

## PREFACE TO THE ACADEMIC CALENDAR: 2021-2022

*“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. Somnath Bandyopadhyay, Teacher in Charge 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 Bachhu 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 affect 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 other side the College, Scholar and last but not least from the beloved students will be warmly accepted.

**The 1st Day of August 2022**

*Manasi Maiti*  
( 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 programs consistent with institutional goals and objectives.
- Offer a wide range of programs with adequate academic flexibility.
- Use feedback from students in the initiation, review and redesign of programs.
- Facilitate effective running of the teaching-learning programs.
- 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 programs, 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 programs, 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 endeavors. ■ 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:2022-2023

**The Academic year (2022-23) consists of 4 Internal Test which are the following:**

- 1<sup>st</sup> Internal (July-Dec.) : For SEM-I,III,V ( 9<sup>th</sup> week of Course)  
2<sup>nd</sup> Internal (July-Dec.) : For SEM-I, III, V ( 16<sup>th</sup> week of Course )  
1<sup>st</sup> Internal (Jan-June) : For SEM-II,IV,VI ( 9<sup>th</sup> week of Course)  
2<sup>nd</sup> Internal (Jan-June) : For SEM-II,IV,VI ( 16<sup>th</sup> week of Course)  
Total Days for Exam. : 12 Days  
Net Teaching Days : 180 Days

Month	Days	Holiday	Sunday	Exam& Other	Month	Days	Holiday	Sunday	Exam& Other
July	19	02	05	05	January	13	07	05	08
August	18	03	04	06	February	21	03	04	00
September	21	03	04	02	March	19	02	04	06
October	01	30	04	00	April	10	07	05	08
November	17	03	05	05	May	16	03	04	08
December	16	04	04	10	June	11	02	04	13
	92					90			

### OBSERVATION DAYS: 2022-2023

- Independence Day : 15-08-2022  
Navin Baran Utsab : .....09.2022  
College Foundation Day : 01-09-2022  
Annual Social Function : December, 2022  
Cultural Competition (Spandan) : December, 2022  
Netaji's Birth Day : 23-01-2023  
Republic Day : 26-01-2023  
Re-union /Alumni Meet : February 2023  
Vasant Panchami : 26-01-2023  
Bhasa Divas : 21-02-2023  
Rabindra Jayanti : 09-05-2023  
Environment Day : 05-06-2023

#### NCC & NSS Programs

- AIDS Day : 01-12-2022  
NSS Special Camps : Winter Camp - Last week of January 2023

### LIST OF HOLIDAYS FROM 01-07-2022 TO 30-06-2023 (PROVISIONAL)

OCCASION	DATE(S)	DAY	No.OfDAY	REMARK
Id-uz-zoha	10July	Sunday	0	
Jhulanjatra	7August	Monday	1	
Maharam	9August	Sunday	0	
IndependenceDay	15 August	Tuesday	1	
Janmastami	19 August	Friday	1	
Biswakarma puja	17 September	Saturday	1	
Mahalaya	25 September	Sunday	0	
Gandhijayanti	2 October	Sunday	0	
Durgapuja-to Bhatriidwitia	30September - 29October		30	
Chat Puja	31 October		1	
Jagadhatri Puja	2 November	Wednesday	1	
Rasjatra/Fateha	7 November	Monday	1	
Birthday of Gurunanak	8 November	Tuesday	1	
Birthday of Birsa Munda	15 November	Tuesday	1	
Christmas Day	25 December	Sunday	0	
English New Year	1 January	Sunday	0	
Vivek-Jayanti	12 January	Thursday	1	
Poush-sancranti	14January	Saturday	1	
Birth day of Netaji	23 January	Monday	1	
Day before Saraswati Puja	25 January	Wednesday	1	
Republic Day/Saraswati Puja	26January	Thursday	1	
Day after Saraswati Puja	27 January	Friday	1	
Bhim Ekadoshi	1 February	Wednesday	1	
Birthday of Thakur Panchanan Barma	14 February	Tuesday	1	
Mahashibratri	18 February	Saturday	1	
Doljatra & Holi	7-8 March	Tuesday& Wednesday	2	
Mahabir Jayanti	4 April	Tuesday	1	
Good Friday	7 April	Friday	1	
Easter Saturday(sectional holiday)	8 April	Saturday	0	
Birthday of B.R.Ambedkar	14 April	Friday	1	
Bengali New Year	15 April	Saturday	1	
Day before Id-ul-fitar	21 April	Friday	1	
Id-ul-fitar	22 April	Saturday	1	
May Day	1 May	Monday	1	
Buddha-purnima/Pandit Raghunath Murmu	5 May	Friday	1	
Rabindra-Jayanti	9 May	Tuesday	1	
Ratha jatra	20 June	Tuesday	1	
Id-uj-joha	29 June	Thursday	1	
Principal's Discretion			5	

## Teacher-in-charge: Dr.Somnath Bandopadhyay

### Department of Bengali:

- |                         |                           |
|-------------------------|---------------------------|
| 1. Dr. Md.Ahasan Ali    | Associate Professor       |
| 2. Dr. Susmita Banerjee | Associate Professor & HOD |
| 3. Dr. Bhabesh Majumdar | Associate Professor       |

### Department of Commerce:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. Sri Hirak Roy            | Associate Professor                   |
| 2. Dr. Somnath Bandopadhyay | Assistant Professor                   |
| 3. Dr. Arindam Chakraborty  | Associate Professor in Economics &HOD |
| 4. Sri Ranjan Sarkar        | Assistant Professor in Mathematics    |

### Department of English:

- |                              |                          |
|------------------------------|--------------------------|
| 1. Sri Shubhaiyu Chakraborty | Assistant Professor      |
| 2. Dr.Shilpi Basak           | Assistant Professor      |
| 3. Sri Probin Biswas         | Assistant Professor& HOD |
| 4. Smt.Priyanka Dutta        | SACT-II                  |
| 5. Dr.Prabir Kumar Ghosh     | SACT-I                   |

### Department of History:

- |                              |                          |
|------------------------------|--------------------------|
| 1. Sri Kabiranjana Saha      | Associate Professor& HOD |
| 2. Smt.Mahua Maulik          | Associate Professor      |
| 3. Sri ParthaPratim Bhowmick | SACT-II                  |
| 4. Smt. Annapurna Saha       | SACT-II                  |

### Department of Philosophy:

- |                       |                          |
|-----------------------|--------------------------|
| 1. Smt.Manasi Maiti   | Assistant Professor& HOD |
| 2. Sri Ripan Biswas   | Assistant Professor      |
| 3. Smt.Rehana Shaikh  | SACT-II                  |
| 4. Sri Manasij Biswas | SACT-II                  |

### Department of Political Science

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. Sri Nema Ch. Das             | Assistant Professor      |
| 2. Hapejul Halsana              | Assistant Professor &HOD |
| 3. Sri Gourishankar Chakraborty | SACT-I                   |
| 4. Sri Tushar Kanti Sarkar      | SACT-II                  |

**Department of Sociology:**

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. Dr. Sanjay Sarkar            | Assistant Professor      |
| 2. Dr. Animesh Andrew Lulam Rai | Assistant Professor &HOD |

