedure in Cr.P.C. and related laws - dowry, sexual harassment and violence against women – laws relating to consumer rights – Juvenile Justice- Prevention of atrocities on Scheduled Castes and Scheduled Tribes. **Unit3:** Anti-terrorist laws: Implication for security and human rights. Laws relating to cyber crimes. **Unit 4:** System of courts/ tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals- Alternate dispute such as Lokadalats, non-formal mechanisms. **Unit 5:** Critical Understanding of the Functioning of the Legal System – Legal Service Authorities Act and Right to Legal aid, ADR system – Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice – Fair Comment under Contempt Law. **Unit 6 :** Human Rights emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and Civil liberties groups- Role of Police and Executive in criminal law administration.

## **SEMESTER-VI**

### **POL-G-DSE-T-2(A): Understanding South Asia.**

#### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** South Asia as a region: Historical and Colonial Legacies - Geopolitical dimensions. **Unit 2:** Politics and Governance: a) Regime Types: Democracy, authoritarianism, monarchy; b) Emerging Constitutional practices: Federal experiments in Pakistan, constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka. **Unit 3:** Socio-Economic Issues: Identity politics and economic deprivation: Challenges and Impact (case studies of Pakistan, Bangladesh, Nepal and Sri Lanka) **Unit 4:** Regional Issues and Challenges: a) SAARC: problem and prospects; b) Terrorism, c) Migration.

## **SEMESTER-VI**

### **POL-G-DSE-T- 2(B): India's Foreign Policy in a Globalizing World**

#### **Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit 1:** India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power. **Unit 2:** India's Relations with the USA and USSR/Russia. **Unit 3:** India's Engagements with China. **Unit 4:** India in South Asia: Debating Regional Strategies. **Unit 5:** India's Negotiating Style and Strategies: Trade, Environment, Energy and Security Regimes.

## **SEMESTER-VI**

### **POL-G-GE-T-2(A): Human Rights, Gender and Environment**

#### **Generic Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Understanding Social Inequality : Caste, Gender, Ethnicity and Class as distinct categories and their interconnection. Globalisation and its impact on workers, peasants, dalits, adivasis and women. **Unit 2:** Human Rights : Human Rights: Various Meanings, UN Declarations and Covenants, Human Rights and Citizenship Rights, Human Rights and the Indian Constitution, Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission. Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers. Consumer Rights: The Consumer Protection Act and grievance Redressal mechanisms, Human Rights Movement in India. **Unit 3 :** Gender: Analysing Structures of Patriarchy, Gender, Culture and History, Economic Development and Women, The issue of Women’s Political Participation and Representation in India Laws, Institutions and Women’s Rights in India, Women’s Movements in India. **Unit 4 :** Environment: Environmental and Sustainable Development UN Environment Programme: Rio, Johannesburg and after; Issues of Industrial Pollution, Global Warming and threats to Bio – diversity Environment Policy in India, Environmental Movement in India.

## **SEMESTER-VI**

### **POL-G-GE-T-2(B): Governance: Issues and Challenges**

#### **Generic Elective Course; Credit-6. Full Marks-75**

**Unit 1:** Government and Governance: Concepts – Role of State in the Era of Globalization- State Market and Civil Society. **Unit 2:** Governance and Development: Changing dimensions of Development – Strengthening Democracy through Good Governance. **Unit 3:** Environmental Governance: Human –Environment Interaction – Green Governance : Sustainable Human Development. **Unit 4:** Local Governance: Democratic Decentralization in India- People’s participation in Governance in India. **Unit 5:** Good Governance Initiatives in India: Best Practices - Meaning and concept, E governance in India- Case Studies – Corporate Social Responsibility, Citizens Charter and Right to Information.

## **SEMESTER-VI**

### **POL-G-SEC-T-4: Peace and Conflict Resolution**

#### **Skill Enhancement Course: Credit-2. Full Marks-50**

**Unit 1:** Understanding Conflict and Conflict Management, Conflict Resolution and Conflict Transformation- Peace Building. **Unit 2:** Dimensions of Conflict: Ideological, Economic (Resource Sharing) and Socio-Cultural (Ethnicity, Religion and Gender). **Unit 3:** Nature of Local, Sub-national and International Conflicts. **Unit 4:** Techniques of Conflict Resolution: Negotiations – Trust building ; Mediation: Skill Building and Active Listening; Track- I, II & and Multi Track Diplomacy; Gandhian Methods.

## HISTORY SYLLABUS

### CORE COURSE

(14 Courses, Each Course would be allotted 40 lectures)

#### SEMESTER-1

##### COURSE – I

#### History of Early India, from remote past to the end of the Vedic Polity

**Unit-1:** Historiography of early India – historical interpretations - imperialist vs nationalist school - leftist vs liberal school - secular vs religious school. **Unit-2:** Evolution from Paleolithic to neolithic cultures - chalcolithic societies from Baluchistan to Gujrat - growth and decline of pre-state non-iron urban culture - the Harappan Civilization ; problem of the Indus script - journey from proto-historic to historic India. **Unit-3:** Legacy of the Harappan Culture - the Aryan penetration and the Anglo-Oriental debate ; beginning of iron age and settled agriculture - patterns of settlement and cultural changes - emergence of caste society, organized religion and state territoriality - the Vedic literature. **Unit-4:** The non-Vedic political economy of the 16 Mahajanapadas - spread of protestant religions – Ajivikism, Jainism and Buddhism ; commercial and urban growth of India - rise of Magadha as an imperial power.

##### COURSE – II

#### Social Formation and Cultural pattern of the Ancient and early Medieval World

**Unit-1:** Pre-historic and proto-historic cultures beyond India – beginning of agriculture and animal husbandry – searches into the history of Africa, the Aztec Civilization and the Inca Society. **Unit-2:** Bronze Civilizations of Egypt, Mesopotamia, China and eastern Mediterranean lands. **Unit-3:** The Polis and slave society of ancient Greece - rise of ancient Rome - decline of the Roman Empire - agrarian economy and trade - the Church and the question of religion. **Unit-4:** Societies in Central Islamic Lands - spread of Islam - the Ummah, Caliphate State, Shariah and Sufi culture.

#### SEMESTER-2

##### COURSE-III

#### Ancient India from the Maurya to Late Gupta period

**Unit-1:** The Maurya rule in Magadha - Asoka's Dhamma and administration - the policy of cultural conquest. **Unit-2:** The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Chera, Chola and Pandya - new trends in economy and society - peasantization of tribes and changes in the caste system ; spread of megalithic culture - splits in Jainism and Buddhism - Vaishnavism, Saivism and Tantricism. **Unit-3:** Age of the Guptas - consolidation of Second Magadhan empire - debates on golden age, brahminical revival and growth of feudalism - decline of the Gupta power and beginning of political decentralization of India - assessing Harshavardhana as the last great emperor. **Unit-4:** Early India in retrospect - society and culture and environment - literature and philosophy - art and architecture - science, technology and guild - trade and industry.

## **COURSE-IV**

### **History of Early Medieval India**

**Unit-1:** Sources of History and historiography of the period - contemporary texts and travelogues - indigenous literature and archaeology. **Unit-2:** From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South - The Pallavas, Rashtrakutas, Chalukyas and Cholas. **Unit-3:** Condition in the pre-Sultanate period - Polity, Society, Economy, Religion and Culture - towards transition. **Unit-4:** Northern India under the Delhi Sultanate - the Turkish invasions from 997 to 1206 AD - consolidation of the Sultanate from 1206 to 1286 AD - the Khalji Revolution and the omnipotent state under the Khaljis - The Tughluq period of reforms and counter reforms - decline of the Delhi Sultanate.

## **SEMESTER-3**

### **COURSE - V**

#### **The Delhi Sultanate in Retrospect**

**Unit-1:** The successor states of Bijohnagar, Bahmani and Bengal - society, economy, art, architecture and literature. **Unit-2:** Delhi on the eve of the Mughal ascent - Timur's invasion - the Sayyids and Lodis - Babur's adventure - Babur's central Asian connection - Humayun's misfortune - Sher Shah Sur and Afghan rule in India. **Unit-3:** Economy of Sultanate India - changes in land revenue administration - new agrarian relations - industry and urbanization - trade and currency. **Unit-4:** Ideas of state and kingship - moves from theocracy to secular administration - development of bhakti and sufi philosophy - language, literature, art and architecture.

### **COURSE - VI**

#### **Rise of the Modern West**

**Unit-1:** Structural features of European feudalism - the Crusades and the 14th century crisis of feudalism - decline of feudalism in western Europe but its survival in eastern Europe. **Unit-2:** Socio-economic roots of Renaissance - spread of new social ideas - secularism and humanism - art, architecture, science and literature - the printing revolution. **Unit-3:** Reformation - origin, course and results - progress of the movement from Luther to Calvin ; the counter Reformation. **Unit-4:** Europe from Thirty Years' War to Seven Years' War - rise of early nation states, Spain, France, England and Russia.

### **COURSE - VII**

#### **Europe in Transition**

**Unit-1:** Geographical explorations and overseas empires of Portugal and Spain - shift of economic balance from the Mediterranean to the Atlantic ocean - commercial and price revolution. **Unit-2:** Seventeenth century crisis in Europe - mercantilism and economic transition - Glorious Revolution in England and great changes in political, economic and state

structure; from scientific to Industrial Revolution - rise of industrial societies in Europe. **Unit-3:** American War of Independence - birth of new democratic politics. **Unit-4:** From the age of Enlightenment to the Age of Liberalism - from feudalism to capitalism- the transition debate.

### **SEMESTER-4**

#### **Course - VIII**

#### **History of Mughal India**

**Unit-1:** Survey of sources and different aspects of historiography of Mughal India - reading of the texts of AbulFazal, Badauni, Abdul Hamid Lahori and Bernier - Studies in the writings of Sir JadunathSarkar and historians from Delhi and Aligarh schools. **Unit-2:** Making of the Mughal State from Akbar to Aurangzeb - state and religion - management of land and agriculture - evolution of the administrative system - mansab and jagir - the Mughal ruling classes - nobility and zamindars - the peasants and village community. **Unit-3:** Trade, commerce, and monetary system - routes of trade and commodity pattern of internal transactions - overseas trade and commodity pattern - markets and monetary system. **Unit-4:** Urban centres - morphology of cities - urban economy - crafts, technology and industry - imperial karkhanas - urban social structure, merchant communities, bankers, artisans, craftsmen and labourers.

### **COURSE - IX**

#### **History of Late Medieval India**

**Unit-1:** Society and culture - religion of the masses - language, music and literature - art and architecture. **Unit-2:** Regional polity - the Marathas under Shivajiand the Peshwas- the Sikh challenge. **Unit-3:** Decline of the Mughal Empire - agrarian crisis and the eighteenth century debate. **Unit -4 :** Emergence of successor states - Bengal, Awadh, Mysore and Hyderabad.

### **COURSE - X**

#### **Rise of Modern Europe**

**Unit-1:** Historiography - studies in the writings of Alfred Cobban, Lefebvre, Eric Hobsbawm, E.P.Thompson, David Thomson andA.J.P.Taylor. **Unit-2:** The eighteenth century background to the French Revolution - society, economy, and polity ; the philosophers and the ideological revolution. **Unit-3:** People in the French Revolution - aristocracy, bourgeois, peasants and workers - the Constituent Assembly and its achievements - Girondins and Jacobins - the Reign of Terror and the Rise and fall of the Jacobin Republic - the Thermidorian reaction and the Directory ; the Napoleonic Era - interpreting the French Revolution. **Unit-4:** The unity and disunity in Europe in 1815 - the Vienna Congress and rise of Metternich - struggle between forces of continuity and change.

## **SEMESTER-5**

### **COURSE - XI**

#### **History of Modern India from the beginning of colonial rule to the Great Revolt**

**Unit-1:** Understanding Modern Indian History- historiography, concepts, terminologies, approaches. **Unit-2:** Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and its ideology - rule of law, orientalism, utilitarianism. **Unit-3:** Rural Economy and Society - land revenue settlements - agrarian structure and transformation debate - commercialization of agriculture - rural stratification thesis, peasants and landless labourers - detribalization and the environmental question - de-industrialization, rural credit and indebtedness. **Unit-4:** Nature of colonial exploitation - drain of wealth - famines in India - monetization and entitlement debate - resistance from the tribes and peasants till the Revolt of 1857 - analysing the Revolt and its aftermath.

### **COURSE - XII**

#### **History of Modern India from Renaissance to Independence**

**Unit-1:** The cultural revolution of the nineteenth century - critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms - colonisation of education - the women's question. **Unit-2:** Re-industrialisation of India following the spread of railway network - colonial fiscal policy and the balance of Indian trade - rise and growth of the Indian capitalist and working class. **Unit-3:** Interpreting Indian nationalism - messianic and developmental - different phases of the nationalist struggle - politics of association and politics of union - different political parties and their ideologies - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah - workers' and peasants' movements. **Unit-4:** Colonial policy of divide and rule - religious polarisation of the nationalist leaders - demand for Pakistan and partition of 1947 - the refugee question - struggle for new developmental economy, democracy and security in the bi-polar world.

## **SEMESTER-6**

### **COURSE - XIII**

#### **Modern Europe : From Nationalism to Socialism**

**Unit-1:** The age of Revolutions - the national revolutions (1830-1850) - the liberal revolutions and the transformation of Russian society - remaking of eastern Europe. **Unit-2:** The economic revolutions, consolidation of capitalism and formation of big national states in Germany and Italy - imperial advances before and after Bismarck - developments in eastern Europe - the new balance of power in Europe - Europe divided. **Unit-3:** Politics of democracy - industrial society and its critics - new concept of welfare state and revolution in medical science - reason, social change and social reform - the new woman - arts transformed. **Unit-4:** The socialist challenge - from utopian to Marxian socialism - the German, French and Russian variety of socialist politics.



## **COURSE - XIV**

### **Trends in World Politics from the First to the Second World War**

**Unit-1:** Different theories of world politics - the Marxist and non-Marxist approaches. **Unit-2:** Roots of European imperialism and the World Wars as the total war - impact of war on European mind - Peace settlement of 1919 and search for the collective security - the League of Nations. **Unit-3:** Aspects of the war economy in the inter-war period - the depression and new theories of mixed economy - the collapse of the Weimer state in Germany and the rise of the Nazis to power - fascism in Italy. **Unit-4:** The World after 1945 - theories of the Cold War and the division of Europe - the emergence of the American and Soviet spheres of influence - various military and economic alliances - regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle east and Afghanistan.

### **Discipline Specific Elective Course (Any four out of Six)**

#### **SEMESTER-5 ( any two out of three)**

### **COURSE - I**

#### **History of China from Tradition to Revolution**

**Unit-1:** Traditional China - sino-centrism - society - social groups and classes - confucian value system - closed chinese economy - the canton trade. **Unit-2:** Confronting the foreigners - Opium Wars - treaties with imperialist powers - foreigners' struggle for concessions in China - China as an 'informal colony' - increasing western pressure - the open door policy - transformation of China from a feudal society to a semi-colonial and semi-feudal society. **Unit-3:** The People's response - from Taiping to Boxer - self-strengthening movement and reforms 1860 -1898 and 1901-1908 - revolution of 1911 - from nationalism to comprador-ship, Sun YatSen to Yuan-Shi-Kai - Warlordism since 1916 - revolt of the Chinese working class, the May Fourth Movement. **Unit-4:** Development of Chinese industrial economy and growth of the Chinese proletariat - spread of communism among the proletariat in between the world wars - Chiang Kai Shek, Kuomintang and the united front - break with the front and the mature phase of Chinese communist movement under Mao Tse Tung - the Long March and the Communist Revolution of China.

### **COURSE - II**

#### **History of Japan from Meiji Restoration to the Second World War**

**Unit-1:** Tokugawa Baku-han system of Japan- its nature - crisis encounter with the west - Meiji restoration - processes of modernization - social, military, political and economic. **Unit-2:** Popular and democratic movements - Satsuma rebellion; popular rights movement and Meiji constitution. **Unit-3:** Growth of militarism in Japan and her imperialist projects - Sino -Japanese relations; Anglo-Japanese alliance - Russo-Japanese war - World War I and after - the Manchurian crisis. **Unit-4:** Rise of political parties in Japan and their failure to sustain democratic system - Japan and the two World Wars.

### **COURSE - III**

#### **Issues of the Contemporary World**

**Unit-1:** De-colonization of Asia and Africa - emergence of the Third World - struggle for survival in Asia and apartheid in Africa. **Unit-2:** Crisis in the socialist block - theory and practice - impact of the rise of China as a new socialist state ; the sino-soviet rift and tensions within the east European Soviet Bloc : Hungary, Czechoslovakia, and Poland ; glasnost- perestroika and collapse of Soviet socialism - end of the cold war and German reunification. **Unit-3:** Oil politics and the Arabian world : Israel, Palestine, Iran and Iraq - nuclear diplomacy in the twentieth century worldt. **Unit-4:** From Bi-polarism to Uni-polarism - globalization and its impact on culture and society- information revolution and its impact of the present day world.

### **SEMESTER-6** (Any two out of three)

#### **COURSE - I**

##### **History of Bangladesh from Liberation to the present day**

**Unit-1 :** The genesis - issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan. **Unit 2 :** Political transformation in East Pakistan - emergence of linguistic nationalism since 1952 - resistance against Pakistani militarism - rise of Sheikh MujiburRahaman as the new mass leader - Awami League Movement, 1966 to 1970 - Bangladesh liberation movement of 1971 - birth of Bangladesh in 1972. **Unit 3 :** Bangladesh after independence - society, economy and politics. **Unit 4 :** Foreign policy of Bangladesh - relations with India - role of Bangladesh in the SAARC and ASEAN.