**Department of Geography:**

- |                        |              |
|------------------------|--------------|
| 1. Sri .Sandip Saha    | SACT-I       |
| 2. Smt. Soma Mitra     | SACT-II& HOD |
| 3. Sri. Bibhash Mondal | SACT-II      |
| 4. Smt. Swaralipi Kar  | SACT-II      |
| 5. Smt.Soma Sadhukhan  | SACT-I       |

**Department of Physical Education:**

- |                     |                          |
|---------------------|--------------------------|
| 1. Sri AsitTarafter | SACT-II& HOD             |
| 2. SentuBiswas      | GuestTeacher(Instructor) |
| 3. KoraHazari       | GuestTeacher(Instructor) |

**Department ofSanskrit:**

- |                       |               |
|-----------------------|---------------|
| 1. Sri TanmoyBhadra   | SACT-I& HOD   |
| 2. Smt.UrmilaAdhikari | Guest Teacher |

**Department of Economics:**

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

**Department of Education:**

- |                   |              |
|-------------------|--------------|
| 1. Smt.Rini Ghosh | SACT-II& HOD |
|-------------------|--------------|

**Department of DefenseStudies**

- |                        |                         |
|------------------------|-------------------------|
| 1. Smt.Dipika Lama     | Assistant Professor&HOD |
| 2. Sri Subrata Roy     | SACT-II                 |
| 3. Sri Saugata Bhaduri | SACT-II                 |

## HONOURS

**TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A. B.A.in Philosophy.(HON)**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total credi t
CC (6)	2	2	3	3	2	2	14	84
DSE (6)	--	--	--	--	2	2	04	24
GE (6)	1	1	1	1	--	--	04	24
AECC (2)	1	1			--	--	02	04
SEC (2)	--	--	1	1	--	--	02	04
<b>Total No. of Course/ Sem.</b>	4	4	5	5	4	4	26	--
<b>Total Credit /Semester</b>	20	20	26	26	24	24	-----	140

## GENERAL

**TABLE-2: SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A./B.COM. (PROGRAMME/ GENERAL)**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total credit
CC-1,2(6)	2(1A,2A)	2(1B,2B)	2 (1C,2C)	2(1D,2D)			8	48
Language CC - 1,2 (6)	1 (L <sub>1</sub> -1)	1 (L <sub>2</sub> -1)	1 (L <sub>1</sub> -2)	1 (L <sub>2</sub> -2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2(1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
<b>Total No. of Courses/ Sem.</b>	4	4	4	4	4	4	24	--
<b>Total Credit /Semester</b>	20	20	20	20	20	20	--	120



**পাঠ্যক্রম**  
**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** : ভাগবত (মালাধর বসু), রামায়ণ (কুন্ডিলাস) ও মহাভারত (কাশীরাম দাস)

**বৈষ্ণব পদাবলী** : বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস ও গোবিন্দদাস

**শ্রীচৈতন্যজীবন ও জীবনীসাহিত্য** : শ্রীচৈতন্যজীবনকথা, সাহিত্য ও সমাজে শ্রীচৈতন্যপ্রভাব, চৈতন্যজীবনীসাহিত্য (বিশেষ গুরুত্বসহ বৃন্দাবনদাসের 'চৈতন্যভাগবত' ও কৃষ্ণদাস কবিরাজের 'শ্রীচৈতন্যচরিতামৃত' সম্পর্কে আলোচনা)

**পর্ব-২** বাংলা সাহিত্যের ইতিহাস (মধ্যযুগ) :

**মঙ্গলকাব্যের** (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল) **উদ্ভব ও বিবর্তন** : সংজ্ঞা, বৈশিষ্ট্য, কাহিনি ও কবি নারায়ণদেব, বিজয়গুপ্ত, কবিকঙ্কণ মুকুন্দ চক্রবর্তী, রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী সম্পর্কে বিশেষ গুরুত্বসহ আলোচনা।

**মধ্যযুগের মুসলিম কবি ও কাব্য** : দৌলত কাজী, সৈয়দ আলাওল, শাহ মহম্মদ সগির

**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 ও ইতিহাস।

(ঘ) প্রাচীন বাংলা-মধ্য বাংলা-আধুনিক বাংলা-সাম্প্রতিক বাংলা (নিদর্শন, সময়কাল, বৈশিষ্ট্য)।

(ঙ) বাংলা লিপির উদ্ভব-বিকাশ।

(চ) বাংলা মৌলিক স্বরধ্বনি।

(ছ) আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (আই.পি.এ.) : নিয়মাবলী ও রূপান্তর।

**UG-CBCS Syllabus - B.A. Honours in Bengali**  
**Semester - I**

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) :

**গদ্য ও প্রবন্ধ** : ফোর্ট উইলিয়াম কলেজ (উইলিয়াম কেরি, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার), রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর, স্বামী বিবেকানন্দ, প্রমথ চৌধুরী, অন্নদাশঙ্কর রায়।

**সাময়িক পত্র** : সাধারণ আলোচনা (দিগদর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী, সবুজপত্র)।

**পর্ব-২** কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, দ্বিজেন্দ্রলাল রায়, কামিনী রায়, মোহিতলাল মজুমদার, নজরুল ইসলাম, সুকুমার রায়, জীবনানন্দ দাশ, সুবীন্দ্রনাথ দত্ত, অমিয় চক্রবর্তী, বিষ্ণু দে, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়, শঙ্খ ঘোষ, জয় গোস্বামী।

**নাটক** : মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, বিজন ভট্টাচার্য, শম্ভু মিত্র, 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), অমিয়ভূষণ মজুমদার (উপন্যাস), মহাশ্বেতা দেবী (গল্প-উপন্যাস), সৈয়দ মুস্তাফা সিরাজ (গল্প ও উপন্যাস)।

**পর্ব-৩** (বাংলা ভাষাতত্ত্ব) :

(ক) বাংলা ব্যাকরণের সাধারণ ধারণা (মানোএল-হ্যালহেড-উইলিয়াম কেরি-ইয়েটস-রামমোহন-রবীন্দ্রনাথ-সুনীতিকুমার)।

- (খ) বাংলা উপভাষা : রাঢ়ী, বঙ্গালী, বরেন্দ্রী, বাড়খণ্ডী ও কামরূপী।  
 (গ) বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি।  
 (ঘ) শব্দার্থ পরিবর্তনের কারণ ও ধারা।  
 (ঙ) বাংলা ভাষার শব্দভাণ্ডার।  
 (চ) অভিধানতত্ত্ব (উদ্ভব, শ্রেণীবিভাগ, বিষয়বস্তু ও লক্ষ্য, বাংলা ভাষার অভিধান)  
 (ছ) ভাষা পরিকল্পনা : স্বরূপ, সাধারণ উদ্দেশ্য, বাংলা ভাষা ও ভাষা পরিকল্পনা

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BENG-H-GE-T-1 - বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার, বৈষ্ণব পদাবলী -  
Course Nature - GE, Credit - 6

**পর্ব-১ সাহিত্যের ইতিহাস :**

চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গল (বিজয়গুপ্ত ও নারায়ণদেব), চণ্ডীমঙ্গল (মুকুন্দ চন্দ্রবতী), ধর্মমঙ্গল (ঘনরাম চন্দ্রবতী), অন্নদামঙ্গল (কবি ভারতচন্দ্র), শাক্ত পদাবলী (রামপ্রসাদ ও কমলাকান্ত)।

**পর্ব-২ ছন্দ ও অলংকার :**

ছন্দ : বাংলা ছন্দের ত্রিধারা (স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত) : সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন।

অলংকার : সংজ্ঞাসহ উদাহরণ - অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।

পর্ব-৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (কবিপ্রতিভা, পদ ও পর্যায় বিশ্লেষণ)

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| (১) নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস  | (২) আমার শপতি লাগে - বলরাম দাস            |
| (৩) রাখার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস    | (৪) কণ্টক গাড়ি কমলসম পদতল - গোবিন্দদাস   |
| (৫) আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি | (৬) এ সখি হামারি দুখের নাই ওর - বিদ্যাপতি |
| (৭) মাধব বহত মিনতি করি তোয় - বিদ্যাপতি     |                                           |

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Semester - II**

BENG-H-CC-T-3 - ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী - Course Nature - CORE, Credit - 6

**পর্ব-১ (ছন্দ)**

ছন্দ : 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) কবি কৃত্তিবাস ওঝার আবির্ভাবকাল, জীবনকাহিনি, প্রতিভা বিচার, কাব্য (উত্তরাকাণ্ড) পাঠ ও বিশ্লেষণ।

পর্ব-৩ বৈষ্ণব পদাবলী (নির্বাচিত)

বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (পর্যায়, পদ ও কবিপ্রতিভা বিশ্লেষণ) :

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| (১) আজু হাম কি পেখলুঁ নবদ্বীপচন্দ - রাখামোহন ঠাকুর | (২) দাঁড়াইয়া নন্দের আগে - বলরামদাস   |
| (৩) সেই কেবা শুনাইল শ্যামনাম - চণ্ডীদাস            | (৪) আলো মুখিঃ জানো না - জ্ঞানদাস       |
| (৫) মাধব কি কহব - গোবিন্দদাস                       | (৬) গগনে অব ঘন - রায়শেখর              |
| (৭) পিরীতি সুখের সায়র - চণ্ডীদাস                  | (৮) চির চন্দন উরে - বিদ্যাপতি          |
| (৯) যাঁহা পছ অরুণ - গোবিন্দদাস                     | (১০) তাতল সৈকত বারিবিন্দসম - বিদ্যাপতি |

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BENG-H-CC-T-4 - অলঙ্কার, শাক্ত পদাবলী, অন্নদামঙ্গল ও বাংলা প্রুফ সংশোধন - Course Nature - CORE, Credit - 6

পর্ব-১ (অলঙ্কার ও বাংলা প্রুফ সংশোধন) : প্রুফ সংশোধন (সাধারণ জ্ঞান, নিয়মাবলী ও চর্চা)

- অলঙ্কার (সংজ্ঞা, উদাহরণ, অলঙ্কার নির্ণয়) ● শব্দালঙ্কার : অনুপ্রাস, শ্লেষ, বক্রোক্তি, যমক।
- অর্থালঙ্কার : উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, সন্দেহ, ব্যতিরেক, বিরোধ, ব্যাঙ্গস্তুতি, অপহুতি, অতিশয়োক্তি।

পর্ব-২ অন্নদামঙ্গল (১ম ভাগ) ● ভারতচন্দ্রের অন্নদামঙ্গল (১ম ভাগ) : কবি-পরিচিতি, কাব্য পাঠ, বিশ্লেষণ ও কবির প্রতিভা বিচার।

পর্ব-৩ শাক্ত পদাবলী :

শাক্ত পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'শাক্ত পদ সংকলন' গ্রন্থের নির্বাচিত পদ (পর্যায়, পদ ও কবিপ্রতিভা বিশ্লেষণ)

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| (১) গিরি, এবার আমার উমা এলে         | - রামপ্রসাদ সেন       | (২) আমি কি হেরিলাম নিশি স্বপনে | - কমলাকান্ত ভট্টাচার্য |
| (৩) তুমি তো মা ছিলে ভুলে            | - গিরিশচন্দ্র ঘোষ     | (৪) ওরে নবমী নিশি              | - কমলাকান্ত ভট্টাচার্য |
| (৫) যেয়ো না রজনী, আজি লয়ে তারাদলে | - মাইকেল মধুসূদন দত্ত | (৬) শুকনা তরু মুঞ্জরে না       | - কমলাকান্ত ভট্টাচার্য |
| (৭) মা আমায় ঘুরাবি কত              | - রামপ্রসাদ সেন       | (৮) উলঙ্গিনী নাচে রণরঙ্গে      | - রবীন্দ্রনাথ ঠাকুর    |
| (৯) চরণ ধরে অছি পড়ে                | - দ্বিজেন্দ্রলাল রায় | (১০) বল রে জবা বল              | - কাজী নজরুল ইসলাম     |

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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, প্রবন্ধ ও কাব্য-কবিতা

গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়াম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী।

কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও জীবনানন্দ দাশ।

পর্ব-২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক

উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায়।

সাময়িক পত্র ও দিগদর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র।

নাটক : মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্থরায়।

পর্ব-৩ ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত ভাষা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিত, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, নাসিকীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

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BENG-H-AECC-T-1 - Bengali - Course Nature - AECC, Credit - 2

পর্ব-১ বোধপরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি প্রবন্ধ) :

- শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর ● বাংলা আর ইংরেজি - অন্নদাশঙ্কর রায়

পর্ব-২ (ক) পত্ররচনা (আবেদনপত্র) (খ) প্রতিবেদন (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)

(গ) পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য।)

পর্ব-৩ ছোটগল্প : (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি গল্প)

- খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর ● কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায়

কবিতা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি কবিতা)

- নির্ব্বরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর ● শিকল পরার গান - কাজী নজরুল ইসলাম

### UG-CBCS Syllabus - B.A. Honours in Bengali Semester - III

BENG-H-CC-T-5 - বাংলা কথাসাহিত্যের রূপভেদ ও ছোটগল্প - Course Nature - CORE, Credit - 6

পর্ব-১ (কথাসাহিত্যের রূপভেদ) কথাসাহিত্যের রূপভেদ, উপন্যাস (ঐতিহাসিক, সামাজিক, আঞ্চলিক, মনস্তাত্ত্বিক), ছোটগল্প (সংজ্ঞা ও বৈশিষ্ট্য)

পর্ব-২ (রবীন্দ্রনাথের ছোটগল্প : গল্পগুচ্ছ) মণিহারী, অনধিকার প্রবেশ, জীবিত ও মৃত, ক্ষুধিত পাষণ্ড ও স্ত্রীর পত্র

পর্ব-৩ (আধুনিক বাংলা ছোটগল্প)

(ক) প্রাক্-চলিত বাংলা ছোটগল্প : বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)

- লক্ষকর্ণ - পরশুরাম ● নারী ও নাগিনী - তারাশঙ্কর বন্দ্যোপাধ্যায়

- সিঁদুরচরণ - বিভূতিভূষণ বন্দ্যোপাধ্যায়
- (খ) উত্তর-চল্লিশ বাংলা ছোটগল্প ও বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
- শিল্পী - মানিক বন্দ্যোপাধ্যায় ● তাসের ঘর - আশাপূর্ণা দেবী
- কৌন্তেয় - সুবোধ ঘোষ