#### **COURSE - II**

##### **History of Africa, 1500 to 2000 A.D.**

**Unit-1 :** Main issues in the Historiography of Africa. **Unit-2 :** Africa and African societies before colonization - informal empire of the 19th century - European imperialism and partition of Africa in the 20th century - the French in the Maghreb and West Africa - The British in the East, West and Southern Africa - the Belgians in Congo. **Unit-3 :** Socio-economic transformation - structural changes in agriculture, forest management and mining - changing patterns of trade - trans-Atlantic slave trade - migration of capital of labour with special reference to Southern Africa - race, class and religions in colonial South Africa, Apartheid - language, education and cultural forms. **Unit-4 :** Popular protests, Rebellions and National Liberation Movements - role of peasants and workers - nationalist movements in Algeria, Ghana, Kenya, Congo, Angola and South Africa.

### **COURSE - III**

#### **History of Women in India**

**Unit-1** : Women in the Indian tradition - different socio-religious movements in pre-colonial India and women's position re-defined. **Unit-2** : Feminism revisited in the Indian context - the women's question in 19th century India during colonial modernization - the debates on Sati and Purdah. **Unit-3** : The nationalist resolution on the women's question - women in the freedom movement in India. **Unit-4** : Emerging new woman in post-colonial India - women's organizations and fight against their marginalization - women in Indian literature and performing art.

### **GENERIC ELECTIVE**

**(Any four out of six courses, one course in each semester up to the 4th one)**

#### **COURSE - I [ Human Rights in India ]**

**Unit-1** : Basic concepts and theories of human rights - social structure and the question of human rights in India, gender, caste, class and religion - state and human rights, politics and economic policies. **Unit-2** : International Conventions and Charters on human rights - Constitution of India and provisions for protection of human rights - legislation and landmark court judgments on human rights in India. **Unit-3** : History of human right movements in India - intensity and impact. **Unit-4** : Women's rights in India - the question of women's empowerment - women's access to resources of the country - violence against women, protective laws, protests and movements.

#### **Course - II**

##### **History of Indian Environment**

**Unit-1** : Concepts and theories of environment and ecology developed in India, idealist, materialist, non-materialist and post-materialist philosophies. **Unit-2** : Indigenous knowledge system - animal ethics - social formation and collective management of rivers, forests and hills in pre-colonial India. **Unit-3** : The colonial impact, structural changes in land and environment of India - jangalmahals and jalmahals - spread of railway network - environmental degradation and problems of public health. **Unit-4** : Political economy of environment in post-colonial India - industry and pollution - development vs environment debate - various environmental movements.

### **COURSE - III**

#### **Making of Contemporary India**

**Unit-1** : Towards independence - from Government of India Act (1935) to the Mountbatten Plan - partition and birth of the new State of India in 1947 - communal riots, influx of

refugees and their rehabilitation. **Unit-2** : Making of the Republic - the Constituent Assembly and framing of the Constitution - integration of princely states - electoral politics and the changing party system - setting the tone for new foreign policy, non-aligned movement, issues of Pakistan, Bangladesh and China. **Unit-3** : The Indian Economy - planned economy - the land question - industry and labour - the demographic and public health. **Unit-4** : The Indian Society - caste, religion and gender - movements and legislations - education - cultural trends, institutions and ideas, literature, media and performing arts.

## **COURSE - IV**

### **Social and Cultural History of Bengal ,14th to 20th centuries**

**Unit-1** : Bengal in the 14th century - geographical and socio-economic formation - the Chaitanya Movement - aspects of social transformation. **Unit-2** : Colonial rule in Bengal and debates on the imperial impact - structural changes in rural and urban economy. **Unit-3** : Bengal's response to the Western Impact - social and religious reforms in 19th and 20th centuries - trends of politics, nationalism, leftism and communalism. **Unit-4** : The pangs of partition - the refugee question - development Bengali literature in the 19th and 20th centuries - performing arts, urban and rural.

## **COURSE - V**

### **Regional History of Bengal - Nadia and Murshidabad**

**Unit-1** : Nadia in the post-Gupta period - as a Pargana in medieval India - colonial settlement and socio-economic changes - partition of India and birth of the present Nadia district. **Unit-2** : The society - the Chaitanya Movement and revolution in culture and literature - the rich tradition of indigenous education - minor religious sects and folk culture of Nadia. **Unit-3** : Rise and fall of the Nawabi state in Murshidabad - the colonial confrontation - the new society and economy - growth of small towns. **Unit-4** : History of Art, Architecture and culture of Murshidabad.

## **COURSE - VI**

### **Great Historians of the World and their Philosophy of History**

**Unit-1** : Essentials of Renaissance historiography - Bodin, Bacon, Descartes and Vico - Gibbon and development of enlightened historiography - Hegel and aspects of Romantic historiography. **Unit-2** : Ranke and the Berlin Revolution - Auguste Comte and positivism - Karl Marx and historical materialism. **Unit-3** : Growth of scientific historiography in the 20th century, Trevelyan - renewed interest in philosophy, Spengler and Toynbee - idealist view of history, Croce and Collingwood - towards total historiography, Marc Bloch - Fernand Braudel and the Annales School. **Unit-4** : From modernism to post-modernism - the Marxist historiography of Christopher Hill, E.H. Hosbawm and E.P. Thompson - structuralism in history and Antonio Gramsci - post-modern interpretation of history, Michel Foucault and Jacques Derrida.

## **Ability Enhancement Compulsory Course**

### **SEMESTER-I**

#### **Essentials of the Environmental Science**

**Unit-1** : Essentials of ecology and environment - ecosystem and biosphere - environmental support systems - pollution, air, water, soil and noise. **Unit-2** : Climatic change and related issues - global warming and sustainability - world water resources. **Unit-3** : Biodiversity - understanding the problem - endangered species - habitats in danger - accounts of Indian biodiversity. **Unit-4** : Current environmental issues - trends in world population - global ocean resources - the Hungry Planet - global human migration.

### **SEMESTER-2**

#### **Communicative and Interpretative English**

**Unit-1** : Language of Communication - Verbal and Non-verbal (Spoken and Written), Personal, Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Group communication. **Unit-2** : Speaking Skills - Monologue, Dialogue, Group Discussion, Effective Communication/ Mis- Communication, Interview, Public Speech. **Unit-3** : Reading and Understanding Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa) Literary/ Knowledge Texts. **Unit-4** : Writing Skills Documenting, Report Writing, Making notes, Letter writing

## **Skill Enhancement Elective Course**

### **SEMESTER-3 (Any one)**

#### **COURSE - I**

#### **Understanding Heritage, Art and architecture of India**

**Unit-1** : Defining heritage - an overview of cultural and built heritage of India - notions of art and craft. **Unit-2** : Pre-colonial Indian Art and Architecture - early illustrated manuscripts and mural painting traditions - nearly medieval sculpture, style and iconography - numismatic art - miniature painting, Mughal, Rajasthani and Pahari - early Indian architecture, stupa, cave and temple - the Mughals - Indo-Persian architecture, fort, palace and mosque. **Unit-3** : The colonial period - western influences on Indian Art and architecture - changes in the post-colonial period. **Unit-4** : The Bengal School of art and architecture - Birbhum, Bankura and BishnupurGharana - Art Movements - Santiniketan style - Progressive Artists' Group - major artists and their works - popular art forms - folk art traditions.

#### **COURSE - II**

#### **Sports and Society in India in Historical Perspective**

**Unit-1** : Concepts and theories - Sports and History - Greek Philosophy of Sports - Greek and Roman Tradition of Sports - the Olympics. **Unit-2** : Ideas of sports from ancient and

medieval texts of India - sociology of pre-colonial Indian sports - race, religion, caste and gender. **Unit-3** : Colonization of Indian sports in the 19th and 20th centuries - imposition of European sports on Indian society - commercialization of sports - impact on mind and body. **Unit-4** : Sports in post-colonial India - sports in education - sports and economy - sports and politics - sports and diplomacy - effects of globalization on Indian sports.

### **SEMESTER-4** (Any one)

#### **COURSE - I**

##### **The Bengal Music**

**Unit-1** : History of Music in Bengal - influence of Vaishnava poetry of the 13th - 14th century - mixture of Hindu and Islamic trends - patronage of Nawabs and big landlords particularly the BaroBhuiyans. **Unit-2** : Consolidation of the elite society in Bengal and growth of different forms of music in the 18th, 19th and early 20th centuries - BishnupurGharana - Rabindrasangeet, Nazrulgeeti, Dwijendrageeti, Atulprasadi Rajanikanter Gaan - swadeshi and nationalist songs. **Unit-3** : Aspects of folk culture and folk music of Bengal - Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and Jatra. **Unit-4** : Modern Bengali Music - post-colonial western influences - middle class romanticism and transformation of Bengali music - leftist movements and new forms of music - media and music - Bengali music in theatre and film - globalization and changes in musical forms - rock and band music.

#### **COURSE - II**

##### **Studies in Electronic Communication System**

**Unit-1** : Different communication theories - communication in a globalized society and economy - aspects of electronic communication. **Unit-2** : Technologies and instruments of electronic communication - state and administration - people and their culture. **Unit-3** : Introduction to Computer Networks - Data communications, components, data representation(ASCII,ISO etc.) - direction of data flow(simplex, half duplex, full duplex); Networks - distributed processing, network criteria, physical structure (type of connection, topology) - categories of network (LAN, MAN,WAN). **Unit-4** : Internet - brief history, internet today - protocols and standards - reference models: OSI reference model, TCP/IP reference model, their comparative study.

**B.A. (GENERAL) IN HISTORY**  
**CORE COURSE**  
**( One in each Semester up to the 4th one )**  
**COURSE - I**

**History of India from the Earliest times to the Early Medieval Period**

**Unit-1 :** Sources and interpretation - broad survey of paleolithic, mesolithic and neolithic cultures - the Harappan Civilisation - journey from the Vedic state to the 16 Mahajanapadas - from the age of the Vedas to the age of Jainism and Buddhism. **Unit-2 :** The Maurya rule in Magadha - Asoka's Dhamma and administration - The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Splits in Jainism and Buddhism - Vaishnavism, Saivism. **Unit-3:** Age of the Guptas ; consolidation of Magadhan empire ; debates on golden age, brahminical revival and growth of feudalism ; decline of the Gupta power and beginning of political decentralization of India ; assessing Harshavardhana as the last great emperor. **Unit-4:** From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South - The Pallavas, Rashtrakutas, Chalukyas and Cholas - changes in Polity, Society, Economy, Religion and Culture - towards transition.

**COURSE - II**  
**History of Medieval India**

**Unit-1 :** Northern India under the Delhi Sultanate - consolidation of the Sultanate from 1206 to 1286 AD ; the Khalji Revolution and the omnipotent state under the Khaljis ; The Tughluq period of reforms and counter reforms ; decline of the Delhi Sultanate - the successor states of Bijoy Nagar, Bahmani and Bengal - society, economy, art, architecture and literature. **Unit-2:** Delhi on the eve of the Mughal ascent - Timur's invasion - the Sayyids and Lodis - Babu's adventure - Babur's central Asian connection - Humayun's misfortune - Sher Shah Sur and Afghan rule in India - Making of the Mughal State from Akbar to Aurangzeb. **Unit -3 :** Agrarian crisis and the decline of the Mughal Empire - regional polity - the Marathas under Shivaji and the Peshwas; the Sikh challenge - emergence of successor states - Bengal, Awadh, Mysore and Hyderabad. **Unit - 4 :** Mughal India in retrospect - state and religion ; evolution of the administrative system - mansab and jagir - management of land and agriculture - features of urban economy, trade and industry - society and culture - religion of the masses - language, music and literature ; art and architecture.

**COURSE - III**  
**History of Modern India till Independence**

**Unit-1:** Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and development of its

administration - orientalism and utilitarianism - land revenue settlements and results there of. **Unit-2:** Exploitation and resistance - de-peasantization and de-industrialization - drain of wealth - famines in India - resistance from the tribes and peasants till the Revolt of 1857 - analysing the revolt and its aftermath - colonial policy of further exploitation through railways and industrial network. **Unit-3:** The cultural revolution of the nineteenth century ; critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms ; colonisation of education ; the women's question. **Unit-4:** Interpreting Indian nationalism - swadeshi movement and different phases of the nationalist struggle - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah ; workers' and peasants' movements - religious polarisation of national politics - partition and independence (1947).

### **COURSE - IV**

#### **History of Europe from the Fifteenth to the Twentieth Century.**

**Unit-1:** Renaissance and Reformation - socio-economic roots - secularism and humanism - art, architecture, science and literature - the printing revolution. **Unit-2:** Seventeenth century crisis - Glorious Revolution in England and great changes in political, economic and state structure - American War of Independence, birth of new democratic politics - from scientific to Industrial Revolution - rise of industrial societies in Europe - the transition debate. **Unit-3:** The French Revolution ; society, economy, and polity ; the philosophers and the ideological revolution - the Napoleonic era - the Vienna Settlement and the Metternich system - revolutions of 1830 and 1848 - birth of the united nation states of Germany and Italy - Karl Marx and the socialist challenge in Europe. **Unit-4:** Roots of European imperialism, Nazism and Fascism - the World Wars as the total wars - from the League of Nations to the UNO - the Cold War after 1945 - various military and economic alliances ; regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle East and Afghanistan.



# **SOCIOLOGY HONOURS**

## **SYLLABUS SUMMARY**

### **SEMESTER 1**

#### **CORE COURSE**

**1/UG-H/CC-1: Introduction to Sociology ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Sociology: Discipline and Perspective - 1.1 Thinking Sociologically, 1.2 Emergence of Sociology and Social Anthropology. 2. Sociology and Other Social Sciences - 2.1 Sociology and Social Anthropology, 2.2 Sociology & Psychology, 2.3 Sociology & History. 3. Basic Concepts - 3.1 Individual and Group, 3.2 Associations and Institutions, 3.3 Culture and Society 3.4 Social Change.

#### **CORE COURSE**

**1/UG-H/CC-2: Sociology of India ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. India: An Object of Knowledge - 1.1 The Colonial Discourse, 1.2 The Nationalist Discourse, 1.3 The Subaltern Critique. 2. Indian Society: Concepts and Institutions - 2.1. Caste: Concept and Critique, 2.2. Agrarian Classes, 2.3. Industry and Labour, 2.4. Tribe: Profile and Location, 2.5. Village: Structure and Change, 2.6. Kinship: Principle and Pattern, 2.7. Religion and Society.

#### **AECC: Ability Enhancement Compulsory Course**

**1/UG-H/AECC 1 ● Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges. (English/ MIL Communication)/ Environmental Science.

#### **GE: Generic Elective**

**[ For Students of Other Honours Subjects ]**

**1/UG-H/GE/1: Rural Sociology ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Rural Sociology - 1.1 Scope , 1.2 Nature, 1.3 subject matter, 1.4 Rural-urban dichotomy and continuum. 2. Social Structure of rural Society. 3. Social Stratification in rural societies, 3.1 Caste System, 3.2 The study of agrarian system, 3.3 Land ownership structure, 3.4 Land tenancy, 3.5 Land reform, 3.6 Green Revolution and its impact on rural development. 4. Panchayati Raj, Community Development Programmes, Rural Poverty Alleviation Programme, Microfinance and Self Help Group.

## **SEMESTER-2**

### **CORE COURSE**

#### **2/UG-H/CC-3: Introduction to Sociology II ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. On the Plurality of Sociological Perspective , 2. Functionalism, 3. Interpretive Sociology, 4. Conflict Perspective, 5. Structuralism, 6. Interactionism, 7. Feminist Perspective.

### **CORE COURSE**

#### **2/UG-H/CC-4: Sociology of India II ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. Ideas of India - 1.1. Gandhi and Ambedkar, 1.2. Indological and Ethnographic Approaches. 2. Resistance, Mobilization, Change - 2.1. Dalit Politics, 2.2. Mobility and Change, 2.3. Women's Movement 2.4. Peasant Movements, 2.5. Ethnic Movements, 2.6. Middle Class Phenomenon. 3. Challenges to Civilization, State and Society - 3.1. Communalism, 3.2. Secularism, 3.3. Nationalism.

### **AECC: Ability Enhancement Compulsory Course**

#### **2/UG-H/AECC 2 ● Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges. (English/ MIL Communication), Environmental Science.

### **GE: GENERIC ELECTIVE**

#### **[For Students of Other Honours Subjects]**

#### **2/UG-H/GE/2: Family and Intimacy ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. What is Family ● 2. Family and Intimacy: Themes and Accounts 3. Family and Intimacy: Critiques and Transformations.

## **SEMESTER-3**

### **Core Course**

#### **3/UG-H/CC-5: Sociological Thinkers ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Karl Marx - 1.1. Materialist Conception of History, 1.2. Capitalist Mode of Production. 2. Max Weber - 2.1. Social Action and Ideal Types , 2.2. Religion and Economy. 3. Emile Durkheim - 3.1. Social Fact, 3.2. Individual and Society.

### **Core Course**

#### **3/UG-H/CC-6: Sociological Research Methods ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. The Logic of Social Research - 1.1 What is Sociological Research?, 1.2 Objectivity in the Social Sciences 1.3 Reflexivity. 2. Methodological Perspectives - 2.1 The Comparative Method, 2.2 Feminist Method. 3. Modes of Enquiry - 3.1 Theory and Research, 3.2 Analyzing Data: Quantitative and Qualitative.

### **Core Course**

#### **3/UG-H/CC-7: Sociology of Kinship ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. Introduction: - 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence, 1.2 Approaches: - 1.2.1 Descent, 1.2.2 Alliance, 1.2.3 Cultural. 2. Family, Household and Marriage. 3. Re-casting Kinship - 3.1 Relatedness, 3.2 Kinship and Gender, 3.3 Re-imagining Families, 3.4 New Reproductive Technologies, Skill Enhancement Course.