### UG-CBCS Syllabus - B.A. Honours in Bengali Semester - III

BENG-H-CC-T-6 - বাংলা উপন্যাস - Course Nature - CORE, Credit - 6

- পর্ব-১ রাজসিংহ (চতুর্থ সংস্করণ) - বঙ্কিমচন্দ্র চট্টোপাধ্যায়  
পর্ব-২ ঘরে-বাইরে - রবীন্দ্রনাথ ঠাকুর  
পর্ব-৩ শ্রীকান্ত (প্রথম পর্ব) - শরৎচন্দ্র চট্টোপাধ্যায়

### UG-CBCS Syllabus - B.A. Honours in Bengali Semester - III

BENG-H-CC-T-7 - বাংলা প্রবন্ধের রূপভেদ, জীবনী ও প্রবন্ধ পাঠ - Course Nature - CORE, Credit - 6

- পর্ব-১ প্রবন্ধ-নিবন্ধের রূপভেদ ও প্রবন্ধ, রম্যরচনা, পত্রসাহিত্য, জীবনীসাহিত্য ও ভ্রমণসাহিত্য  
পর্ব-২ আমার জীবন - রাসসুন্দরী দাসী  
পর্ব-৩ কমলাকান্তের দপ্তর (নির্বাচিত) - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

আমার মন, আমার দুর্গোৎসব, একা কে গায় এঁ, মনুষ্যফল, বাঙালির মনুষ্যত্ব (‘কমলাকান্তের পত্র’ অংশে আছে)

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BENG-H-GE-T-3 - বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার, বৈষ্ণব পদাবলী -  
Course Nature - GE, Credit - 6

- পর্ব-১ সাহিত্যের ইতিহাস : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (কুন্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গল (বিজয়গুপ্ত ও নারায়ণদেব), চণ্ডীমঙ্গল (মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (কবি ভারতচন্দ্র), শাক্ত পদাবলী (রামপ্রসাদ ও কমলাকান্ত)

- পর্ব-২ ছন্দ ও অলংকার :

ছন্দ : বাংলা ছন্দের ত্রিধারা (স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত) - সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন।

অলংকার : সংজ্ঞাসহ উদাহরণ - অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।

পর্ব-৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত ‘বৈষ্ণবপদ সংকলন’ গ্রন্থের নির্বাচিত পদ (কবিপ্রতিভা, পদ ও পর্যায় বিশ্লেষণ)

- (১) নীরদ নয়নে নীর ঘন সিধনে - গোবিন্দদাস (২) আমার শপতি লাগে - বলরাম দাস  
(৩) রাখার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস (৪) কণ্টক গাড়ি কমলসম পদতল - গোবিন্দদাস  
(৫) আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি (৬) এ সখি হামারি দুখের নাই ওর - বিদ্যাপতি  
(৭) মাধব বহত মিনতি করি তেয় - বিদ্যাপতি

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BENG-H-SEC-T-1 - সাহিত্য পাঠদান ও প্রয়োগ-বৈচিত্র্য (ব্যবহারিক) - Course Nature - SEC, Credit - 2

- পর্ব-১ শ্রেণীকক্ষে সাহিত্য পাঠদানের পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র

পর্ব-২ ছোটগল্পের নাট্যরূপদান : (রবীন্দ্রনাথ ঠাকুরের ‘শান্তি’, শরৎচন্দ্র চট্টোপাধ্যায়ের ‘মহেশ’, বিভূতিভূষণ বন্দ্যোপাধ্যায়ের ‘পুঁইমাচা’)

পর্ব-৩ গ্রন্থ পর্যালোচনা (রবীন্দ্রনাথ ঠাকুরের ‘ডাকঘর’, শরৎচন্দ্র চট্টোপাধ্যায়ের ‘শ্রীকান্ত : প্রথম পর্ব’, রাসসুন্দরী দাসীর ‘আমার জীবন’ (আত্মজীবনীগ্রন্থ))

বিঃ দ্রঃ এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত পরীক্ষক হিসাবে সংশ্লিষ্ট কলেজে এসে পরীক্ষা নেবেন।

বিভাজন :

পর্ব-১ : সাম্মানিক পাঠক্রমের যে কোনও বিষয় উপস্থাপন। সময় - ৫ মিনিট। এই পর্বের মান - ২০।

পর্ব-২ অথবা পর্ব-৩-এর মধ্যে যে কোনও একটি বিষয় লিখতে দেবেন। সময় - ৪০ মিনিট। শব্দ সংখ্যা - ৩০০ এবং মান - ২০।

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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

● পড়ুয়ার নোট - সতীনাথ ভাদুড়ী ● উত্তমর্গ-অধমর্গ-সংবাদ - ড. অসিতকুমার বন্দ্যোপাধ্যায়

পর্ব-২ বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)

প্রবন্ধ : ● বর্তমান সমাজ ও সংস্কৃতি - নীরদ সি. চৌধুরী ● বাঙ্গালির আত্মপরিচয় - আনিসুজ্জামান

● রবীন্দ্রনাথ ও বাংলাদেশ - সন্জিদা খাতুন

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

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BENG-H-CC-T-9 - কাব্যের রূপভেদ, কাব্যজিজ্ঞাসা ও কাব্য পাঠ - Course Nature - CORE, Credit - 6

পর্ব-১ কাব্যের সংজ্ঞা ও রূপভেদ : মহাকাব্য, গীতিকাব্য, সনেট, ক্ল্যাসিসিজম্ ও রোমান্টিসিজম্

কাব্যজিজ্ঞাসা - অতুলচন্দ্র গুপ্ত : ধ্বনি ও রস

পর্ব-২ বীরাজনা কাব্য (নির্বাচিত পত্র) : মাইকেল মধুসূদন দত্ত

দুঃস্বপ্নের প্রতি শকুন্তলা, সোমের প্রতি তারা, দশরথের প্রতি কেকয়ী ও নীলধ্বজের প্রতি জনা

পর্ব-৩ যতীন্দ্রনাথ সেনগুপ্তের কবিতা (নির্বাচিত) - দুঃখবাদী, কচি ডাব, বাইশে শ্রাবণ ১৩৪৮ ও ফেমিন রিলিফ

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BENG-H-CC-T-10 - বাংলা কাব্য-কবিতা - Course Nature - CORE, Credit - 6

পর্ব-১ সঞ্চয়িতা (নির্বাচিত) : রবীন্দ্রনাথ ঠাকুর - জীবনদেবতা (চিত্রা কাব্য), প্রার্থনা (নৈবেদ্য কাব্য), ভারততীর্থ (গীতাঞ্জলি কাব্য),  
একতান (জন্মদিনে কাব্য) ও শুভক্ষণ (খেয়া কাব্য)

পর্ব-২ সঞ্চয়িতা (নির্বাচিত) : কাজী নজরুল ইসলাম - কাণ্ডারী ঝঁশিয়ার, সাম্যবাদী (গাহি সাম্যের গান/ যেখানে আসিয়া এক হ'য়ে গেছে  
সব বাধা ব্যবধান), নারী (সাম্যবাদী), আমার কৈফিয়ৎ ও জীবনবন্দনা।

পর্ব-৩ বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)

আধুনিক বাংলা কবিতা :

- দুঃখের কবি - মোহিতলাল মজুমদার ● আট বছর আগের একদিন - জীবনানন্দ দাশ  
● তোমাকে পাওয়ার জন্য হে স্বাধীনতা - শামসুর রহমান ● সংসারে সন্ন্যাসী লোকটা - শক্তি চট্টোপাধ্যায়  
● ফিরে এসো চাকা - বিনয় মজুমদার ● আমার নাম ভারতবর্ষ - অমিতাভ দাশগুপ্ত

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BENG-H-GE-T-4 - বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব -

Course Nature - GE, Credit - 6

পর্ব-১ গদ্য, প্রবন্ধ ও কাব্য-কবিতা :

গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়াম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশারফ হোসেন,  
রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী।

কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও জীবনানন্দ দাশ।

পর্ব-২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক

উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস),  
বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায়।

সাময়িক পত্র : দিগদর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র।

নাটক : মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্থর রায়।

**পর্ব-৩ ভাষাতত্ত্ব**

**ভাষাতত্ত্ব :** বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত ভাষা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, নাসিকীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

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BENG-H-SEC-T-2 - প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি - Course Nature - SEC, Credit - 6

পর্ব-১ সংবাদ প্রতিবেদন রচনা

পর্ব-২ বিজ্ঞাপন রচনা

পর্ব-৩ গবেষণার রীতি ও পদ্ধতি, তথ্য সংগ্রহ, উদ্ধৃতির ব্যবহার ও গ্রন্থপঞ্জি রচনা।

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BENG-H-CC-T-11 - বাংলা উপন্যাস - Course Nature - CORE, Credit - 6

পর্ব-১ হাঁসুলিবাঁকের উপকথা - তারাশঙ্কর বন্দ্যোপাধ্যায়

পর্ব-২ ইছামতী - বিভূতিভূষণ বন্দ্যোপাধ্যায়

পর্ব-৩ মায়ামৃদঙ্গ - সৈয়দ মুস্তাফা সিরাজ

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BENG-H-CC-T-12 - বাংলা রঙ্গমঞ্চ ও নাটক - Course Nature - CORE, Credit - 6

পর্ব-১ নাটকের রূপভেদ (ট্রাজেডি, কমেডি, প্রহসন, পৌরাণিক, ঐতিহাসিক, সামাজিক, একাক্ষ)

পর্ব-২ বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা : লেবেডেফের বেঙ্গলী থিয়েটার, নবীন বসুর থিয়েটার, বেলগাছিয়া নাট্যশালা, জোড়াসাঁকো নাট্যশালা, বাগবাজার অ্যামেচার থিয়েটার (শ্যামবাজার নাট্যসমাজ) ও ন্যাশনাল থিয়েটার।

পর্ব-৩ নাটক পাঠ ● সধবার একাদশী - দীনবন্ধু মিত্র ● অচলায়তন - রবীন্দ্রনাথ ঠাকুর

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BENG-H-DSE-T-1 - সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা - Course Nature - CORE, Credit - 6

পর্ব-১ সাহিত্যতত্ত্ব (১ম ভাগ) : অনুকৃতিবাদ, উচ্চিবাদ, বক্রোক্তিবাদ, অলংকারবাদ, কাব্যে আনন্দ ও রীতিবাদ, কাব্যসত্য।

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

পর্ব-৩ সাহিত্য সমালোচনা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'বাংলা গল্প ও সমালোচনা সংকলন'-এর নির্বাচিত প্রবন্ধ পাঠ্য)

- (১) বিদ্যাপতি ও জয়দেব - বঙ্কিমচন্দ্র চট্টোপাধ্যায় (২) আধুনিকতা ও রবীন্দ্রনাথ - আবু সয়ীদ আইয়ুব  
(৩) 'রক্তকরবী'র তিনজন - অন্নদাশঙ্কর রায়

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BENG-H-DSE-T-2 - বাংলাদেশের সাহিত্য - Course Nature - DSE, Credit - 6

পর্ব-১ কবিতা ও ছোটগল্প (ক) বাংলাদেশের কবিতা (রুণজিৎ 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 বাঙালিচেতনার বিকৃতি - আহমদ শরীফ

● মার্চের স্বপ্ন - মুনতাসীর মামুন

পর্ব-৩ নাটক : কবর - মুনীর চৌধুরী

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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

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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 : শেক্সপীয়র (নাটক), মিলটন (মহাকাব্য), ওয়ার্ডসওয়ার্থ, শেলী, কিটস, চার্লস ডিকেন্স, এলিয়ট ও বার্গার্ড শ।  
পর্ব-৩ লোকগীতি, গীতিকা, ছড়া, প্রবাদ-প্রবচন ও ধাঁধা।

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BENG-H-DSE-T-3 - বাংলা রূপকথা, শিশুকিশোর ও গোলেন্দা সাহিত্য - Course Nature - DSE, Credit - 6

- পর্ব-১ (ক) ঠাকুরমার ঝুলি (নির্বাচিত) : দক্ষিণারঞ্জন মিত্র মজুমদার - সাতভাই চম্পা, নীলকমল আর লালকমল, শিয়াল পণ্ডিত  
(খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায়চৌধুরী - বিষ্ণুর অবতার, ইন্দ্র হওয়ার সুখ, গন্ধা আনিবার কথা  
পর্ব-২ (ক) আবেল তাবোল (নির্বাচিত) : সুকুমার রায় - খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন, গন্ধবিচার  
(খ) পদিপিসির বর্মিবাক্স : লীলা মজুমদার  
পর্ব-৩ (ক) সত্যজিৎ রায়ের গল্প (নির্বাচিত) : সমাদরের চাবি, অম্বর সেন অন্তর্ধান রহস্য, অঙ্গুরা থিয়েটারের মামলা, প্রফেসর শঙ্কু ও খোকা  
(খ) ব্যোমকেশের গল্প (নির্বাচিত) : শরদিন্দু বন্দ্যোপাধ্যায় - সত্যাষেথী, রক্তমুখী নীলা, ব্যোমকেশ ও বরদা

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BENG-H-DSE-T-4 - বাংলা ও প্রাদেশিক সাহিত্য - Course Nature - DSE, Credit - 6

- পর্ব-১ ছোটগল্প  
ভেন্ন (হিন্দি গল্প) - মুন্সী প্রেমচন্দ (কথাভারতী : হিন্দি গল্পগুচ্ছ - ড. নামবর সিং (সম্পা.), অনুবাদ - ইন্দ্রানী সরকার, এন.বি.টি.  
পালোয়ানের ঢোলক - ফণীশ্বরনাথ রেণু (ফণীশ্বরনাথ রেণুর শ্রেষ্ঠ গল্প - ভারত যাযাবর (সম্পা.), অনুবাদ - প্রসূন মিত্র, এন.বি.টি.  
জঞ্জাল-বুড়ো - কুশন চন্দর (কথা ভারতী : উর্দু গল্প সংকলন, প্রথম খণ্ড - ড. অরুণকুমার মুখোপাধ্যায় (অনুবাদক), এন.বি.টি.  
জয়মালা - নাগবল্লী আর.এস. কুরূপ (মালয়ালাম গল্পগুচ্ছ - ওমচেরী এন.এন. পিল্লে (সম্পা.), অনুবাদ - দিব্যেন্দু পালিত, এন.বি.টি.  
পর্ব-২ উপন্যাস : ময়লা আঁচল - ফুলেশ্বরনাথ রেণু  
পর্ব-৩ নাটক : চোপ্ আদালত চলছে (নাটক) - বিজয় তেঙুলকর