#### **3/UG-H/SEC 1: Techniques of Oral Presentation on Current Social Issues Credit-2; Full Marks-50**

Objectives: The course will involve active participation of the students. They will be taught how to prepare and give presentation in class. The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

**Note:** The topic for presentation will be on current social issues and the assessment would be done in the presence of at least one external teacher from the subject.

### **GE: Generic Elective**

**[ For Students of Other Honours Subjects ]**

#### **3/UG-H/GE/3: Urban Sociology ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. Concept and meaning of urban community, urbanism and urbanization. 2. Urban Waves; First urban wave, second urban wave, Final and current urban wave (Alvin Boskoff). 3. Characteristics of a city (concept of Leonard Reisman). 4. Emergence of urban sociology in Europe :Tonnie, Durkheim, Simmel, Max Weber(full urban community). 5. Emergence of urban sociology in America: Burgess, Park (Image of the city), Chicago School. 6. School of Urban Sociology. 7. Urban Theories: (a) Theory by deduction; Louis Wirth (Urbanism as a way of life); (b) Theory of contrast; Robert Redfield (Rural-urban continuum Theory). 8. Human Ecology: Concept and meaning, Sociological reasons for studying human ecology, Schools of Human Ecology. (Traditional Materialistic).

### **SEMESTER 4**

### **CORE COURSE**

#### **4/UG-H/CC-8: Sociological Thinkers II ● Credit-6; Full Marks-75**

##### **Syllabus Outline:**

1. Talcott Parsons - 1.1. Action Systems. 2. Claude Levi-Strauss - 2.1. Structuralism. 3. G. H. Mead and Erving Goffman - 3.1. Interactional Self. 4. Peter L. Berger and Thomas Luckmann - 4.1. Social Construction of Reality. 5. Max Horkheimer, T.W. Adorno and Herbert Marcuse - 5.1. Critical Social Theory. 6. Pierre Bourdieu - 6.1. A Theory of Practice.

### **CORE COURSE**

**4/UG-H/CC-9: Sociological Research Methods II ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Doing Social Research - 1.1 The Process of Social Research, 1.2 Concepts and Hypothesis, 1.3 Field (Issues and Context). 2. Methods of Data Collection - 2.1 Survey Methods: Sampling, Questionnaire and Interview, 2.2 Observation: Participant and non-participant. 3. Statistical Methods - 3.1 Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives), 3.2 Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode), 3.3 Measures of Dispersion (Standard Deviation, Variance and Covariance).

### **CORE COURSE**

**4/UG-H/CC-10: Social Stratification ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Introducing Stratification. 2. Theories of Stratification - 2.1. Marx, Weber and Class, 2.2. Functionalism. 3. Identities and Inequalities - 3.1. Caste, Race and Ethnicity, 3.2. Feminism and Gendered Stratification. 4. Mobility and Reproduction.

### **SEC: SKILL ENHANCEMENT COURSE**

**4/UG-H/SEC 2: Report writing, Referencing and Review of Research Articles  
Credit-2; Full Marks-50**

#### **Syllabus Outline:**

1. Techniques for reading academic texts - 1.1 Grasping the whole: How to get an overview, 1.2 Divide and conquer: Taking texts apart, 1.3 Getting outside help: Recruiting extra resources. 2. How to begin writing academic prose - 2.1 Building a structure: What do you want to say?, 2.2 Working with blocks: Sections, paras, sentences, 2.3 Borrowing material: Paraphrasing, quoting, citing. 3. Referencing and Review of Research Articles.

### **GE: GENERIC ELECTIVE**

**[ For Students of Other Honours Subjects ]**

**4/UG-H/GE/4: Gender and Violence ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. What is Gendered Violence? 2. Structural and Situated Violence - 2.1 Caste, Gender and Violence, 2.2 Domestic and Familial Violence, 2.3 Gender and the Conflict Situation, 2.4 Violence, Harassment and the Workplace. 3. Sexual Violence. 4. Addressing Gendered Violence: Politics and Public Policy.

### **SEMESTER 5 CORE COURSE**

**5/UG-H/CC-11: Sociology of Gender ● Credit-6; Full Marks-75**

#### **Course Outline:**

1. Gendering Sociology. 2. Gender as a Social Construct - 2.1. Gender, Sex, Sexuality, 2.2. Production of Masculinity and Femininity. 3. Gender: Differences and Inequalities -

3.1. Class, Caste, 3.2. Family, Work . 4. Gender, Power and Resistance - 4.1. Power and Subordination, 4.2. Resistance and Movements.

### **SEMESTER 5 CORE COURSE**

**5/UG-H/CC-12: Urban Sociology ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Introducing Urban Sociology: Urban, Urbanism and the City. 2. Perspectives in Urban Sociology - 2.1. Ecological, 2.2. Political Economy, 2.3. Network, 2.4 City as Culture. 3. Movements and Settlements - 3.1. Migration, 3.2. Community. 4. Politics of Urban Space - 4.1. Culture and Leisure, 4.2. Caste, Class and Gender.

### **DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four-1A/1B/1C/1D)**

**5/UG-H/DSE/1A: Sociology of Religion ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Society and Religion - 1.1 Formulating Religion, 1.2 Asceticism and Accumulation, 1.3 Theodicy and Eschatology, 1.4 State, Religion and Emancipation, 1.5 Religious and Solitude. 2. Elements of Religion - 2.1 Sacred, Myth, Ritual, 2.2 Time-Space, 2.3 Rationality. 3. Techniques of Religion - 3.1 Prayer , 3.2 Craft , 3.3 Body.

### **DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four-1A/1B/1C/1D)**

**5/UG-H/DSE/1B: Political Sociology ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Contextualizing the study of Politics. 2. Basic Concepts - 2.1 Power and Authority, 2.2 State, Governance and Citizenship, 2.3 Elites and the Ruling Classes. 3. Political Systems : Segmentary, Totalitarian and Democratic. 4. Everyday State and Local Structures of Power.

### **DSE: Discipline Specific Elective**

**(Choose any two from Four -1A/1B/1C/1D)**

**5/UG-H/DSE/1C: Social Problems and Welfare ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Concept, meaning, causes and types of Social problems; deviant behaviour, Social disorganization and social pathology, individual disorganization, family disorganization. 1. Sociological approaches to social problems. 2. Juvenile delinquency, Crime, Mental disorder, Sexual behaviour, Drug use and Suicide, Child abuse and child labour, Women, trafficking, Domestic violence, and problems of S.C. & S.T. 3. Religious Fundamentalism and Ethnic violence. 4. Social problems and social policy. 5. Social Welfare programs; Child welfare, family welfare, Women's welfare and welfare of the S.C. & ST s. 6. Social legislations-constitutional provisions in favour of S.C. s & STs, children and Women.

### **DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four -1A/1B/1C/1D)**

**5/UG-H/DSE/1D: Sociology of Work & Industry ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Interlinking Work and Industry. 2. Forms of Industrial Culture and Organization - 2.1 Industrialism, 2.2 Post-industrial Society, 2.3 Information Society. 3. Dimensions of Work - 3.1 Alienation, 3.2 Gender, 3.3 Unpaid Work and Forced Labour. 4. Work in the Informal Sector. 5. Risk, Hazard and Disaster.

### **SEMESTER 6**

#### **CORE COURSE**

**6/UG-H/CC-13: Agrarian Sociology ● Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Agrarian Societies and Agrarian Studies - 1.1 Agrarian Societies, 1.2 Agrarian Studies. 2. Key Issues in Agrarian Sociology - 2.1 The Agrarian Question, 2.2 The Moral Economy, 2.3 Agrarian Commodity Systems. 3. Themes in Agrarian Sociology of India - 3.1 Labor and Agrarian Class Structure, 3.2 Markets, Land Reforms and Green Revolution, 3.3 Agrarian Movements, 3.4 Caste, Gender and Agrarian Realities. 4. Agrarian Futures - 4.1 Agrarian Crisis, 4.2 The Global Agrarian Order.

#### **CORE COURSE**

**6/UG-H/CC-14: Sociology of Economic Life ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Perspectives in Economic Sociology - 1.1 Formalism and Substantivism, 1.2 New Economic Sociology. 2. Forms of Exchange - 2.1 Reciprocity and Gift, 2.2 Exchange and Money. 3. Systems of Production, Circulation and Consumption, 3.1 Hunting and Gathering, 3.2 Domestic Mode of Production, 3.3 Peasant, 3.4 Capitalism, 3.5 Socialism. 4. Some Contemporary Issues in Economic Sociology, 4.1 Development, 4.2 Globalization.

### **DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four -2A/2B/2C/2D)**

**6/UG-H/DSE/2A: Environmental Sociology ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Envisioning Environmental Sociology - 1.1. What is Environmental Sociology?, 1.2. Realist-Constructionist Debate. 2. Approaches - 2.1 Treadmill of Production, 2.2 Ecological Modernization, 2.3 Risk, 2.4 Eco-feminism and Feminist Environmentalism, 2.5 Political Ecology. 3. Environmental Movements in India - 3.1 Forest based movement - Chipko, 3.2 Water based movement - Narmada, 3.3 Land based movements - Anti-mining and Seed.

**DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four -2A/2B/2C/2D)**

**6/UG-H/DSE/2B: Sociology of Minority and Marginality ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Sociological concept of Minority - 1.1 Minority as an Identity, 1.2 Overview of Approaches to the study of Minority - Liberalism, Pluralism, Multiculturalism, Post Modernism, 1.3 Majoritarianism versus Minoritism, 1.4 State and Minority in India. 2. Marginalization: Meaning and Processes - 2.1 Concept of Marginality and marginalization, 2.2. Sociological Approaches to the study Marginal man and Marginality 2.3. Dimension of Marginalization: Social, Cultural, Political, Historical, 2.4 Contemporary Conceptualization of Marginalized groups in India: Women, Third, Gender, LGBT, Differentially able

**DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four -2A/2B/2C/2D)**

**6/UG-H/DSE/2C: Visual Cultures ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Introduction - 1.1 Introducing Visual Cultures and the Process of 'Seeing', 1.2 The Spectacles of Modernity. 2. Visual Environments and Representations, 2.1 Power, Knowledge and gaze of the State, 2.2 Counter Politics and the Art of resistance, 2.3 Visual Practices and Identity formation, 2.4 Visual Cultures of Everyday Life.

**DSE: Discipline Specific Elective**

**(Choose any two from Four -2A/2B/2C/2D)**

**6/UG-H/DSE/2D: Population Studies ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Introducing Population Studies - 1.1. Sociology and Demography, 1.2. Concepts and Approaches. 2. Population, Social Structure and Processes - 2.1. Age and Sex Structure, Population Size and Growth, 2.2. Fertility, Reproduction and Mortality. 3. Population Explosion & its consequences. 4. Population policy of Govt. of India- A critical appraisal.

# **SOCIOLOGY GENERAL SYLLABUS SUMMARY**

## **SEMESTER 1**

### **CORE COURSE**

**1/UG-G/CC-1: Basic Principles of Sociology**

**Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Sociology and Other Social Sciences - 2.1 Sociology and Social Anthropology, 2.2 Sociology & Psychology, 2.3 Sociology & History. 2. Basic Concepts - 3.1 Individual and Group, 3.2 Associations and Institutions, 3.3 Culture and Society 3.4 Social Change.

## **LANGUAGE**

**1/UG-G/L1**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

## **AECC: Ability Enhancement Compulsory Course**

**1/UG-G/AECC 1**

**Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges. (English/ MIL Communication), Environmental Science.

## **SEMESTER 2**

### **CORE COURSE**

**2/UG-G/CC-2: Classical Sociological Theory**

**Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Karl Marx - 1.1. Materialist Conception of History, 1.2. Capitalist Mode of Production. 2. Max Weber - 2.1. Social Action and Ideal Types, 2.2. Religion and Economy. 3. Emile Durkheim - 3.1. Social Fact, 3.2. Individual and Society.

## **LANGUAGE**

**2/UG-G/L2**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.



**AECC: Ability Enhancement Compulsory Course**

**2/UG-G/AECC 2**

**Credit-2; Full Marks-50**

Course will be taught according to the preference of the students and as per offered by the individual colleges. (English/ MIL Communication), Environmental Science.

**SEMESTER 3**

**CORE COURSE**

**3/UG-G/CC-3: Modern Sociological Theory**

**Credit-6; Full Marks-75**

**Syllabus Outline:**

1. TalcottParsons - 1.1. Action Systems. 2. ClaudeLevi-Strauss - 2.1. Structuralism. 3. G. H. Mead and ErvingGoffman - 3.1. Interactional Self.

**LANGUAGE**

**3/UG-G/L3**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

**SEC: SKILL ENHANCEMENT COURSE**

**3/UG-G/SEC 1: Techniques of Oral Presentation on Current Social Issues**

**Credit-2; Full Marks-50**

**Objective:** The course will involve active participation of the students. They will be taught how to prepare and give presentation in class. The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

**Note:** The topic for presentation will be on current social issues and the assessment would be done in the presence of at least one external teacher from the subject.

**SEMESTER 4**

**CORE COURSE**

**4/UG-G/CC-4: Indian Society**

**Credit-6; Full Marks-75**

**Syllabus Outline:** 1.Caste: Concept and Critique, 2. Agrarian Classes, 3.Industry and Labour, 4. Tribe: Profile and Location, 5.Village: Structure and Change, 6.Kinship: Principle and Pattern, 7. Religion and Society.

## **LANGUAGE**

**4/UG-G/L3**

**Credit-6; Full Marks-75**

Language will be taught according to the preference of the students and as per offered by the individual colleges.

### **SEC: SKILL ENHANCEMENT COURSE**

**4/UG-G/SEC 2: Report Writing, Referencing and Review of Research Articles**

**Credit-2; Full Marks-50**

#### **Syllabus Outline:**

1. Techniques for reading academic texts - 1.1 Grasping the whole: How to get an overview, 1.2 Divide and conquer: Taking texts apart, 1.3 Getting outside help: Recruiting extra resources. 2. How to begin writing academic prose - 2.1 Building a structure: What do you want to say?, 2.2 Working with blocks: Sections, paras, sentences, 2.3 Borrowing material: Paraphrasing, quoting, citing. 3. Referencing and Review of Research Articles.

## **SEMESTER-5**

**DSE: Discipline Specific Elective (Choose any two from Four 1A/1B/1C/1D)**

**5/UG-G/DSE/1A: Sociology of Religion**

**Credit-6; Full Marks-75**

#### **Syllabus Outline:**

1. Society and Religion - 1.1 Formulating Religion, 1.2 Asceticism and Accumulation, 1.3 Theodicy and Eschatology, 1.4 State, Religion and Emancipation, 1.5 Religious and Solitude. 2. Elements of Religion - 2.1 Sacred, Myth, Ritual, 2.2 Time-Space, 2.3 Rationality. 3. Techniques of Religion - 3.1 Prayer, 3.2 Craft, 3.3 Body.

**DSE: Discipline Specific Elective  
(Choose any two from Four-1A/1B/1C/1D)**

**5/UG-G/DSE/1B: Political Sociology**

**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Contextualizing the study of Politics. 2. Basic Concepts - 2.1 Power and Authority, 2.2 State, Governance and Citizenship, 2.3 Elites and the Ruling Classes. 3. Political Systems : Segmentary, Totalitarian and Democratic. 4. Everyday State and Local Structures of Power.

**DSE: Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)**

**5/UG-G/DSE/1C: Sociology of Problems and Welfare**

**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Concept, meaning, causes and types of Social problems; deviant behaviour, Social disorganization and social pathology, individual disorganization, family disorganization, Sociological approaches to social problems. 2. Juvenile delinquency, Crime, Mental disorder, Sexual behaviour, Drug use and Suicide, Child abuse and child

labour, Women, trafficking, Domestic violence, and problems of S.C. & S.T. 3. Religious Fundamentalism and Ethnic violence. 4. Social problems and social policy. 5. Social Welfare programs; Child welfare, family welfare, Women's welfare and welfare of the S.C.&STs. 6. Social legislations-constitutional provisions in favour of S.C. s & STs, children and Women.

**DSE: Discipline Specific Elective**  
**(Choose any two from Four -1A/1B/1C/1D)**  
**5/UG-G/DSE/1D: Sociology of Work & Industry**  
**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Interlinking Work and Industry. 2. Forms of Industrial Culture and Organization. 2.1. Industrialism, 2.2 Post-industrial Society, 2.3 Information Society. 3. Dimensions of Work - 3.1 Alienation, 3.2 Gender, 3.3 Unpaid Work and Forced Labour. 4. Work in the Informal Sector. 5. Risk, Hazard and Disaster.

**GE: Generic Elective**  
**5/UG-G/GE/1: Urban Sociology**  
**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Concept and meaning of urban community, urbanism and urbanization. 2. Urban Waves; First urban wave, second urban wave, Final and current urban wave (Alvin Boskoff). 3. Characteristics of a city (concept of Leonard Reisman). 4. Emergence of urban sociology in Europe: Tonnies, Durkheim, Simmel, Max Weber (full urban community). 5. Emergence of urban sociology in America: Burgess, Park (Image of the city), Chicago School. 6. School of Urban Sociology. 7. Urban Theories: (a) Theory by deduction; Louis Wirth (Urbanism as a way of life); (b) Theory of contrast; Robert Redfield (Rural-urban continuum Theory). 8. Human Ecology: Concept and meaning, Sociological reasons for studying human ecology, Schools of Human Ecology. (Traditional Materialistic).