**প্রশ্ন ও নম্বর বিভাজন**

প্রতিটি Core Course (CC), GE এবং DSE - প্রতিটির জন্য বরাদ্দ ৭৫ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ১০ নম্বর  
আভ্যন্তরীণ মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৬০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :—

প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ১৫ টি প্রশ্ন থাকবে। যে কোনও ১০ টির উত্তর করতে হবে।	২০
২	৫ নম্বরের ৬ টি প্রশ্ন থাকবে। যে কোনও ৪ টির উত্তর করতে হবে।	২০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে। যে কোনও ২ টির উত্তর করতে হবে।	২০

প্রতিটি AECC এবং SEC - প্রতিটির জন্য বরাদ্দ ৫০ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ৫ নম্বর আভ্যন্তরীণ মূল্যায়নের জন্য  
বরাদ্দ। অবশিষ্ট ৪০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :—

প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ৮ টি প্রশ্ন থাকবে। যে কোনও ৫ টির উত্তর করতে হবে।	১০
২	৫ নম্বরের ৪ টি প্রশ্ন থাকবে। যে কোনও ২ টির উত্তর করতে হবে।	১০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে। যে কোনও ২ টির উত্তর করতে হবে।	২০

পাঠক্রম

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BENG-G-CC-T-1 - বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার ও বৈষ্ণব পদাবলী -  
Course Nature - Core, Credit - 6

পর্ব-১ সাহিত্যের ইতিহাস : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গল (বিজয়গুপ্ত ও নারায়ণদেব), চণ্ডীমঙ্গল (মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (কবি ভারতচন্দ্র), শাক্ত পদাবলী (রামপ্রসাদ ও কমলাকান্ত)

পর্ব-২ ছন্দ ও অলংকার :

ছন্দ ও বাংলা ছন্দের ত্রিধারা (স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত) - সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন।

অলংকার ও সংজ্ঞাসহ উদাহরণ - অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।

পর্ব-৩ বৈষ্ণব পদাবলী ও কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (কবিপ্রতিভা, পদ ও পর্যায় বিশ্লেষণ)

- নীরদ নয়নে নীর ঘন সিংধনে - গোবিন্দদাস
- আমার শপতি লাগে - বলরাম দাস
- রাখার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস
- কণ্টক গাড়ি কমলসম পদতল - গোবিন্দদাস
- আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি
- এ সখি হামারি দুখের নাহি ওর - বিদ্যাপতি
- মাধব বহত মিনতি করি তোয় - বিদ্যাপতি

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BENG-G-AECC-T-1 - Bengali - Course Nature - AECC, Credit - 2

পর্ব-১ বোধ পরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি প্রবন্ধ) :

- শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর
- বাংলা আর ইংরেজী - অন্নদাশঙ্কর রায়

পর্ব-২ (ক) পত্ররচনা (আবেদনপত্র) (খ) প্রতিবেদন (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)

(গ) পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য।)

পর্ব-৩ ছোটগল্প ও (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি গল্প)

- খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর
- কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায়

কবিতা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি কবিতা)

- নির্বরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর
- শিকল পরার গান - কাজী নজরুল ইসলাম

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Semester - II**

BENG-G-LCC-T-1 - শাক্ত পদাবলী, কাব্য ও উপন্যাস Course Nature - Core (Language 2), Credit - 6

পর্ব-১ শাক্ত পদাবলী ও কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'শাক্তপদসংকলন' থেকে নির্বাচিত পদ

- (১) গিরি, এবার আমার উমা এলে - রামপ্রসাদ সেন
- (২) আমি কি হেরিলাম নিশি-স্বপনে - কমলাকান্ত ভট্টাচার্য
- (৩) ওরে নবমী নিশি - কমলাকান্ত ভট্টাচার্য
- (৪) যেয়ো না রজনী, আজি লয়ে তারাদলে - মাইকেল মধুসূদন দত্ত
- (৫) শুকনা তরু মুঞ্জরে না - কমলাকান্ত ভট্টাচার্য
- (৬) মা আমায় ঘুরাবি কত - রামপ্রসাদ সেন

পর্ব-২ কাব্য : মেঘনাদবধ কাব্য (প্রথম ও ষষ্ঠ সর্গ)

পর্ব-৩ উপন্যাস : পদ্মানদীর মাঝি - মানিক বন্দ্যোপাধ্যায়

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BENG-G-CC-T-2 - বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব  
Course Nature - Core, Credit - 6

পর্ব-১ পদ্য, প্রবন্ধ ও কাব্য-কবিতা :

গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়াম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশারফ হোসেন, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী।



কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও জীবনানন্দ দাশ।

পর্ব-২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক

উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায়।

সাময়িক পত্র : দিগদর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র।

নাটক : মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্থ রায়।

পর্ব-৩ ভাষাতত্ত্ব

ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত ভাষা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, নাসিক্যভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

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BENG-G-CC-T-3 - জীবনী, আত্মজীবনী ও ভ্রমণকাহিনী Course Nature - Core, Credit - 6

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

পর্ব-২ জীবনস্মৃতি - রবীন্দ্রনাথ ঠাকুর

পর্ব-৩ পালানো - সঞ্জীবচন্দ্র চট্টোপাধ্যায়

### UG-CBCS Syllabus - Bengal (General) Semester - III

BENG-G-SEC-T-1 - সাহিত্য পাঠদান পদ্ধতি ও প্রয়োগবৈচিত্র্য (ব্যবহারিক) Course Nature - SEC, Credit - 2

৫০ জন ছাত্র-ছাত্রী পিছু একজন করে বিশেষজ্ঞ পরীক্ষক থাকবেন। ছাত্র-ছাত্রীর সংখ্যা বাড়লে পরীক্ষক অথবা দিনের সংখ্যা বাড়বে।

জেনারেল কোর্সে অভ্যন্তরীণ অধ্যাপকেরা পরীক্ষা নেবেন।

পর্ব-১ শ্রেণীকক্ষে সাহিত্য পাঠদানের পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র

পর্ব-২ ছোটগল্পের নাট্যরূপ দান (রবীন্দ্রনাথ ঠাকুরের 'শাস্তি', শরৎচন্দ্র চট্টোপাধ্যায়ের 'মহেশ', বিভূতিভূষণ বন্দ্যোপাধ্যায়ের 'পুঁইমাচা')

পর্ব-৩ গ্রন্থ পর্যালোচনা (রাসসুন্দরী দেবীর 'আমার জীবন', রবীন্দ্রনাথ ঠাকুরের 'ডাকঘর', শরৎচন্দ্র চট্টোপাধ্যায়ের 'শ্রীকান্ত-১ম পর্ব')

বিভাজন :

পর্ব-১ : সাম্মানিক পাঠক্রমের যে কোনও বিষয় উপস্থান। সময় - ৫ মিনিট। এই পর্বের মান - ২০।

পর্ব-২ অথবা পর্ব-৩-এর মধ্যে যে কোনও একটি বিষয় লিখতে দেবেন। সময় - ৪০ মিনিট। শব্দ সংখ্যা - ৩০০ এবং মান - ২০।

### UG-CBCS Syllabus - Bengal (General) Semester - IV

BENG-G-LCC-T-2 - কবিতা, নাটক ও ছোটগল্প Course Nature - Core (Language 1), Credit - 6

পর্ব-১ কবিতা ও নাটক

(ক) কবিতা : ● বঙ্গভূমির প্রতি - মাইকেল মধুসূদন দত্ত ● সোনার তরী - রবীন্দ্রনাথ ঠাকুর  
● বনলতা সেন - জীবনানন্দ দাশ

পর্ব-২ নাটক ● মুক্তধারা - রবীন্দ্রনাথ ঠাকুর

পর্ব-৩ ছোটগল্প ● শাস্তি - রবীন্দ্রনাথ ঠাকুর ● অতিথি - সত্যজিৎ রায়

● খগেনবাবু - শীর্ষেন্দু মুখোপাধ্যায়

### UG-CBCS Syllabus - Bengal (General) Semester - IV

BENG-G-CC-T-4 - বাংলা উপন্যাস, নাটক ও প্রবন্ধ Course Nature - Core, Credit - 6

পর্ব-১ উপন্যাস ● কৃষ্ণকান্তের উইল - বঙ্কিমচন্দ্র চট্টোপাধ্যায়

পর্ব-২ উপন্যাস ● ডাকঘর - রবীন্দ্রনাথ ঠাকুর

পর্ব-৩ প্রবন্ধ (নির্বাচিত) : বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)

- বিবেচনা ও অবিবেচনা - রবীন্দ্রনাথ ঠাকুর  
পটুয়া শিল্প - যামিনী রায়  
বাংলা সাহিত্যের প্রগতি - বিষ্ণু দে

**UG-CBCS Syllabus - Bengal (General)  
Semester - IV**

BENG-G-SEC-T-2 - প্রতিবেদন, বিজ্ঞারন ও গবেষণা রীতি-পদ্ধতি Course Nature - SEC, Credit - 2

- পর্ব-১ সংবাদ প্রতিবেদন রচনা  
পর্ব-২ বিজ্ঞাপন রচনা  
পর্ব-৩ গবেষণার রীতি ও পদ্ধতি, তথ্য সংগ্রহ, উদ্ধৃতির ব্যবহার ও গ্রন্থপঞ্জি রচনা।

**UG-CBCS Syllabus - Bengal (General)  
Semester - V**

BENG-G-DSE-T-1 - সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা Course Nature - DSE, Credit - 6

- পর্ব-১ সাহিত্যতত্ত্ব (১ম ভাগ) : অনুকৃতিবাদ, ঔচিত্যবাদ, বক্রোক্তিবাদ, অলংকারবাদ, কাব্যে আনন্দ ও রীতিবাদ।  
পর্ব-২ সাহিত্যতত্ত্ব (২য় ভাগ) : রোমাণ্টিসিজম, রিয়ালিজম, ক্লাসিসিজম, সুররিয়ালিজম ও ন্যাচারালিজম।  
পর্ব-৩ সাহিত্য সমালোচনা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'বাংলা গল্প ও সমালোচনা সংকলন'-এর নির্বাচিত প্রবন্ধ পাঠ্য)  
(১) বিদ্যাপতি ও জয়দেব - বঙ্কিমচন্দ্র চট্টোপাধ্যায়  
(২) আধুনিকতা ও রবীন্দ্রনাথ - আবু সয়ীদ আইয়ুব  
(৩) 'রক্তকরবী'র তিনজন - অন্নদাশঙ্কর রায়

**UG-CBCS Syllabus - Bengal (General)  
Semester - V**

BENG-G-GE-T-1 - বাংলা রঙ্গমঞ্চ ও নাটক Course Nature - GE, Credit - 6

- পর্ব-১ নাটকের রূপভেদ (ট্রাজেডি, কমেডি, প্রহসন, পৌরাণিক, ঐতিহাসিক, সামাজিক, একাক্ষ)  
পর্ব-২ বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা : লেবেডেফের বেঙ্গলী থিয়েটার, নবীন বসুর থিয়েটার, বেলগাছিয়া নাট্যশালা, জোড়াসাঁকো নাট্যশালা, বাগবাজার অ্যামেচার থিয়েটার (শ্যামবাজার নাট্যসমাজ) ও ন্যাশনাল থিয়েটার।  
পর্ব-৩ নাটক পাঠ  
● সধবার একাদশী - দীনবন্ধু মিত্র ● অচলায়তন - রবীন্দ্রনাথ ঠাকুর

**UG-CBCS Syllabus - Bengal (General)  
Semester - V**

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 ভাটিয়াল গাঙ্গের নাইয়া  
বড় দুঃখ পাইয়া বাংলার শিল্পী মরত্যাছে

**UG-CBCS Syllabus - Bengal (General)  
Semester - VI**

BENG-H-DSE-T-2 - বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য Course Nature - DSE, Credit - 6

পর্ব-১ বিয়ের গান :

- (ক) ঠাকুরমার ঝুলি (নির্বাচিত) : দক্ষিণারঞ্জন মিত্র মজুমদার  
সাতভাই চম্পা, নীলকমল আর লালকমল, শিয়াল পণ্ডিত  
(খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায়চৌধুরী  
বিষ্ণুের অবতার, ইন্দ্র হওয়ার সুখ, গঙ্গা আনিবার কথা

পর্ব-২ (ক) আবেল তাবোল (নির্বাচিত) : সুকুমার রায়

খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন, গল্পবিচার

(খ) পদিপিসির বর্মিবাক্স : লীলা মজুমদার

পর্ব-৩ (ক) সত্যজিৎ রায়ের গল্প (নির্বাচিত)

সমাদানের চাবি, অম্বর সেন অন্তর্ধান রহস্য, প্রোফেসর শঙ্কু ও খোকা

(খ) ব্যোমকেশের গল্প (নির্বাচিত) : শরদিন্দু বন্দ্যোপাধ্যায়

সত্যাষেযী, রক্তমুখী নীলা, ব্যোমকেশ ও বরদা

**UG-CBCS Syllabus - Bengal (General)  
Semester - VI**

BENG-G-GE-T-2 - বাংলা নাটকপাঠ Course Nature - GE, Credit - 6

পর্ব-১ কারাগার - মন্থথ রায়

পর্ব-২ পাগলা ঘোড়া - বাদল সরকার

পর্ব-৩ চাঁদ বণিকের পালা - শম্ভু মিত্র

**UG-CBCS Syllabus - Bengal (General)  
Semester - VI**

BENG-G-SEC-T-4 - আই.পি.এ., প্রফ ও প্রবন্ধ রচনা - Course Nature - SEC, Credit - 2

পর্ব-১ আই.পি.এ. (আন্তর্জাতিক ধ্বনিমূলক লিপিমাল্য) - সাধারণ জ্ঞান ও প্রয়োগ

পর্ব-২ প্রফ সংশোধন (নিয়ম ও চর্চা)