**SEC: SKILL ENHANCEMENT COURSE**  
**5/UG-G/SEC 3: Techniques of Data Collection and Analysis**  
**Credit-2; Full Marks-50**

**Syllabus Outline:** 1. Methods of Data Collection - 1.1 Survey Methods: Sampling, Questionnaire and Interview, 1.2. Observation: Participant and Non-participant. 2. Analysing Data - 2.1 Quantitative and Qualitative techniques, 2.2 Primary and Secondary, 2.3 Classification & presentation of Data: (a) Coding, Tables, Graphs, (b) Measures of Central Tendency & Dispersion.

**SEMESTER - 6**

**DSE: Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)**  
**6/UG-G/DSE/2A: Environmental Sociology**  
**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Envisioning Environmental Sociology - 1.1. What is Environmental Sociology?, 1.2. Realist-Constructionist Debate. 2. Approaches - 2.1 Treadmill of Production,

2.2 Ecological Modernization, 2.3 Risk, 2.4 Eco-feminism and Feminist Environmentalism, 2.5 Political Ecology 3. Environmental Movements in India - 3.1 Forest based movement - Chipko, 3.2 Water based movement - Narmada, 3.3 Land based movements - Anti-mining and Seed.

**DSE: DISCIPLINE SPECIFIC ELECTIVE**

**( Choose any two from Four-2A/2B/2C/2D )**

**6/UG-G/DSE/2B: Sociology of Minority & Marginality**

**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Sociological concept of Minority - 1.1 Minority as an Identity, 1.2 Overview of Approaches to the study of Minority - Liberalism, Pluralism, Multiculturalism, Post Modernism, 1.3. Majoritarianism versus Minoritism, 1.4 State and Minority in India. 2. Marginalization: Meaning and Processes - 2.1 Concept of Marginality and marginalization, 2.2 Sociological Approaches to the study Marginal man and Marginality, 2.3 Dimension of Marginalization: Social, Cultural, Political, Historical, 2.4 Contemporary Conceptualization of Marginalized groups in India: Women, Third Gender, LGBT, Differentially able.

**DSE: DISCIPLINE SPECIFIC ELECTIVE**

**( Choose any two from Four-2A/2B/2C/2D )**

**6/UG-G/DSE/2C: Visual Cultures**

**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Introduction - 1.1 Introducing Visual Cultures and the Process of 'Seeing', 1.2 The Spectacles of Modernity. 2. Visual Environments and Representations - 2.1 Power, Knowledge and gaze of the State, 2.2 Counter Politics and the Art of resistance, 2.3 Visual Practices and Identity formation, 2.4 Visual Cultures of Everyday Life.

**DSE: DISCIPLINE SPECIFIC ELECTIVE**

**(Choose any two from Four -2A/2B/2C/2D)**

**6/UG-G/DSE/2D: Population Studies**

**Credit-6; Full Marks-75**

**Syllabus Outline:** 1. Introducing Population Studies - 1.1. Sociology and Demography, 1.2. Concepts and Approaches. 2. Population, Social Structure and Processes - 2.1. Age and Sex Structure, Population Size and Growth, 2.2. Fertility, Reproduction and Mortality. 3. Population Explosion & its consequences. 4. Population policy of Govt. of India- A critical appraisal.

**GE: GENERIC ELECTIVE**

**6/UG-G/GE/2: Gender and Violence ● Credit-6; Full Marks-75**

**Syllabus Outline:** 1. What is Gendered Violence? 2. Structural and Situated Violence - 2.1 Caste, Gender and Violence, 2.2 Domestic and Familial Violence 2.3 Gender and the Conflict Situation, 2.4. Violence, Harassment and the Workplace. 3. Sexual Violence. 4. Addressing Gendered Violence: Politics and Public Policy.

## **SYLLABUS OF DEFENCE STUDIES**

### **A. Core Courses (CC):**

#### **DFS-G-CC-T-1 A: India's National Security-Policies**

**Credit – 6 ● Full Marks - 75**

1. National Security-Meaning, objectives and Scope. 2.Elements of National Security-Military Power and Population, Economy, Geo-political conditions, National Policy, National Morale 3. India's Foreign Policy & India's Defence Policy. 4. India's relations with Neighbours-Bangladesh, Nepal, Pakistan, Sri Lanka and China. 5. Collective Security- Non-Alignment

#### **DFS-G-CC-T-2A: Problems of India's Internal Security**

**Credit – 6 ● Full Marks – 75**

1. Socio-Economic Problems in India –Population, Poverty & Unemployment -Introduction and Intervention. 2. Factors affecting the internal security of India – Regionalism and Communalism. 3. Insurgency and Border related problems of India – J & K, North-East. 4. Terrorism and Naxalite Movements. 5. Political Problems – Corruption and Crime

#### **DFS-G-CC-T-3A: Indian History of War**

**Credit – 6 ● Full Marks – 75**

1. War-Definitions, objectives, Causes and Effects, Contributions of war. 2. Indo-Greek Art of war: Battle of Jhelum (326 B.C) 3. Indo-Turk Art of war: Battle of Tarrain I & II (1191 & 1192 A.D.). 4. Battle of Panipat-I (1526 A.D.) 5. Battle of Haldighat (1576 A.D.). 6. Battle of Plassy (1757A.D.). 7. Battle of Panipat-III (1761A.D)

#### **DFS-G-CC-T-4 A: Mechanism and Types of Warfare**

**Credit – 6 ● Full Marks – 75**

1. War and types of war – a) Cold War, (b) Hot War and their various types – (i) Psychological warfare, Economic warfare, Political warfare. (ii) Conventional war – Land war – Jungle warfare, Desert warfare, Mountain warfare. (iii) Unconventional war – Irregular warfare – Guerilla warfare, Shadow warfare, Low Intensity Warfare. (iv) Modern warfare – Nuclear warfare, Chemical warfare, Biological warfare (v) Naval war – Aggressive Naval warfare, Defensive Naval warfare. (vi) Air war – Aggressive Air war, Protective Air war, Role of Indian Air Forces in modern war

2. Fundamental elements of Insurgency, Modern thoughts of Guerilla warfare. (3) Counter Insurgency – concept, steps to counter Insurgency, Process of counter Insurgency, Shadow warfare. (4) Low Intensity war – Insurgency, Subversion, Infiltration terrorism (5) Terrorism and its different mode of appearances, Terrorism and Internal Security. (6)Chemical warfare/ Nuclear warfare – its effects. (7) Biological warfare – special features of Biological weapons

– Safeguards from Biological war (8) Total war – its nature, effects of Total war on society (9) Limited War – Causes, different aspects of Limited war (10) Problems of war – relation between War and Politics. (11) Attack, Defence and Withdrawal in operation of war (12) Strategy, Tactics and Logistics – its importance in war

### **DFS-G-CC-T-5 A: Modern Strategic Thoughts**

**Credit – 6 ● Full Marks - 75**

1. Kautilya's Art of war- King and Army 2. Niccolo Machiavelli- Theory of Militia. 3. Carl Von Clausewitz-Strategy and Tactics. (4) Mao - Tse- Tung- Guerrilla Warfare (5) Antoine Henri Jomini- War of Conquest (6) Alfred Thayer Mahan- Concept of Sea-Power (7) Halford John Mackinder-Theory of Heartland (8) Giulio Douhet- Theory of Air Power

### **DFS-G-CC-T-6 A: Conflict & Peace Studies**

**Credit – 6 ● Full Marks – 75**

**International Conflict: Peace-Techniques of conflict Prevention & Conflict Resolution, The Challenge of Conflict Resolution – Disarmament and Arms Control - Confidence Building Measures:** 1. UNO- (i) Aims (ii) Objectives (iii) Structure (iv) Functions. (2) UNO's Role for Control of the International Conflicts-(i) Provisions of UN Charter. (ii) UN Peace Keeping Operations. (Korea 1950-51) (iii) Diplomatic Procedures. (3) Role of UNO for maintenance Arms Control & Disarmament. (4) UNO and Human Rights–Universal declaration of Human Rights- progress in respects of Human Rights.

### **DFS-G-CC-T-7 A: Defence Economics**

**Credit – 6 ● Full Marks - 75**

1. Importance and Need of Defence Budget and Expenditure. 2. Peace Time Economy: (a) Pre-war Internal Economic Nature, b) Planning of Imports Creation of Foreign Assets, (c) Shipping, (d) Objectives of Foreign Assets (3) War Time Economy : (a) Allocation of Natural Resources, (b) Divisions of Factors of Production, c) Complementary Products, d) Price and Financial Policy, (e) Personnel 4. Post-War Economy : a) Enormous National Debts, b) Damages of Properties, (c) Demobilization of Army, d) Morale, e) De-conversion of Industries, f) Equipment of peace time production (5) Economic Cost of war: a) Meaning of Economic cost of war, (b) Problems of Measuring the Real cost of war (6) Defence Spending in India : Growth and (a) Development of Defence Expenditure (Army, Navy, Air Force) b) Present trend of defence expenditure and futuristic approach.

### **DFS-G-CC-T-8 A : Military Geography**

**Credit – 6 ● Full Marks – 75**

1. Military Geography – (a) Meaning, Definition & Scope. (b) Uses and importance of Military Geography. (c) Principles of Military Geography.

2. Geographical Factors Affecting War – Topography (a) Location (b) Climate (c) Boundaries and Topography (e) Shape (f) Size
3. Representation of Relief features in Map
4. Impact of Geography on Military Operations – (a) Land, Air and Sea. (b) Logistics – Concept. (c) Principles, Resources and problems in Plain, Desert, Jungle, High Altitudes Area, Wetland, Sea and Air.
5. Geopolitics–(a) Meaning, Definition and Concept. (b) Objectives, Nature and Scope. (c) Importance of Geopolitics (in Peace and war time)
6. Evolution of Geopolitical Thoughts– (a) Mackinder’s Hartland Theory (b) Admiral A. T. Mahan’s Sea-Power Theory (c) Giulio Douhet’s Concept.

## **B. Discipline Specific Elective Courses (DSE):**

### **DFS-G-DSE-T-1 (A): Industrial Security**

**Credit – 6 Full Marks - 75**

1. Industrial security – a) Meaning b) Concept c) History c) Objective d) Importance e) Scope
2. Security Laws – (a) Indian Penal Code (b) Fundamental Rights c] Cr. PC (d) WB Police Act (e) GD and FIR f] Evidence, Court Procedure
3. Security planning and Implementation – Basic principles, danger, remedy, Perimeter wall, Security lighting. (4) Role of security - Main gate, Reception room, search room, Vehicle gate, Search gate, Control room (5) Fire preventive Measures – Meaning, Classification, Causes, Fire preventive equipment and measures, Early warning system (6) Security organization – Chief security officer, Assistance security officer, Inspector of security (7) Domestic security and organisational security (8) First aids – Meaning and concept, Importance, various types, first aid box

### **DFS-G-DSE-T-1 (B): Defence Organization in India**

**Credit – 6 ● Full Marks - 75**

1. India’s Defence Set-up -(a) Military Organisation and Principles of Administration (b) Post-Independence India’s Defence Set-up (c) Reconstitution of Indian Army, Air force, and Navy after 1947. (2) Infantry - Characteristics, Infantry Division & Battalion Organisation (3) Armed Corps & Artillery 4. Engineering & Signals (5) Higher Defence Organisations of India – i) Powers of President in relation to Armed forces (ii) Parliaments and Armed forces (iii) Defence Committee of the Cabinet/ Political Affair Committee (iv) National Security Council (6) Logistic Services provided by – ASC, AOC, AMC, EME (7) Intelligence Organisations of India – (i) Intelligence Bureau (I.B.) (ii) Research & Analyses Wing. (RAW) (iii) Military Intelligence. (iv) DRDO (8) Para-Military Organizations- Civil Defence, Territorial Army, NCC, Home Guard

## **DFS-G-DSE-T-1 (C): India and the Major Powers**

**Credit – 6 ● Full Marks - 75**

**Objective:** India seeks to play a greater role on the global stage, while there is an increasing desire on the part of major powers comprising of the United States, Britain, Russia, China and France to engage more actively and closely with it on a range of regional and global issues. The first decades of the twenty-first century was a memorable one for India and the major powers of the world as they have made significant strides in their bilateral partnership that has a global significance.

1. India-USA Strategic Partnership – (a) History of India-USA relation (b) Cold War & India-USA relation (c) Post-Cold War India -USA relation d) India-USA Strategic Partnership overview
2. India-Russia Strategic Partnership – (a) History of India-Russia relation b) Cold War & India-Russia relation (c) Post-Cold War India -Russia relation d) India-Russia Strategic Partnership overview.
3. India-Israel Strategic Partnership – (a) History of India-Israel relation b) India-Israel Defence partnership (c) India-Israel Strategic Partnership overview
4. India-UK Strategic Partnership – (a) History of India-England relation b) India-England Defence Partnership (c) India-England Strategic Partnership overview
5. India-France Strategic Partnership – (a) History of India-France relation b) India-France Defence Partnership (c) India-France Strategic Partnership overview
6. India-Japan Strategic Partnership – (a) History of India-Japan relation b) India- Japan Defence Partnership (c) India- Japan Strategic Partnership overview

## **DFS-G-DSE-T-1 (D): India's Internal Security: Issues & Problems**

**Credit – 6 ● Full Marks - 75**

**Objective:** India's Internal Security scenario is the important area to study for the students. This paper focuses on various aspects of internal security and challenges to India.

1. Post partition India – (a) Geo-Political Impact of Partition (b) Effects of Partition (c) Civil Society & Indian Armed forces d) Defence Preparedness of India
2. Internal Security problem in Jammu & Kashmir– (a) Geo-Strategic importance of J & K (b) Separatist movement in J & K (c) Pakistan & China's interest in J & K
3. Internal Security problem in North-Eastern States of India–(a) Geo-Strategic importance of North-East b) Origin of Insurgency in North East (c) Counter Insurgency in North East
4. Internal Security Issues related to Terrorism & Drug trafficking
5. Naxalite / Maoist / Left wing extremism in India – (a) Origin of Naxalite/Maoist Movement (b) Expansion of Maoist Movement (c) Strategy of Left wing extremism (d) Geo-Economic importance of Maoist Dominated area (e) Role of Security forces to counter left wing extremism



6. India's Internal Security management-need & reform – (a) Role of Security Forces (b) Effective government policy (c) Public Participation in Internal Security (d) Human Rights Protection (e) Surgical Operations

### **DFS-G-DSE-T-2 (A) : India and Her Neighbours**

**Credit – 6 ● Full Marks - 75**

**Course Objective:** India seeks to play a greater role on the South-East Asian stage. While there is an increasing desire on the part of neighbouring countries comprising of the China, Pakistan, Bangladesh, Sri Lanka and other SAARC countries to engage more actively and closely with it on a range of regional and global issues, the place of India requires to be more compact and studies on the issue requires immense importance.

1. India-China Strategic Partnership-(a) History of India-China relation (b) Cold War & India-China relation (c) Post-Cold War India -China relation d) India-China Strategic Partnership overview
2. India-Pakistan Strategic Partnership-(a) History of India-Pakistan relation (b) Cold War & India-Pakistan relation (c) Post-Cold War India -Pakistan relation d) India-Pakistan Strategic Partnership overview
3. India-Bangladesh Strategic Partnership-(a)History of India-Bangladesh relation (b)India-Bangladesh Defence partnership (c) India-Bangladesh Strategic Partnership overview
4. India-Sri Lanka Strategic Partnership -(a) History of India-Sri Lanka relation b) India-Sri Lanka Defence Partnership (c) India-Sri Lanka Strategic Partnership overview
5. India-Nepal Strategic Partnership-(a)History of India-Nepal relation (b) India-Nepal Defence Partnership (c) India-Nepal Strategic Partnership overview

### **DFS-G-DSE-T-2 (B): Indian Security and Civil society**

**Credit – 6 ● Full Marks - 75**

(1) Introduction to Security Forces and Civil Society- definition of civil society - Civil society as a factor in war – Civil society as a force for peace. (2) Globalization and civil society: evolving trends (3) International Actors of Civil Society in fostering Human Security (4) Challenges to Civil Society in India (5) State and civil society in India and Development Paradigm (6) Civil- Military relationship in Post-independent India

### **DFS-G-DSE-T-2 (C): Contemporary Warfare**

**Credit – 6 ● Full Marks - 75**

1. Kashmir Conflict (1947-48 A.D.) Operation Chinar- War in Ladakh (2) Indo-China Border Conflict: 1962, Operation in NEFA- Operation in Ladakh (3) Indo-Pak Border Conflict: 1965 Battle of Asal-Uttar, Operation in Chhamb, Taskand Declaration, 1966 (4) Indo-Pak war: 1971, Shimla Agreement (5) Limited War - MacNamara's Theory (6) Total War –Meaning & Concept (7) Nuclear War –Meaning & Concept (8) Cold War, Détente, Deterrence

## **DFS-G-DSE-T-2 (D): Social Problems and Welfare**

**Credit – 6 ● Full Marks - 75**

**Course Objective:** The course aims to make students aware about the several social problem issues which the society confronts every day. The course also offers the students with the knowledge of various welfare programmes that might help them in their course of life.

1. Concept, meaning, causes and types of Social problems; deviant behaviour, Social disorganization and social pathology, individual disorganization, family disorganization. (2) Sociological approaches to social problems. (3) Juvenile delinquency, Crime, Mental disorder, Sexual behaviour, Drug use and Suicide, Child abuse and child labour, Women, trafficking, Domestic violence, and problems of S.C. & S.T. (4) Religious Fundamentalism and Ethnic violence (5) Social problems and social policy (6) Social Welfare programs; Child welfare, family welfare, Women's welfare and welfare of the S.C. & STs. (7) Social legislations-constitutional provisions in favour of S.C. s & STs, children and Women

### **C. Generic Elective Courses (GE):**

#### **DFS-G-GE-T-1(A): Rights of Women and their Empowerment**

**Credit – 6 ● Full Marks - 75**

1. Women empowerment: Perspective and major objectives (2) Women in Indian Society: Socio-historical contexts- Constitutional and legislative foundations for gender equity (3) Changing status of women in India - Violation of women rights and remedies - women commissions – Women movement in India (4) Women and self-help group- Self-help group: Formation and functions, problems and prospects- Women and NGOs (5) Women and Indian economy: Globalization and feminization of labour – Women participation – problems and prospects

#### **DFS-G-GE-T-1(B): Global Security Challenges**

**Credit – 6 ● Full Marks - 75**

1. Environmental Security – (a) Meaning and Concept b) Pollution- Meaning c) Types and Effect (d) Global Warming - Meaning, Definition, Concept e) Water Security - Meaning Definition, Concept f) Measures taken (Rio and other Conferences)
2. Organized Crime – (a) Terrorism- Meaning, Concept, Effects, Relevance b) Drug Trafficking- Meaning, Concept, Effects, Relevance c) Money Laundering – Meaning, Concept, Effects, Relevance
3. Technology and Security – (a) Cyber Crime - Meaning, Concept, Types and Effects (b) Transfer of Nuclear Technology and its effects
4. Global Crises and Security – (a) Economic b) Energy c) Ethnic
5. Human Health and Security – (a) Health Security – Epidemic Diseases: Swine flu, Bird flu, Ebola b) Food Security

### **DFS-G-GE-T-2(A): Global Security Issues**

**Credit – 6 ● Full Marks - 75**

1. Global Security – a) Meaning & Concept of Global Security b) Recent Trends c) Traditional Security & Non Traditional Security
2. Globalization and Security – a) Meaning & Concept b) Impact of Globalization (Social, Political, Economic, Technological, Environmental)
3. New World Order after Cold war – a) Meaning & Concept b) Causes c) Effects (Social, Political, Economic, Technological, Security)
4. Economic Regional Organizations and security – (a) ASEAN – Introduction, aims, objectives, Current Relevance (b) OPEC - Introduction, aims, objectives, Current Relevance (c) EU - Introduction, aims, objectives, Current Relevance (d) SAARC- Introduction, aims, objectives, Current Relevance (e) BRICS - Introduction, aims, objectives, Current Relevance
5. Problem of World Peace and Security – (a) Weapons of Mass Destruction (W M D) (b) National Missile Defence (NMD) (c) Proliferation of Small Arms

### **DFS-G-GE-T-2(B): International Relations**

**Credit – 6 ● Full Marks – 75**

1. International Relations – i) Introduction (Brief History) ii) Definitions iii) Scope iv) Nature v) Importance of Study
2. National Interest – i) Definition & Determinants ii) National Interest & Foreign Policy iii) National Interest & Security
3. National Power – i) Introduction ii) Meaning & Definitions iii) Characteristics iv) Determining factors v) Role
4. Elements of National Power – i) Tangible ii) Non Tangible
5. Balance of Power – i) Meaning & definitions ii) Characteristics
6. Collective Security – i) Meaning & Definitions ii) Evolution iii) Collective Security & Peace
6. Diplomacy – i) Meaning ii) Characteristics & Objectives iii) Functions iv) Diplomacy & Foreign Policy v) Safeguard of National Interest
7. International Law – i) Definitions & Nature ii) Sources
8. War Crime and Neutrality– i) Meaning & Definitions ii) Relation between Belligerent & Neutrality iii) Blocked iv) Contra band

### **E. Skill Enhancement Courses (SEC):**

#### **DFS-G-SEC-T-1(A): Consumer Protection Rights**

**Credit – 2 ● Full Marks - 50**

- (1) Consumer and Consumerism: Basic Concepts (2) Consumer Protection: International Scenario-Consumer Protection India-Consumer Protection Act- Consumer Forums
- (3) Adulteration and Consumer, Environment and Consumer, Insurance and Consumer
- (4) Misleading Advertisement and Consumer, Defective Goods and Services and Consumer, Cosmetics and Consumer (5) Consumer Movement in India

### **DFS-G-SEC-T-1(B): Disaster Management**

**Credit – 2 ● Full Marks - 50**

(1) Disaster Management: Basic Concepts (2) Community based Disaster preparedness (CBDP) (3) Natural Disaster and preparedness-Flood and Disaster—Earthquake and Disaster (4) War/riot and disaster - Drought and Disaster (5) Disaster Management: Technical issues - Disaster Management: Social Issues -Rehabilitation and Disaster Management (6) Mitigation – Role of Armed Forces in Disaster Management, Sustainable Development

### **DFS-G-SEC-T-2(A): Road safety & Road Rights**

**Credit – 2 ● Full Marks - 50**

1. Conceptual framework – (i) Introduction (ii) Meaning (iii) Concept (iv) Need
2. i) Road Safety & National Security (ii) Importance of Study of Road Safety
3. Road Infrastructure & Road Safety– (i) Quality of Road (ii) Use of Techniques & Material for Road building
4. Inspection System
5. Road network and its Impact – (i) Types of Roads (ii) Road signs
6. License System of Vehicles and Motor Vehicles Act and Rules, WB

### **SAFE DRIVE –SAVE LIFE**

### **DFS-G-SEC-T-2(B): Introduction to Human Rights**

**Credit – 2 ● Full Marks - 50**

1. Human Rights: Society and Development-Human Rights in the World
2. Human Rights in India: Civil and Political Rights - Human Rights Commissions
3. Violation of Human Rights and Remedies -Violation of Economic, Social and Cultural Rights
4. Rights of the Juveniles and Child Labour & Old People-Protection of Rights to Health
5. Human Rights and the NGO/Civil Society

### **DFS-G-SEC-T-3(A): Defence Production**

**Credit – 2 ● Full Marks - 50**

1. Defence Production Organization in India - (a) Department of Defence Production in the Ministry of Defence (Structure and Functions) (b) Industrial potential of Expansion of Military Strength (c) Defence Production Organization (Main).
2. Defence Production Industries in India - (a) Defence Public sector Undertakings (DPSU) (b) Private Sector and small scale Industries (Link with Logistics), Interaction with Industry
3. Defence Research and Development Organization (DRDO) - (a) Structure (b) Development (c) Role

4. Arms and Ammunition Production and Ordnance Factories -(a) Small Arms b) Artillery (c) Tanks and Combatant Vehicles d) Ammunitions
5. Engineering and Electronic Equipment Production in India
6. Technology in India - (a) Missiles Technology (b) Nuclear Establishments (c) Space Technology and Development
7. Defence Public sector Undertakings (DPSU)

### **DFS-G-SEC-T-3(B): Industrial and Domestic Security**

**Credit – 2 ● Full Marks - 50**

1. Industrial security – a) Meaning b) Concept c) History d) Objective e) Importance f) Scope
2. Security Laws - a) Indian Penal Code, b) Fundamental Rights c) Cr. PC d) WB Police Act e) GD and FIR f) Evidence, Court Procedure
3. Security planning and Implementation – Basic principles, danger, remedy, Perimeter wall, Security lighting
4. Role of security - Main gate, Reception room, search room, Vehicle gate, Search gate, Control room
5. Fire preventive Measures - Meaning, Classification, Causes, Fire preventive equipment and measures, Early warning system
6. Security organization – Chief security officer, Assistance security officer, Inspector of security
7. Domestic security and organisational security
8. First aids – Meaning and concept, Importance, various types, first aid box

### **DFS-G-SEC-T-4(A): Problems of the Marginal Groups**

**Credit – 2 ● Full Marks - 50**

(1) Marginal Group empowerment: Perspective and approaches (2) Women in Indian Society: Socio-historical contexts- Constitutional and legislative foundations for gender equity: Problems, remedies, Commission, Domestic Violence Act (3) Children in Indian Society: Socio-historical contexts- Constitutional and legislative foundations for equity: Problems, remedies, Commissions, JJ Act 2005 (4) Senior Citizens in Indian Society: Socio-historical contexts- Constitutional and legislative foundations for equity: Problems, remedies, Commission. Geriatric Care Legislations (5) SC/ST/OBCs in Indian Society: Socio-historical contexts- Constitutional and legislative foundations for equity: Problems, remedies, Commission (6) Minorities in Indian Society: Socio-historical contexts- Constitutional and legislative foundations for equity: Problems, remedies, Commissions

## **DFS-G-SEC-T-4(B) : Contemporary Peace Studies**

**Credit – 2 ● Full Marks - 50**

1. Collective Security – (a) Meaning and definitions b) Foundation of collective security c) Collective security and collective Defence d) Evaluation
2. Non-Alignment – a) Meaning b) Development c) India's role for Non-alignment d) Evaluation
3. Disarmament and arms control – a) Meaning & Definition, Nature b) Types c) Disarmament in Nuclear Race d) Evaluation
4. Science, Technology and National Power – a) Introduction b) Atomic & Nuclear Technology c) Use of Nuclear Technology d) Misuse of Nuclear Technology e) Nuclear power for civil use
5. Peace Research – a) Meaning b) Concept c) Trends of peace-Research

# **CBCS SYLLABUS FOR GEOGRAPHY HONOURS**

## **1ST SEMESTER**

### **GEO/H/CC/T/01: (Theory): Geotectonics and Geomorphology 6 Credits**

#### **Unit-1: Geotectonics 2 Credits**

1. Earth's tectonic and structural evolution with reference to geological time scale. 2. Earth's interior with special reference to seismology. 3. Concept of Isostasy: Theories of Airy and Pratt. 4. Earth movements: Plate tectonics; Types of folds and faults; Earthquakes and Volcanoes.

#### **Unit-2: Geomorphology 4 Credits**

1. Geomorphology: Nature and Scope. 2. Degradation processes: Weathering; Mass wasting and resultant landforms. 3. Models of landscape evolution: Views of Davis, Penck, King and Hack. 4. Development of river network and landforms on uniclinal and folded structures. 5. Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial and Coastal.

### **CC/02: Cartographic Techniques and Geological Map Study 6 Credits**

#### **GEO/H/CC/T/02: (Theory): Cartographic Techniques and Geological Map Study 4 Credits**

1. Cartography: Nature and Scope. 2. Maps: Classification and Types; Components of a Map. 3. Concept of Scales: Linear, Comparative, Diagonal and Vernier. 4. Coordinate Systems: Polar and Rectangular; Concept of Geoid and Spheroid; Map Projections: Classification, Properties and Uses; Concept and Significance of UTM Projection. 5. Survey of India Topographical Maps: Reference Scheme of Old and Open series. 6. Types of Rocks and Minerals; Characteristics of Granite, Basalt, Dolerite, Pegmatite, Gneiss, Shale, Sandstone, Slate, Marble, Quartzite, Quartz, Feldspar, Mica, Limestone, Calcite, Bauxite, Magnetite, Hematite, Galena (using samples of rocks and minerals). 7. Concept of Bedding Plane, Unconformity and Non-conformity, Thickness of Bed, Dip, Throw, Hade, Heave

#### **GEO/H/CC/P/02 : (Practical): Cartographic Techniques and Geological Map Study 2 Credits :**

1. Construction of Scales: Linear, Comparative, Diagonal and Vernier. 2. Construction of Projections: Polar Zenithal Stereographic Projection, Simple Conical with One Standard Parallel Projection, Bonne's Projection and Mercator's Projection. 3. Construction and Interpretation of Relief Profiles (Superimposed, Projected and Composite), Preparation of Relative Relief Map, Average Slope Map (Wentworth Method), and Stream Ordering (After Strahler) on a Drainage Basin. 4. Transect chart: Relation between physical and cultural features from topographical maps (Survey of India). 5. Geological Map (Problems related to Horizontal, Uniclinal, Folded and Faulted Structure); Drawing of Geological Section and Interpretation of the Map.

\*A Project File, comprising one exercise each is to be submitted.

## **2ND SEMESTER**

### **GEO/H/CC/T/03 : (Theory): Human Geography 6 Credits**

#### **Unit-1: Nature and Principles 2 Credits**

1. Introduction: Defining Human Geography; Major Themes; Contemporary Relevance.
2. Evolution of Humans; Concept of Race and Ethnicity; Major Racial Groups of the World.
3. Space, Society and Cultural Regions (Language and Religion). 4. Concept: Culture, Cultural Diffusion, Community, Society, Cultural Realms.

#### **Unit-2: Society, Demography and Ekistics 4 Credits**

1. Evolution of Human Society: Hunting and Gathering, Pastoral Nomadism, Subsistence Farming, Industrial and Urban Society. 2. Population Growth and Distribution, Population Composition; Demographic Transition Model. 3. Population–Resource Regions (Ackerman).
4. Population and Environment Relations with special reference to Development–Environment Conflict. 5. Social Morphology and Rural House Types in India. 6. Types and Patterns of Rural Settlements. 7. Functional Classification of Urban Settlements. 8. Trends and Pattern of World Urbanization

### **CC/04: Cartograms, Survey and Thematic Mapping 6 Credits**

#### **GEO/H/CC/T/04: (Theory): Cartograms, Survey and Thematic Mapping 4 Credits**

1. Concepts of Cartograms and Thematic Maps. 2. Concept and Utility of Isopleth and Choropleth. 3. Concept, utility and Interpretation of: Climograph, Hythergraph and Ergograph. 4. Preparation and Interpretation of Demographic Charts and Diagrams (Age-Sex Pyramid).
5. Concepts of Bearing: Magnetic and True, Whole-circle and Reduced. 6. Basic Concepts of Surveying and Survey Equipments: Abneys Level, Clinometer. 7. Basic Concepts of Surveying and Survey Equipments: Prismatic Compass, Dumpy Level, Transit Theodolite. 8. Interpretation of Landuse and landcover maps.

#### **GEO/H/CC/P/04: (Practical): Cartograms, Survey and Thematic Mapping 2 Credits**

1. Diagrammatic Representation of Data: Star and Age-sex Pyramid Diagram, Pie Diagram
2. Representation of Data on Map by Proportional Circles, Dots and Spheres, Isolines and Choropleth method. 3. Survey: Traversing by Prismatic Compass and Dumpy Level with One Change Point (Profile Drawing). 4. Determination of Height of Objects using Transit Theodolite (Accessible bases)

\*A Project File, comprising one exercise each is to be submitted

## **3RD SEMESTER**

### **GEO/H/CC/T/05: (Theory): Climatology 6 Credits**

#### **Unit-1: Elements of the Atmosphere 2 Credits**

1. Nature, Composition and Layering of the Atmosphere. 2. Insolation: Controlling Factors. Heat Budget of the Atmosphere. 3. Temperature: Horizontal and Vertical Distribution; Inversion of Temperature: Types, Causes and Consequences. 4. Greenhouse Effect and Importance of Ozone Layer



**Unit-2: Atmospheric Phenomena,  
Climate Change and Climatic Classification 4 Credits**

1. Condensation: Processes and Forms; Mechanism of Precipitation: Bergeron-Findeisen Theory, Collision and Coalescence; Forms of Precipitation. 2. Air mass: Typology, Origin, Characteristics and Modification. 3. Fronts: Warm and Cold; Frontogenesis and Frontolysis. 4. Weather: Stability and Instability; Barotropic and Baroclinic Conditions. 5. Circulation in the Atmosphere: Planetary Winds; Jet Stream. 6. Monsoon Circulation and Mechanism with reference to India. 7. Tropical and Mid-latitude Cyclones. 8. Climatic Classification after Köppen, Thornthwaite (1931 and 1948).

**CC/06: Statistical Methods in Geography 6 Credits  
GEO/H/CC/T/06: (Theory): Statistical Methods in Geography 4 Credits**

**Unit-1:**

1. Importance and Significance of Statistics in Geography; Discrete and Continuous Data; Population and Samples; Scales of Measurement (Nominal, Ordinal, Interval and Ratio); Sources of Data. 2. Collection of Data and Formation of Statistical Tables. 3. Sampling: Need, Types, and Significance and Methods of Purposive, Random. 4. Distribution: Frequency, Cumulative Frequency; Probability: Normal, Systematic and Stratified Distribution.

**Unit-2:**

1. Central Tendency: Mean, Median, Mode, Partition Values. 2. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Variation. 3. Association and Correlation: Rank Correlation, Product Moment Correlation. 4. Linear Regression and Time Series Analysis

**GEO/H/CC/P/06: (Practical): Statistical Methods in Geography 2 Credits**

1. Construction of Data Matrix with each Row representing an Aerial Unit (Districts / Blocks / Mouzas / Towns) and Corresponding Columns of Relevant Attributes. 2. Based on the above, a Frequency Table, Measures of Central Tendency and Dispersion would be Computed and Interpreted. 3. Histograms and Frequency Curve would be Prepared on the Dataset. 4. Based on the Sample Set and using Two Relevant Attributes, a Scatter Diagram and Regression Line would be Plotted and Residual from Regression would be Mapped with a short Interpretation

\*A Project File, comprising one exercise each is to be submitted

**GEO/H/CC/T/07: (Theory): Geography of India 6 Credits**

**Unit-1: Geography of India 4 Credits**

1. Physical: Geology and Physiographic Divisions. 2. Regionalisation of India: Physiographic (R.L. Sing); Socio-Cultural (Sopher) and Economic (Sengupta). 3. Climate, Soil and Vegetation: Characteristics and Classification. 4. Population: Distribution, Growth, Structure and Policy. 5. Distribution of Population by Race, Caste, Religion, Language, Tribes. 6. Agricultural Regions; Green Revolution and its Consequences. 7. Mineral and Power Resources:

Distribution and Utilisation of Iron Ore, Coal, Petroleum, Natural Gas. 8. Industrial Development : Automobile and Information Technology

### **Unit 2: Geography of West Bengal 2 Credits**

1. Physical Perspectives: Physiographic Divisions, Forest and Water Resources. 2. Population: Growth, Distribution and Human Development. 3. Resources: Mining, Agriculture and Industries. 4. Regional Development: Darjeeling Hills, Sundarban Delta, Nadia and Murshidabad District.

### **Generic Elective (GE):**

**[ For Students other than Geography Honours ]**

#### **1ST SEMESTER**

##### **GE/01: Disaster Management or Geography of Tourism 6 Credits**

##### **GEO/H/GE/T/01/A: (Theory): Disaster Management 6Credits**

1. Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification of hazards
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping.
3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping. 4. Manmade disasters: Causes, Impact, Distribution and Mapping of Soil erosion and Accidental release of toxic chemicals. 5. Response and Mitigation to Disasters: Institutional set up, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

#### **2ND SEMESTER**

##### **GE/2: Geospatial Technology or Regional Development 6 Credits**

##### **GEO/H/GE/T/02/B: (Theory): Regional Development 6 Credits**

1. Definition of Region, Evolution, Types and Need of Regional planning: Formal, Functional and Planning Regions and Regional Development. 2. Regional Imbalances and Problems of Functional Regions. 3. Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones). 4. Strategies/Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian Context; Village Cluster. 5. Problem Regions and Regional Planning: Backward Regions and Regional Plans- Special Area Development Plans in India; DVC-The Success Story and the Failures. 6. Concept of Human Development and HDI (Human Development Index).

#### **3RD SEMESTER**

##### **GE/3: Climate Change: Vulnerability and Adaptation or Rural Development 6 Credits**

##### **GEO/H/GE/T/03/A: (Theory): Climate Change: Vulnerability and Adaptation 6 Credits**

1. Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC Reports. 2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability. 3. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health. 4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia. 5. Key Concepts of National Action Plan of India on Climate Change; Role of Local Institutions (Urban Local Bodies, Panchayats) on Climatic Change Mitigation: Awareness and Action Programmes.

# SYLLABUS FOR GENERAL GEOGRAPHY

## 1ST SEMESTER

**CC/01: Geotectonics and Geomorphology and Scale and Cartography 6 Credits**

**GEO/G/CC/T/01: (Theory): Geotectonics and Geomorphology 4 Credits**

- (1) Lithosphere – Internal Structure of Earth based on Seismic Evidence.
- (2) Weathering: Types and Related Landforms
- (3) Plate Tectonics and its Associated Landforms
- (4) Landform Development in Arid Regions
- (5) Landform Development in Glaciated Regions
- (6) Development of Fluvial Landforms
- (7) Fluvial Cycle of Erosion – Davis and Penck
- (8) Hydrosphere: Hydrological Cycle, Ocean Bottom Relief Features, Tides and Ocean Currents

**GEO/G/CC/P/01: (Practical): Scale and Cartography 2 Credits**

- (1) Map Scale: Types and Application
- (2) Linear and Comparative Scale
- (3) Representation of Data: Dot, Proportional Circles, Choropleth, Flow Diagram
- (4) Taylor's Climograph and Hythergraph

## 2ND SEMESTER

**CC/02: Climatology, Soil and Biogeography and Surveying and Levelling 6 Credits**

**GEO/G/CC/T/02: (Theory): Climatology, Soil and Biogeography 4 Credits**

- (1) Elements of Weather and Climate; Thermal and Chemical Composition and Layering of the Atmosphere
- (2) Heat Balance, Pressure Belt and Planetary Wind Circulation System
- (3) Forms of Precipitation and Types of Rainfall
- (4) Tropical and Temperate Cyclones, Climatic Classification (Koppen)
- (5) Definition of Soil; Physical and Chemical Properties of Soil (Soil Texture, Colour and pH)
- (6) Soil Forming Factors; Soil Formation (Podzol and Laterite)
- (7) Definition of Biosphere and Biogeography; Meaning of Ecology, Ecosystem, Environment, Ecotone, Communities, Habitats and Biotopes
- (8) Environmental Problems and Management: Air Pollution, Bio-diversity Loss, Solid and Liquid Waste

**GEO/G/CC/P/02: (Practical): Surveying and Levelling 2 Credits**

- (1) Definition and Classification of Surveying
- (2) Open and Close Traversing by Prismatic Compass
- (3) Drawing of Longitudinal Profile by Dumpy Level

**3RD SEMESTER**

**CC/03: Human Geography and Map Projection and Map Interpretation 6 Credits**

**GEO/G/CC/T/03: (Theory): Human Geography 4 Credits**

- (1) Definition, Nature, Major Subfields, Contemporary Relevance
- (2) Space and Society: Cultural Regions; Race; Religion and Language
- (3) Population: Population Growth and Demographic Transition Theory
- (4) Types of Population Migration with Reference to India
- (5) World Population Distribution and Composition (Age, Gender and Literacy)
- (6) Settlements: Types and Patterns of Rural Settlements
- (7) Classification of Urban Settlements; Functional Classification of Towns

**GEO/G/CC/P/03: (Practical): Map Projection and Map Interpretation 2 Credits**

- (1) Simple Conical Projection with One Standard Parallel
- (2) Cylindrical Equal Area Projection
- (3) Interpretation of Topographical Maps: relation between Physiography, Drainage and Settlement
- (4) Interpretation of Weather Maps (Pre-Monsoon, Monsoon and Post Monsoon)

# **SYLLABUS OF PHYSICAL EDUCATION (GENERAL)**

## **SEMESTER- 1**

### **CORE PAPER-1: FOUNDATION AND HISTORY OF PHYSICAL EDUCATION**

#### **COURSE CODE- CC1A**

**Total number of classes - 60**

#### **Unit- I: Introduction LH - 12**

- 1.1. Meaning and definition of Physical Education.
- 1.2. Aim and objectives of Physical Education.
- 1.3. Misconcepts and Modern concept of Physical Education.
- 1.4. Importance of Physical Education in modern society.

#### **Unit- II : Biological and Sociological Foundations of Physical Education LH - 18**

- 2.1. Biological Foundation- Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development.
- 2.2. Age- Chronological age, anatomical age, physiological age and mental age.
- 2.3. Sociological Foundation- Meaning and definition of Sociology, Society, Socialization and Physical Education.
- 2.4. Role of games and sports in National and International harmony.

#### **Unit- III: History of Physical Education LH - 18**

- 3.1. Historical development of Physical Education and Sports in India- Pre-Independence period and Post-Independence period.
- 3.2. Olympic Movement- Ancient and Modern Olympic Games.
- 3.3. Brief historical background of Asian Games, Commonwealth Games and SAF Games.
- 3.4. National Sports Awards- Arjuna Award, Rajiv Gandhi Khel Ratna Award, Dronacharya Award and Dhyanchand Award

#### **Unit- IV: Yoga Education LH - 12**

- 4.1. Meaning and definition of the term Yoga, types, aim, objectives and importance of Yoga.
- 4.2. History of Yoga.
- 4.3. Astanga Yoga 4.4. Hatha Yoga

#### **FIELD PRACTICAL :**

1. Learn and demonstrate the technique of Suryanamaskar.
2. Development of physical fitness through Callisthenics and Aerobic activities (Any one).

## **SEMESTER- 2**

### **CORE PAPER- 2: Management of Physical Education and Sports**

**Course Code- CC1B**

**Total number of classes - 60**

#### **Unit- I: Introduction LH - 12**

- 1.1. Concept and definition of Sports Management.
- 1.2. Importance of Sports Management.
- 1.3. Principles of Sports Management.
- 1.4. Sports Manager and his Duties.

#### **Unit- II: Tournaments LH – 18**

- 2.1. Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge).
- 2.2. Procedure of drawing fixture.
- 2.3. Methods of organizing Annual Athletic Meet and Play Day.
- 2.4. Methods of organization of Intramural and Extramural competition.

#### **Unit- III: Facilities and Equipments LH - 18**

- 3.1. Method of Standard Athletic Track marking.
- 3.2. Care and maintenance of play ground and gymnasium.
- 3.3. Importance, care and maintenance of sports equipments.
- 3.4. Time Table: Meaning, importance and factors affecting school's Physical Education Time Table.

#### **Unit- IV: Leadership LH - 12**

- 4.1. Meaning and definition of leadership.
- 4.2. Qualities of good leader in Physical Education.
- 4.3. Types of Leadership
- 4.4. Principles of leadership activities.

#### **FIELD PRACTICAL**

##### **Lay out, knowledge and Officiating ability-**

1. Track and Field events (any one).
2. Games: Football, Kabaddi, Kho-Kho and Volleyball (any one).

## **SEMESTER- 3**

### **CORE PAPER- 3: Anatomy, Physiology and Exercise Physiology**

**Course Code- CC1C**

**Total number of classes - 60**

#### **Unit- I: Introduction LH – 12**

- 1.1. Meaning and definition of Anatomy, Physiology and Exercise Physiology.
- 1.2. Importance of Anatomy, Physiology and Exercise Physiology in Physical Education.
- 1.3. Human Cell- Structure and function.
- 1.4. Tissue- Types and functions.

**Unit- II: Musculo-skeletal System LH - 18**

- 2.1. Skeletal System- Structure of Skeletal System. Classification and location of bones and joints. Anatomical differences between male and female.
- 2.2. Muscular System- Types of Muscles. Location, Structure and function of Skeletal muscle.
- 2.3. Types of muscular contraction.
- 2.4. Effect of exercise and training on muscular system.

**Unit- III: Circulatory System LH – 18**

- 3.1. Blood- Composition and function.
- 3.2. Heart- Structure and functions. Mechanism of blood circulation through heart.
- 3.3. Blood Pressure, Athletic Heart and Bradycardia.
- 3.4. Effect of exercise and training on circulatory system.

**Unit- IV: Respiratory System LH – 12**

- 4.1. Structure and function of Respiratory organs.
- 4.2. Mechanism of Respiration.
- 4.3. Vital Capacity, O<sub>2</sub> Debt and Second Wind.
- 4.4. Effect of exercise and training on respiratory system.

**LAB PRACTICAL**

1. Assessments of BMI and WHR (Waist-to-hip ratio).
2. Assessment of Heart rate, Blood Pressure, Respiratory Rate, and Pick Flow Rate (any two).

**SEMESTER- 3****Track and Field****Course code: SEC 1**

1. Track Events 1.1. Starting Techniques: Standing start and Crouch start (its variations) use of Starting Block. 1.2. Acceleration with proper running techniques. 1.3. Finishing technique: Run Through, Forward Lunging and Shoulder Shrug. 1.4. Relay Race: Starting, Baton Holding/Carrying, Baton Exchange in between zone, and Finishing.
2. Field events (any two) 2.1. Long Jump: Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing. 2.2. High jump: Approach Run, Take-off, Bar Clearance (Straddle) and Landing. 2.3. Shot put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique). 2.4. Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle). 2.5. Javelin Throw: Grip, Carry, Release and Recovery (3/5 Impulse stride).

## **SEMESTER- 4**

### **CORE PAPER- 4: Health Education, Physical Fitness and Wellness**

**Course Code- CC1D**

**Total number of classes - 60**

#### **Unit- I: Introduction LH – 18**

- 1.1. Concept, definition and dimension of Health.
- 1.2. Definition, aim, objectives and principles of Health Education.
- 1.3. Activities of Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations International Children's Emergency Fund (UNICEF) .
- 1.4. School Health Program- Health Service, Health Instruction, Health Supervision, Personal Hygiene and Health Record.

#### **Unit- II: Health Problems in India- Prevention and Control LH - 18**

- 2.1. Communicable Diseases- Malaria, Dengue, Chicken Pox and Diarrhoea.
- 2.2. Non-communicable Diseases- Obesity, Diabetes and Asthma.
- 2.3. Nutrition- Nutritional requirements for daily living. Preparation of Balance Diet chart. Health disorders due to deficiency of Protein, Vitamins and Minerals.
- 2.4. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Bow- Legs, Knock Knees and Flat Foot.

#### **Unit- III: Physical Fitness and Wellness LH - 12**

- 3.1. Physical Fitness- Meaning, definition and Importance of Physical Fitness.
- 3.2. Components of Physical Fitness- Health and Performance related Physical Fitness.
- 3.3. Concept of Wellness. Relationship between Physical activities and Wellness.
- 3.4. Ageing- Physical activities and its importance.

#### **Unit- IV: Health and First-aid Management LH - 12**

- 4.1. First aid- Meaning, definition, importance and golden rules of First-aid.
- 4.2. Concept of sports injuries- Sprain, Strain, Wound, Fracture and Dislocation.
- 4.3. Management of sports injuries through the application of Hydro-therapy and Thermo-therapy.
- 4.4. Management of sports injuries through the application of Exercise and Massage therapy.

#### **LAB PRACTICAL**

1. First-aid Practical- Triangular Bandage: Slings (Arm Sling, Collar & Cuff Sling), Roller Bandages: Simple Spiral, Reverse Spiral, Figure of Eight, Spica splint
2. Practical knowledge on application of Hydro-therapy and Thermo-therapy.



## **SEMESTER- 4**

### **Gymnastics and Yoga ● Course code: SEC 2**

#### **GYMNASTICS**

1. Compulsory 1.1. Forward Roll 1.2. T-Balance 1.3. Forward Roll with Split leg 1.4. Backward Roll 1.5. Cart-Wheel.

**[Note: Perform the above Gymnastic skills continuously in the same sequence]**

#### **2. Optional (any two)**

2.1. Dive and Forward Roll 2.2. Hand Spring 2.3. Head Spring 2.4. Neck Spring 2.5. Hand Stand and Forward Roll 2.6. Summersault

#### **YOGA**

#### **3. Asanas :**

3.1. Standing Posture (i) 3.1. Ardha Chandrasana (ii) Bhujangasana (iii) Padahasthasana  
3.2. Sitting Posture (i) Ardha Kurmasana (ii) Paschimottasana (iii) Gomukhasana  
3.3. Supine Posture (i) Setu Bandhasana (ii) Halasana (iii) Matsyasana  
3.4. Prone Posture (i) Bhujangasana (ii) Salabhasana (iii) Dhanurasana  
3.5. Inverted Posture (i) Sarvangasana (ii) Shirshasana (iii) Bhujangasana

**[ Note: One Asana is compulsory from each Posture ]**

#### **4. Pranayama (any two)**

4.1. Kapalabhati 4.2. Bhramari 4.3. Anulom Vilom.

## **SEMESTER- 5**

### **Tests, Measurement and Evaluation in Physical Education**

**Course code: DSE 1A ● Total number of classes – 60**

#### **Unit- I: Introduction LH - 12**

1.1. Concept of test, measurement & Evaluation. 1.2. Criteria of good test. 1.3. Principles of Evaluation. 1.4. Importance of Test, Measurement and Evaluation in Physical Education and Sports.

#### **Unit- II: Measurement of Body Compositions and Somatotype Assessment LH - 18**

2.1. Body Mass Index (BMI)- Concept and method of measurement. 2.2. Body Fat- Concept and method of measurement. 2.3. Lean Body Mass (LBM)- Concept and method of measurement. 2.4. Somatotype- Concept and method of measurement.

#### **Unit- III: Fitness Test LH - 18**

3.1. Kraus-Weber Muscular Strength Test 3.2. AAHPER Health Related Fitness Test. 3.3. Queens College Step Test 3.4. J.C.R. Test

#### **Unit- IV: Sports Skill Test LH - 12**

4.1. Lockhart and McPherson Badminton Skill Test 4.2. Johnson Basketball Test Battery 4.3. McDonald Soccer Test 4.4. Brady Volleyball Test

## **LAB & FIELD PRACTICAL**

1. Assessment of somatotype and % body fat (any one). 2. Assessment of AAHPER Youth Fitness Test and Queens College Step Test (any one).

## **SEMESTER- 5** **SPORTS TRAINING**

**Course code: DSE 1A ● Total number of classes – 60**

### **Unit- I: Introduction LH - 12**

1.1. Meaning and definition of Sports Training. 1.2. Aim and characteristics of Sports training. 1.3. Principles of Sports Training. 1.4. Importance of Sports Training.

### **Unit- II: Methods of Training and Conditioning in Sports LH - 18**

2.1. Warming up and Cooling down- Meaning, types and methods. 2.2. Conditioning- Concept of Conditioning and its principles. 2.3. Training Methods- Circuit Training, Interval Training, Weight Training. 2.4. Periodisation- Meaning, types, aim and contents of different periods.

### **Unit- III: Training Load and Adaptation LH - 18**

3.1. Training Load- Meaning, definition, types and factors of training load. 3.2. Components of training load. 3.3. Over Load- Meaning, causes, symptoms and tackling of over load. 3.4. Adaptation- Meaning and conditions of adaptation, Supercompensation

### **Unit- IV: Training Techniques LH - 12**

4.1. Strength- Means and methods of strength development. 4.2. Speed- Means and methods of speed development. 4.3. Endurance- Means and methods of endurance development. 4.4. Flexibility- Means and methods of flexibility development.

## **FIELD PRACTICAL**

1. Practical Experience of Weight Training and Circuit Training (any one). 2. Measurement of Speed, Strength (Grip/Leg), Explosive Strength (Leg) and Flexibility (any two).

## **SEMESTER- 5**

### **Modern Trends and Practices in Physical Education Exercise Sciences (For the students other than Physical Education)**

**Course code: GE1 ● Total number of classes - 60**

### **Unit- I: Introduction LH - 12**

1.1. Meaning, definition and importance of physical Education and Sports. 1.2. Aims, objectives and scope of Physical Education. 1.3. Types of sports and their utility in Health and Fitness. 1.4. Meaning, definition and importance of Physical fitness and Motor fitness. Difference between physical fitness and motor fitness. Components of Physical fitness.

### **Unit- II: Biological, Psychological and Sociological Foundations of Physical Education LH - 18**

2.1. Biological Foundation- Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development. 2.2. Meaning and definition of Psychology. Importance of

Psychology in Physical Education. Psychological factors effecting in Physical Activity and Sports. 2.3. Sociological Foundation- Meaning and definition of Sociology. Social values and their Importance. Socialization through Sports 2.4. Role of games and sports in National Integration and International Understanding.

**Unit- III: History of Physical Education LH - 12**

3.1. Historical development of Physical Education and Sports in India- Pre-Independence period and Post-Independence period. 3.2. Ancient Olympic Games. 3.3. Modern Olympic Games. 3.4. Asian Games and Commonwealth Games.

**Unit- IV: Exercise Sciences LH - 18**

4.1. Meaning, definition and importance Exercise and Exercise Physiology. 4.2. Effects of short and long term exercise on Muscular systems. 4.3. Effects of short and long term exercise on Circulatory System. 4.4. Effects of short and long term exercise on Respiratory System.

**SEMESTER- 5**

**Indian Games and Racket Sports ● Course Code: SEC 3**

**KABADDI**

**A. Fundamental skills**

1. Skills in Raiding: Touching with hands, Use of leg-toe touch, squat leg thrust, side kick, mule kick, arrow fly kick, crossing of baulk line. Crossing of Bonus line. 2. Skills of holding the raider: Various formations, catching from particular position, different catches, catching formation and techniques. 3. Additional skills in raiding: Escaping from various holds, techniques of escaping from chain formation, offense and defence. 4. Game practice with application of Rules and Regulations. B. Rules and their interpretations and duties of the officials.

**OR**

**KHO-KHO**

**A. Fundamental skills**

1. Skills in Chasing: Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Hammering, Rectification of foul. 2. Skills in running: Chain Play, Ring play and Chain & Ring mixed play. 3. Game practice with application of Rules and Regulations. B. Rules and their interpretations and duties of the officials.

**AND**

**BADMINTON**

**A. Fundamental skills**

1. Basic Knowledge: Various parts of the Racket and Grip. 2. Service: Short service, Long service, Long-high service. 3. Shots: Over head shot, Defensive clear shot, Attacking clear

shot, Drop shot, Net shot, Smash. 4. Game practice with application of Rules and Regulations.  
B. Rules and their interpretations and duties of the officials.

**OR**

### **TABLE TENNIS**

#### **A. Fundamental skills**

1. Basic Knowledge: Various parts of the Racket and Grip (Shake Hand & Pen Hold Grip).  
2. Stance: Alternate & Parallel. 3. Push and Service: Backhand & Forehand. 4. Chop: Backhand & Forehand. 5. Receive: Push and Chop with both Backhand & Forehand. 6. Game practice with application of Rules and Regulations.

#### **B. Rules and their interpretations and duties of the officials.**

## **SEMESTER- 6**

### **Psychology in Physical Education and Sports**

**Course Code- DSE 1B ● Total number of classes - 60**

#### **Unit- I: Introduction LH - 12**

1.1. Meaning and definition Psychology. 1.2. Importance and scope of Psychology. 1.3. Meaning and definition of Sports Psychology. 1.4. Need for knowledge of Sports Psychology in the field of Physical Education.

#### **Unit- II: Learning LH - 18**

2.1. Meaning and definition of learning. 2.2. Theories and Laws of learning. 2.3. Learning curve: Meaning and Types. 2.4. Transfer of learning- Meaning, definition and types. Factors affecting transfer of learning.

#### **Unit- III: Psychological Factors LH – 18**

3.1. Motivation- Meaning, definition, types and importance of Motivation in Physical Education and Sports. 3.2. Emotion- Meaning, definition, types and importance of Emotion in Physical Education and Sports. 3.3. Personality- Meaning, definition and types. Personality traits. 3.4. Role of physical activities in the development of personality.

#### **Unit- IV: Stress and Anxiety LH - 12**

4.1. Stress- Meaning, definition and types of Stress. 4.2. Causes of Stress. 4.3. Anxiety- Meaning, definition and types of Anxiety. 4.4. Management of Stress and Anxiety through physical activity and sports.

#### **LAB PRACTICAL**

1. Assessment of Personality, Stress and Anxiety (any one) 2. Measurement of Reaction Time, Depth Perception and Mirror Drawing (any one).

## **SEMESTER- 6**

### **Dissertation/ Project ● Course Code- DSE 1B**

1.1. Subjects: Physical Fitness Components, Body composition and Somatotype, Educational Tour, Leadership Camp, Non-communicable diseases, Organization of Games & Sports.

1.2 Project Report Format :

● Introduction ● Procedure ● Results ● Conclusions ● Recommendations ● References

## **SEMESTER- 6**

### **Health Education and Tests & Measurements in Physical Education (For the students other than Physical Education)**

**Course Code: GE-2 ● Total number of classes - 60**

#### **Unit- I: Introduction LH - 18**

1.1. Concept, definition and dimension of Health. 1.2. Definition, aim, objectives and principles of Health Education. 1.3. Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF). 1.4. Nutrition- Nutritional requirements for daily living. Preparation of Balance Diet chart. Health disorders due to deficiency of Protein, Vitamins and Minerals.

#### **Unit- II: Health and First-aid Managements LH - 18**

2.1. First aid- Meaning, definition, importance and golden rules of First-aid. 2.2. Concept of sports injuries- Sprain, Strain, Wound, Fracture and Dislocation. 2.3. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Bow- legs, Knock Knees and Flat Foot. 2.4. Hypo-kinetic Diseases and Physical Activities- Obesity, Diabetes and Asthma.

#### **Unit- III: Measurement of Body Compositions and Somatotype Assessment LH - 12**

3.1. Body Mass Index (BMI)- Concept and method of measurement. 3.2. Body Fat- Concept and method of measurement. 3.3. Lean Body Mass (LBM)- Concept and method of measurement. 3.4. Somatotype- Concept and method of Assessment

#### **Unit- IV: Fitness Test LH - 12**

4.1. Kraus-Weber Muscular Strength Test 4.2. AAHPER Health related Fitness Test 4.3. Queens College Step Test 4.4. J.C.R. Test

## **SEMESTER- 6**

### **BALL GAMES (Any two) ● Course code: SEC4**

#### **FOOTBALL**

**A. Fundamental Skills** 1. Kicking: Kicking the ball with inside of the foot, Kicking the ball with Full Instep of the foot, Kicking the ball with Inner Instep of the foot, Kicking the ball with Outer Instep of the foot and Lofted Kick. 2. Trapping: Trapping- the Rolling ball, and the Bouncing ball with sole of the foot. 3. Dribbling: Dribbling the ball with Instep of the

foot, Dribbling the ball with Inner and Outer Instep of the foot. 4. Heading: In standing, running and jumping condition. 5. Throw-in: Standing throw-in and Running throw-in. 6. Feinting: With the lower limb and upper part of the body. 7. Tackling: Simple Tackling, Slide Tackling. 8. Goal Keeping: Collection of Ball, Ball clearance- kicking, throwing and deflecting. 9. Game practice with application of Rules and Regulations.

**B. Rules and their interpretation and duties of officials.**

**HANDBALL**

**A. Fundamental Skills** 1. Catching, Throwing and Ball control, 2. Goal Throws: Jump shot, Center shot, Dive shot, Reverse shot. 3. Dribbling: High and low. 4. Attack and counter attack, simple counter attack, counter attack from two wings and center. 5. Blocking, Goal Keeping and Defensive skills. 6. Game practice with application of Rules and Regulations.

**B. Rules and their interpretation and duties of officials.**

**BASKETBALL**

**A. Fundamental Skills** 1. Passing: Two hand Chest Pass, Two hands Bounce Pass, One hand Baseball Pass, Side arm Pass, Overhead Pass, Hook Pass. 2. Receiving: Two hand receiving, One hand receiving, Receiving in stationary position, Receiving while Jumping and Receiving while Running. 3. Dribbling: How to start dribble, drop dribble, High Dribble, Low Dribble, Reverse Dribble, Rolling Dribble. 4. Shooting: Lay-up shot and its variations, One hand set shot, Two hands jump shot, Hook shot, Free Throw. 5. Rebounding: Defensive rebound and Offensive rebound. 6. Individual Defence: Guarding the player with the ball and without the ball, Pivoting. 7. Game practice with application of Rules and Regulations.

**B. Rules and their interpretation and duties of officials.**

**VOLLEYBALL**

**A. Fundamental skills**

1. Service: Under arm service, Side arm service, Tennis service, Floating service. 2. Pass: Under arm pass, Over head pass. 3. Spiking and Blocking. 4. Game practice with application of Rules and Regulations.

**B. Rules and their interpretation and duties of officials.**

**NETBALL**

**A. Fundamental skills** 1. Catching: one handed, two handed, with feet grounded and in flight. 2. Throwing (Different passes and their uses): One hand passes (shoulder, high shoulder, underarm, bounce, lob), two hand passes (Push, overhead and bounce). 3. Foot-work: Landing on one foot, landing on two feet, Pivot, Running pass. 4. Shooting: One hand, forward step shot, and backward step shot. 5. Techniques of free dodge and sprint, sudden sprint, sprint and stop, sprinting with change at speed. 6. Defending: Marking the player, marking the ball, blocking, inside the circle, outside the circle. Defending the circle edge against the passing. 7. Intercepting: Pass and shot. 8. Game practice with application of Rules and Regulations.

**B. Rules and their interpretation and duties of officials.**

**THROWBALL**

**Fundamental skills:** Overhand service, Side arm service, two hand catching, one hand overhead return, side arm return. Rules and their interpretations and duties of officials.

# SYLLABUS OF ECONOMICS (GENERAL)

## SEMESTER-I

Course: ECON—H-GE-T-1

Course title: Introductory Microeconomics

Generic Elective; Credit-6; Full Marks-75

### **COURSE OBJECTIVES:**

After completion of the course the learners will be able to: ● Learn the basic idea of Microeconomics in particular and Economics in general.

### **COURSE CONTENT: Exploring the subject matter of Economics**

Why study economics ● Scope and method of economics; the economic themes: scarcity and efficiency; thinking like an economist: the question of what to produce, how to produce and how to distribute output; marginal benefits and marginal costs; opportunity cost (private and social); the basic competitive model; prices, property rights, the role of property rights in markets and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

### **Supply and Demand: How Markets Work, Markets and Welfare**

Elementary theory of demand: determinants of household demand, market demand, and shifts in the market demand curve Elementary theory of supply: factors influencing supply, derivation of the supply curve, and shifts in the supply curve The elementary theory of market price: determination of equilibrium price in a competitive market; the effect of shifts in demand and supply; the excess demand function: Existence, uniqueness, and stability of equilibrium; consumer surplus, producer surplus and efficiency of competitive markets (graphical approach); the idea of market failure; Elasticities and their applications. Government intervention and their impact on market equilibrium and efficiency:- controls on prices (Price ceilings and price floors); indirect taxation.

**The Households** The consumption decision – budget constraint, consumption and income and price changes, demand for all other goods and price changes; description of preferences – most preferred bundle and its properties; consumers' optimum choice; income and substitution effects; Marshallian and compensated demand curves; Price Consumption Curve; Income Consumption Curve; and Engel Curve, Homothetic tastes; Labour Supply and Savings Decision – choice between leisure and consumption. **The Firm and Perfect Market Structure**

Defining a firm – firm's legal forms; profit maximization hypothesis, Contractual theories and organizational theories of firms (concepts only); Behaviour of profit maximizing firms and the production process; Short run costs and output decisions; Costs and output in the long run.

### **Imperfect Market Structure**

Monopoly and anti-trust policy; measuring monopoly power; government policies towards competition, various types of imperfect competition.

### **Input Markets**

Theory of rent – Ricardo, Marshall and Modern theory of rent; Labour and land markets – basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; labour market and public policy.

**Samuelson and Nordhaus, Economics, Mc-Graw Hill**

## **SEMESTER-II**

**Course: ECON—H-GE-T-2**

**Course title: Introductory Macroeconomics**

**Generic Elective; Credit-6; Full Marks-75**

**COURSE OBJECTIVES:** After the completion of the course the learner will be able to be equipped with the knowledge of basic functioning of a market economy at the macro level including understanding of national income accounting.

**COURSE CONTENT: National Income Accounting, unemployment and open economy issues**

Macroeconomic data – National Income Accounting and Cost of Living; Concept of Growth – Role of Savings, Investment and Financial Intermediation; Open economy – Balance of Payments, exchange rates, and capital flow; Concept of unemployment – Types and their characteristics; Growth accounting and Solow residual

**Money and Inflation :** Theory of aggregate demand – components and their interrelations – crowding out – Factors causing shift in the function; Theory of aggregate supply – determinants of supply and shift factors; Interaction of aggregate demand and supply.

## **SEMESTER-III**

**Course: ECON—H-GE-T-3A**

**Course title: Intermediate Microeconomics-I**

**Generic Elective; Credit-6; Full Marks-75**

**COURSE OBJECTIVES:** After completion of the course the learner will be able to understand the fundamentals of microeconomic theories in the context of a market economy.

**COURSE CONTENT :**

**Consumer Theory :** Cardinal utility; Preference; ordering and properties of ordinal utility; existence of utility functions, different utility functions and their properties, compensating and equivalent variation, Slutsky equation; consumption-leisure choice and labour supply; choice under uncertainty (expected utility and risk aversion), inter-temporal choice and savings decision; revealed preference approach.

**Production and Costs :** Technology – general concept of production function; returns to factor and returns to scale, isoquants and diminishing rate of factor substitution – elasticity of substitution – some examples of technology (fixed proportion, perfect substitute, Cobb-Douglas Production Function, CES Production Function), General concept of homogeneous and homothetic production function and their properties; production with one and more variable inputs; isocost line and firm's equilibrium and expansion paths; short run and long run costs; cost curves in the short run and long run: relation between short run and long run costs.

**Competitive Equilibrium :** Short run and long run equilibrium; determination of the supply curve of the firm and the industry: with reference to external economies and diseconomies of scale.

**Input market in perfect competition :** Derived demand for input, marginal product and marginal revenue product, input demand for competitive firm and competitive industry, returns to scale and product exhaustion.



## **SEMESTER-III**

**Course: ECON—H-GE-T-3B**

**Course title: Intermediate Macroeconomics-I  
Generic Elective; Credit-6; Full Marks-75**

### **COURSE OBJECTIVES:**

After the completion of the course the learner will be able to understand the fundamental macroeconomic theories in the context of a market economy.

### **COURSE CONTENT:**

#### **Income Determination in the short run**

Simple Keynesian System: Multipliers; equilibrium in both closed and open economy and stability; autonomous expenditure, balanced budget, and net exports; paradox of thrift.

IS-LM Model – equilibrium, stability and comparative statics; effects of fiscal and monetary policies, real balance effects, IS-LM in the open economy under fixed and flexible exchange rate with perfect and imperfect capital mobility (Mundell-Fleming model)

#### **Aggregate Demand and Aggregate Supply**

Derivation of aggregate demand assuming price flexibility; Derivation of aggregate supply curves both in the presence and absence of wage rigidity; equilibrium, stability, and comparative statics – effects of monetary and fiscal policies; Unemployment and its causes – possible solutions, including real balance effect and wage cut policy.

#### **Inflation, Unemployment and Expectations**

Inflation and unemployment trade-off – short run and long run Phillips Curve under adaptive expectations – outcome under rational expectations (non-rigorous).

## **SEMESTER-IV**

**Course: ECON—H-GE-T-4A**

**Course title: Intermediate Microeconomics-II  
Generic Elective; Credit-6; Full Marks-75**

### **COURSE OBJECTIVES:**

After completion of the course the learner will be able to: ● Learn the fundamentals of microeconomic theories.

### **COURSE CONTENT:**

#### **General Equilibrium, Efficiency, and Welfare**

a) Exchange Economy, Consumption Allocation and Pareto Optimality; Edgeworth box and contract curve; Equilibrium and efficiency under pure exchange. b) Pareto efficiency with production: concepts of PPF, SIC, and resource allocation; c) Perfect competition, Pareto efficiency and market failure (externalities and public good); property right and Coase Theorem.

#### **Market Structure and Game Theory**

solutions and SPNE); Applications of game theory in oligopolistic markets (Cournot Equilibrium, Bertrand Equilibrium, Stackleberg Equilibrium) ; concept of collusion and cartels; Solution by backward induction.

# **SYLLABUS for Under Graduate Compulsory Course in ENVIRONMENTAL STUDIES**

## **ABILITY ENHANCEMENT COMPULSORY COURSE (AECC 2) ENVIRONMENTAL STUDIES**

### **Unit 1: Introduction to Environmental studies**

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

### **Unit 2: Ecosystems**

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### **Unit 3: Natural Resources :**

Renewable and Non renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### **Unit 4: Biodiversity and Conservation**

- Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots.
- India as a mega-biodiversity nation; Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### **Unit 5: Environmental Pollution**

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

### **Unit 6: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

### **Unit 7: Human Communities and the Environment**

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

### **Unit 8: Field work**

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

# **B.A. EDUCATION (GENERAL)**

## **SEMESTER-I**

### **EDU-G-CC-T-1: Educational Philosophy (Core Course; Credit-6. Full Marks-75)**

#### **Unit-I: Concept, Scope and Aim of Education**

- a) Meaning, Nature and Scope of Education.
- b) Individualistic and socialistic aim.
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

#### **Unit-II: Factors of Education:**

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and Types. Co-curricular activities.

#### **Unit-III: Schools of Philosophy and National Values:**

- a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.
- b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

#### **Unit-IV: Great Educators and their educational philosophy:**

- a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

## **SEMESTER-II**

### **EDU-G-CC-T-2: Educational Psychology Core Course; Credit-6. Full Marks-75**

#### **Unit-I: Educational Psychology and Development:**

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and respective educational programmes.

#### **Unit-II: Learning:**

- a) Definition and characteristics of Learning; Factors influencing learning

- b) Theories of learning and their implications: Classical and Operant conditioning, Insightful Learning
- c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)
- d) Motivation: Types, factors and Role of Motivation in learning e)Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

**Unit-III: Intelligence & Creativity:**

- a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurston.
- b) Creativity: meaning, factors, and nurturing.

**Unit-IV: Personality:**

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type and Trait theory, Psychoanalytical theory c)Individual differences –meaning and implications.

**SEMESTER-III**

**EDU-G-CC-T-3: Educational Sociology  
Core Course; Credit-6. Full Marks-75**

**Unit-I: Educational Sociology:**

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational sociology and sociology of education.

**Unit-II: Social factors, issues and Education:**

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).

**Unit-III: Social groups and Education:**

- a) Social groups- meaning and types (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institutions and Agencies of Education: (i) Family, (ii) School.

**Unit-IV: Social change and Education:**

1. Social change: definition, characteristics, factors, constraints
2. Education and social stratification: Definition and characteristics 3.Education and Social Mobility

### **SEMESTER-III**

#### **EDU-G-SEC-T-1(A): Statistical Analysis**

##### **Unit-I: Descriptive Statistics:**

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, SD and - their Properties, Calculation and Application

**Unit-II: Coefficient of correlation:** Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation, **Practical:** Calculate - Mean, Median and Mode; Range, SD ; Co-relation from different frequency distribution.

### **SEMESTER-III**

#### **EDU-G-SEC-T-1(B): Achievement Test**

##### **Skill Enhancement Course; Credit-2. Full Marks-50**

##### **Unit-I: Concept of Achievement test:**

- a) Meaning & definition of Achievement test
- b) Characteristics of Achievement Test
- c) Objectives of Achievement Test

##### **Unit-II: Different aspects of Achievement Test:**

- a) Principles of Achievement test construction
- b) Steps involved in the construction of Achievement Test. **Practical:** Construct of an Achievement Test

### **SEMESTER-IV**

#### **EDU-G-CC-T-4: History of Education**

##### **Core Course; Credit-6. Full Marks-75**

##### **Unit-I: Education in 19th Century in India:**

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of Raja Ram Mohan Roy & Derozio.
- d) Wood's Despatch (1854) and its impact on education.
- e) Indian Education Commission (1882-83) and its impact of education.

##### **Unit-II: Education in 20th Century in India (1901-1944):**

- a) Educational reformer Lord Curzon b) National education movement- Causes, Phases and Importance in Education. c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sargent Plan Report (1944)-Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

**Unit-III: Education in Post-Independence India:**

- a) University Education Commission (1948-49)-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) Secondary Education Commission (1952-53)-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy c) Indian Education Commission (1964-66)- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.

**Unit-IV: National Policy on Education:**

- a) National Policy on Education (1986)-National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya.
- b) Revised National Policy on Education-1992.

**SEMESTER-IV**

**EDU-G-SEC-T-2(A): Lesson Planning  
Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit-I: Concept of Lesson Planning:**

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

**Unit-II: Different aspects of Lesson Plan:**

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan.

**Practical:** Development of Lesson Plan (At least 20).

**SEMESTER-IV**

**EDU-G-SEC-T-2(B) : Use of Teaching aids  
Skill Enhancement Course: Credit-2. Full Marks-50**

**Unit-I: Concept of Teaching Aids:**

- a) Definition & Meaning of Teaching Aids
- b) Characteristics of Teaching Aids
- c) Utility of Teaching Aids
- d) Limitations of Teaching Aids

**Unit-II: Different Types of Teaching Aids:**

- a) Classification of Teaching Aids (Concept only)
- b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses)
- c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses).

**Practical:** Development of Teaching Aids

**SEMESTER-V**

**EDU-G-GE-T-1: Educational Evaluation & Statistics**

**Generic Elective Course: Credit-6. Full Marks-75**

**Unit-I: Measurement and Evaluation in Education:**

- a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
- b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

**Unit-II: Educational Statistics:**

- a) Concept, Scope and Need of Educational Statistics
- b) Concept of raw data, score, frequency distribution, range, variable.
- c) Organization and Tabulation of Data- Frequency distribution table

**Unit-III: Tools and Techniques of Evaluation:**

- a) Tools: Tests- Essay type and Objective type; Short answer type and Oral type. o Personality Test- Rorschach Ink Blot Test Interest Test- Kuder Richardson Test
- b) Techniques: Observation, CRC, Interview, Questionnaire and Inquiry.
- c) Characteristics of a good test: Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types. Validity- Concept Causes of low Validity, Types, Determination. Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test ,advantages and disadvantages .Norms- Concept, Types and their uses.

**Unit-IV: Evaluation Process:**

- a) Evaluation Process: Concept, Types (Formative and Summative)
- b) Concept of Norm-Referenced Test and Criterion Referenced Test.
- c) Concept of Gradation and Credit system.

**SEMESTER-V**

**EDU-G-DSE-T-1/2(A): Value Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75 Course objectives:**

**UNIT-I: Meaning and nature of Value:**

- a) Value: Meaning and Nature
- b) Values enshrined in Indian constitution.
- c) Classification of values proposed by NCERT



**UNIT-II: Value Educa'tion:**

- a) Value Education: concept and objective.
- b) Need for value education in India

**UNIT-III: Value Education in School:**

- a) Value Education through Curriculum.
- b) Value Education through Co-Curricular Activities.
- c) Role of teachers to facilitate development of values among the learners.

**UNIT-IV: Strategies of value education:**

- a) Storytelling.
- b) Play-way Method.
- c) Role plays.

**SEMESTER-V**

**EDU-G-DSE-T-1/2(B): Population Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit-1: Meaning and Concept of Population Education:**

- a) Meaning & Concept of Population Education.
- b) Scope & objectives of Population Education.

**Unit-II: Historical Development of Population Education:**

- a) Historical development of Population Education and education programme in India.
- b) Some major thrust areas of population education-''Family planning ''Adolescent education.

**Unit-III: Population Growth and Problems in India:**

- a) Definition of population growth.
- b) Factors influencing population growth- fertility, mortality, and migration.
- c) Causes of rapid population growth
- d) Preventive measures for rapid population growth.

**Unit-IV: Population Education Curriculum and Policy:**

- a) Curriculum of Population education at different stages.
- b) Role of population policy in India.
- c) Role of Teacher in making awareness of population explosion.
- d) Community sensitisation programme of early marriage and child labour etc.

**SEMESTER-V**

**EDU-G-DSE-T-1/2(C): Peace Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**UNIT-I: Concept of Peace Education:**''Peace Education: Meaning, nature, aims, objectives & scope''Need of Peace Education. ''Factors of peace education: unemployment, terrorism, religion.

**UNIT-II: Key Thinkers of Peace Education:** Indian Context: ''Rabindranath Tagore, '' Sri Aurobinda. Global context:''Montessori ''John Dewey

**UNIT-III: Peace Education Programme in School:** ''Principles of peace education ''Curriculum and Peace Education. ''Quality of a teacher as a peace educator

**UNIT-IV: Approaches of Peace Education:**''Participatory Education ''Co-operative Learning

## **SEMESTER-V**

### **EDU-G-DSE-T-1/2(D): Distance Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75 Course Objectives:**

#### **Unit I: Concept of Distance & Open Education:**

- a) Meaning and definition of Distance Education.
- b) Characteristics and objectives of Distance Education.
- c) Merits and limitations of Distance Education.

#### **Unit II: Strategies of distance education:**

- a) Mode and strategies of Distance Education.
- b) Relationship among Non-formal, Correspondence, Distance and Open Education.

#### **Unit III: Status of open and distance education in India:**

- a) Present state of Distance and Open Education in India.
- b) Role of multi-media in Distance and Open Education.

#### **Unit IV: Problems and remedies of distance and open education in India:**

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
- b) Problems of Distance and Open Education in India.
- c) Measures for strengthening Distance and Open Education in India.

## **SEMESTER-V**

### **EDU-G-SEC-T-3(A): Guidance services**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit-I: Guidance services:** Meaning, nature, and importance of the following guidance services :Individual Inventory Services, Testing services, Counselling services, Information service, Placement service, Follow up service

#### **Unit-II: Organizing guidance services at educational institution:**

- a) Pre-requisites for organizing guidance services
- b) Organizing guidance services at school and college level
- c) Role of teachers in organizing guidance services.

## **SEMESTER-V**

### **EDU-G-SEC-T-3(B): Life skill Education**

**Skill Enhancement Course; Credit-2. Full Marks-50**

#### **Unit I: Introduction to life skill education:**

- a) Life Skills: Concept, core life skills and their applications.
- b) Life Skill education: concept, nature and scope, Distinction between life skill education and sexeducation.
- c) Social skill, Negotiation skill, Thinking skill and Problem solving skill

**Unit II: Strategies for life skill Education:**

- a) Coping with Emotions: Definition, Characteristics, Types, Coping Strategies.
- b) Coping with Stress: Definition, Stressors, Sources of Stress, Coping Strategies

**SEMESTER-VI**

**EDU-G-GE-T-2 : Educational Technology**

**Unit-I: Educational Technology:**

- a) Meaning, Nature, Need and Scope of Educational Technology
- b) Technology in Education and Technology of Education
- c) Approaches of ET: Hardware, Software, and System

**Unit-II: Classroom Communication and Media used:**

- a) Meaning, Nature, Types, and Components of Communication
- b) Barriers of classroom communication and strategies of overcoming barriers in communication
- c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

**Unit-III: Instructional Technology:**

- a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
- b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
- c) Computers and its role in educational instruction

**Unit-IV: Phases, Levels, and Models of Teaching:**

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Levels of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.

**SEMESTER-VI**

**EDU-G-DSE-T-3/4(A): Mental Hygiene**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit-I : Concept of Mental Hygiene:**

- a) Definition of Mental Hygiene
- b) Aims of Mental Hygiene
- c) Scope of Mental Hygiene

**Unit-II: Concept of Mental Health:**

- a) Definition of mental health
- b) Symptoms of good mental health
- c) Causes of ill mental health

**Unit-III: Classification of Mental disorder (Identification Characteristics, causes and treatment only):**

- a) DSM-IV: "Axis- I: Depression "Axis- II: Obsessive compulsive disorder (OCD)"Axis- III: Bipolar mood disorder "Axis- IV: Occupational disorder "Axis- VI: Truancy b)Common Axis:"Common Axis-I: Anxiety "Common Axis-II: Personality disorder "Common Axis-III: Conflict

**Unit-IV: Prevention of Mental Hygiene:**

- a) Role of parents in preserving mental illness of children
- b) Role of Teachers in preserving mental illness of children in the Educational Institution
- c) Relation between Mental Hygiene and Adjustment

**SEMESTER-VI**

**EDU-G-DSE-T-3/4(B): Comparative Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education:**

- a) Meaning, nature, scope and importance of Comparative Education.
- b) Methods of Comparative Education: i)Philosophical Method ii)Historical Method iii)Sociological Method iv)Psychological Method v)Scientific Method

**Unit-II: Factors of Comparative Education:**

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b) Spiritual Factors: Religious and Philosophical Factors.
- c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

**Unit-III: Universalization of Elementary Education in UK & USA:**

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

**Unit-IV: Universalization of Secondary Education in UK & USA:**

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.

## **SEMESTER-VI**

### **EDU-G-DSE-T-3/4 (C): Guidance and Counselling Discipline Specific Elective Course; Credit-6. Full Marks-75**

#### **Unit-I: Concept of Guidance:**

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance- i)Educational: Meaning, Characteristics, Purpose& Functions. ii)Vocational: Meaning, Characteristics, Purpose& Functions.iii)Personal: Meaning, Characteristics, Purpose & Functions.

#### **Unit-II: Concept of Counselling:**

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Types of Counselling- i)Directive: Meaning, Characteristics, Purpose & Functions. ii)Non-directive: Meaning, Characteristics, Purpose & Functions.iii)Eclectic: Meaning, Characteristics, Purpose & Functions.
- c) Steps of Counselling; Characteristics of good Counsellor.

#### **Unit-III: Tools and Techniques of Guidance and Counselling:**

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits. b)Difference between Guidance, Counselling and Teaching.

#### **Unit-IV: Guidance and Counselling for Diverse Learners:**

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance for diverse learners
- c) Need of Counselling for diverse learner

## **SEMESTER-VI**

### **EDU-G-DSE-T-3/4(D): Great Educators Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Unit – I: Indian Educators:** Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context. ”Sarvapalli Radhakrishnan. ”Shri Aurobinda.

**Unit - II: Western Educators:** Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context. ”Bertrand Russel ”Madam Maria Montessori

**Unit - III: Modern Thinkers on Education in India:**

- a) AbulKalam Azad
- b) Annie Besant
- c) A.P.J. Abdul Kalam

**Unit- IV: Some Experiments of Great Educators on Education:**

- a) Viswa bharati and Rabindranath Tagore
- b) Basic education and Gandhiji
- c) Kindergarten and Froebel
- d) Laboratory school and John Dewey

**SEMESTER-VI**

**EDU-G-SEC-T-4(A) : Pedagogical knowledge**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit-I: Meaning and Nature of Pedagogy:**

- a) Meaning, definition, characteristics & need of Pedagogy.
- b) Scope of Pedagogy.
- c) Difference between Pedagogy & Andragogy
- d) Aims and Objectives of following disciplines at secondary level: "Language "Social Science "Science "Mathematics

**Unit-II: Pedagogical Approaches:**

- a) Lecture Method
- b) Heuristic Method
- c) Project Method
- d) Demonstration Method
- e) Laboratory Method
- f) Collaborative Method

**SEMESTER-VI**

**EDU-G-SEC-T-4(B) : Yoga Education**

**Skill Enhancement Course; Credit-2. Full Marks-50**

**Unit-I: Concept of Yoga Education:**

- a) Meaning and definition, and nature of Yoga Education
- b) Types and aims of Yoga Education
- c) Role of teachers in implementing Yoga Education

**Unit-II: Yoga and Health:**

- a) Need of Yoga for good health
- b) Yogic concept of healthy life style
- c) Yoga for reduction of stress **Practical:** Practical Asanas and Pranayam.

## SYLLABUS OF SANSKRIT

### CORE COURSE

#### SANS-G-CC-T-01

##### Classical Sanskrit Literature (Poetry)

Section 'A'	Raghuvansam: Canto-I (Verse : 1-25)
Section 'B'	Kinatarjunyam: Canto I ( Verses : 1-25 )
Section 'C'	Nitisatakam (1-20 Verse, 1st two Paddhatis)-M. R. Kale Edition
Section 'D'	History of Sanskrit Poetry

#### SANS-G-CC-T-02

##### Classical Sanskrit Literature (Prose)

Section 'A'	Sukanasopadesa
Section 'B'	Visrutacaritam upto ( 15th Para )
Section 'C'	Survey of Sanskrit Literature - Prose

#### SANS-G-CC-T-03

##### Classical Sanskrit Literature (Drama)

Section 'A'	Svapanavasavadattam- Bhasa (Act I & VI)
Section 'B'	Abhijñana sakuntalam- Kalidasa (Act I & IV)
Section 'C'	Technical Terms from sanskrit Dramaturgy History of Sanskrit Drama.
Section 'D'	An Introduction to Principal of Sanskrit Dramas.

#### SANS-G-CC-T-04

##### Sanskrit Grammar

Section 'A'	Laghusiddhantakaumudi : Samjñā prakarana
Section 'B'	Laghusiddhantakaumudi : Sandhi prakarana
Section 'C'	Laghusiddhantakaumudi : Vibhakti prakarana

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)

#### SANS-G-DSE-T-01

##### Philosophy, Religion and Culture in Sanskrit Tradition

Section 'A'	Dharma
Section 'B'	Samskara and Puru Sartha
Section 'C'	Svadharmā

#### SANS-G-DSE-T-02

##### Literary Criticism

Section 'A'	Kavya Prakasa: Kavya vaisitya and Kavya Prayojana
Section 'B'	Kavya Prakasa: Kavya Karana
Section 'C'	Kavya Prakasa: Kavya Svarupa and Kavyabheda

## Generic Elective

### SANS-G-GE-T-01

#### Basic Sanskrit :

Section 'A'	Grammar and composition Part - I
Section 'B'	Grammar and composition Part - II
Section 'C'	Literature / Gita Chapter-12

### SANS-G-GE-T-02

#### Indian Culture and Social Issues

Section 'A'	Culture in a multi-cultural Society
Section 'B'	Cultural Roots of India

#### Skill Enhancement Courses (SEC)

### SANS-G-SEC-T-01

#### Evolution of Indian Scripts

- Unit: I** 1. Antiquity of writing in India 2. Early Brâhmî and Kharoshthi Scripts 3. Development of Devanâgarî Scripts 4. Development of Eastern Indian Scripts with Special Reference to Bengali and Odia
- Unit: II** 1. Types/Kinds of the Brâhmî script by 400 A.D. 2. Transition to early modern Indian scripts 3. Causes of variation in the Brâhmî script

### SANS-G-SEC-T-02

#### Basic Elements of yurveda

Section 'A'	Introduction of <i>Âyurveda</i>
Section 'B'	<i>CarakasaChitâ – (Sûtra-sthânam)</i>

### SANS-G-SEC-T-03

#### Yogasktra of Patañjali

Section 'A'	<i>Yogaskrta of Patañjali: Samdhi Pda</i>
Section 'B'	<i>Yogaskrta of Patañjali: Sdhana Pda</i>

### SANS-G-SEC-T-04

#### Indian Theatre

Section 'A'	Tradition and History of Indian Theatre
Section 'B'	Theatre: Types and Constructions
Section 'C'	Acting: <i>ÂEgika, Vâcika, Sâttvika</i> and <i>Âhârya</i>
Section 'D'	Drama: Subject-Plot ( <i>vastu</i> ), Hero ( <i>netâ</i> ) and Sentiment ( <i>rasa</i> ).