পর্ব-৩ প্রবন্ধ রচনা (ভাষা, সাহিত্য ও সমাজবিষয়ক)

**প্রশ্ন ও নম্বর বিভাজন**

প্রতিটি Core Course (CC), GE এবং DSE - প্রতিটির জন্য বরাদ্দ ৭৫ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ১০ নম্বর  
আভ্যন্তরীণ মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৬০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :—

প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ১৫ টি প্রশ্ন থাকবে। যে কোনও ১০ টির উত্তর করতে হবে।	২০
২	৫ নম্বরের ৬ টি প্রশ্ন থাকবে। যে কোনও ৪ টির উত্তর করতে হবে।	২০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে। যে কোনও ২ টির উত্তর করতে হবে।	২০

প্রতিটি AECC এবং SEC - প্রতিটির জন্য বরাদ্দ ৫০ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ৫ নম্বর আভ্যন্তরীণ মূল্যায়নের জন্য  
বরাদ্দ। অবশিষ্ট ৪০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :—

প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ৮ টি প্রশ্ন থাকবে। যে কোনও ৫ টির উত্তর করতে হবে।	১০
২	৫ নম্বরের ৪ টি প্রশ্ন থাকবে। যে কোনও ২ টির উত্তর করতে হবে।	১০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে। যে কোনও ২ টির উত্তর করতে হবে।	২০

UG CBCS SYLLABUS  
SUBJECT: ENGLISH(HONOURS)

SEMESTER-I

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-1	IndianClassicalLiterature	Core	6	60+15=75

Texts:

1. Kalidasa.*AbhijnanaShakuntalam*.Tr.ChandraRajan,in*Kalidasa:TheLoomofTime*.NewDelhi:Penguin,1989.
2. Vyasa.“TheDicing”and“ThesequeltoDicing”,“TheBookoftheAssemblyHall”,“TheTemptationofKarna”,BookV.“TheBookofEffort”in*TheMahabharata*.Tr.Anded.  
J.A.B.vanBuitenen.Chicago:Brill,1975. Pp.106-69.
3. Sudraka.*Mrcchakatika*.Tr.M.M.RamachandraKale.NewDelhi:MotilalBanarsidas,1962.
4. IlangoAdigal.“TheBookofBanci”,in*Cilappatikaram.TheTaleofanAnklet*.Bk.3.Tr.  
R.Parthasarathy.NewDelhi:Penguin,2004.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-2	EuropeanClassicalLiterature	Core	6	60+15=75

Texts:

1. Homer.BooksIandII.*TheIliad*.Tr.E.V.Rieu.Harmondsworth:Penguin,1985.
2. Sophocles.“OedipustheKing”.Tr.RobertFaglesin*Sophocles:TheThreeThebanPlays*.Harmondsworth:Penguin,1984.
3. Plautus.*PotofGold*.Tr.E.F.Watling.Harmondsworth:Penguin,1965.
4. Ovid.Selectionsfrom*Metamorphoses*.“Bacchus”(Bk.III),“PyramusandThisbe”(Bk.IV),“Philo-mela”(Bk.VI).Tr.MaryM.Innes.Harmondsworth:Penguin,1975.
5. Horace.“EpistleI”.Bk.I.*TheSatiresofHoraceandPersius*.Tr.NiallRudd.Penguin,2005.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-GE-T-1	AcademicWritingandComposition	GE	6	60+15=75

Textbook:*IntroductiontoUndergraduateEnglish:BookII*.CambridgeUniversityPress,2018.isth  
eonlyprescribedtextbookforthiscourse

AcademicWritingandComposition(Anyfour)

1. IntroductiontotheWritingProcess.
2. IntroductiontotheConventionsofAcademicWriting
3. Writinginone’sownwords:SummarizingandParaphrasing
4. CriticalThinking:Syntheses,Analyses,andEvaluation
5. StructuringanArgument:Introduction,Interjection,andConclusion
6. CitingResources;Editing,BookandMediaReview

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-AECC-T-1	EnglishCommunication	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  
Effective Communication/Mis-Communication
3. Speaking Skills: Monologue Dialogue Group Discussion  
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

CourseCode	CourseTitle	CourseType	Credit	FullMarks
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 Ghost 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"

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-4	BritishPoetryandDrama: 14 <sup>th</sup> – 17 <sup>th</sup> Centuries	Core	6	60+15=75

Texts:

1. GeoffreyChaucer.“WifeofBath”.*TheProloguetotheCanterburyTales*.Ed.NevilleCoghill.
2. EdmundSpenser.SonnetLXXV.“Onedaylwrotehername...”*Amoretti*.
3. JohneDonne.“TheSunneRising”and“ValedictionForbiddingMourning”
4. FrancisBacon.“OfEmpire”
5. ChristopherMarlowe.*DoctorFaustus*
6. WilliamShakespeare.*TwelfthNight*
7. WilliamShakespeare.*Macbeth*

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-GE-T-2	TextandPerformance	GE	6	60+15=75

Textbook:*IntroductiontoUndergraduateEnglish:BookII*.CambridgeUniversityPress,2018.isth  
eonlyprescribedtextbookforthiscourse

### 1. Introduction

1. Introductiontotheoriesofperformance
2. HistoricaloverviewofWesternandIndiantheatre
3. FormsandPeriods:Classical,Contemporary,Stylized,Naturalist

TopicsforStudentPresentations:

- a. Perspectivesontheatreandperformance
- b. Historicaldevelopmentoftheatricalforms
- c. Folktraditions

### 2. TheatricalFormsandPractices

1. Typesoftheatre,semioticsofperformativespaces,e.g.proscenium‘intheround’,amp  
hitheatre,open-air,etc.
2. Voice,speech:bodymovement,gesturesandtechniques(traditionalandcontemp  
orary),floorexercises:improvisation/characterization

TopicsforStudentPresentations:

- a. Onthedifferenttypes ofperformativespaceinpractice
- b. Poetryreading,elocution,expressivegestures,andchoreographedmovement

### 3. TheoriesofDrama

1. Theoriesanddemonstrationsofacting:Stanislavsky,Brecht
2. Bharata

Topics for Student Presentations:

Acting 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. Adrienne 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: 17th and 18th 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)

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-GE-T-3	LanguageandLinguistics	GE	6	60+15=75

Textbook:*IntroductiontoUndergraduateEnglish:BookI.CambridgeUniversityPress,2018*.istheonlyprescribedtextbookforthiscourse.

1. Language:languageandcommunication;languagevarieties:standardandnon-standardlanguage; language change. Mesthrie, Rajend and Rakesh M Bhatt.*World Englishes:ThestudyofNewLinguisticVarieties*.CambridgeUP,2008.
2. PhoneticsandPhonology:IntroductiontoEnglishvowelandconsonantsounds,Stressand phonemic transcription of connected speech, Syllabic structure and consonantcluster.T.Balasubramanian.*AtextbookofEnglishPhoneticsforIndianStudents*. 2<sup>nd</sup>ed.Trinity,2013.J.D.O'Connor.*BetterEnglishPronunciation*.CUP,2000.PeterRoach.*EnglishPhoneticsandPhonology:APracticalCourse*.CUP,2000.
3. Syntax and Semantics: Categories and Constituents, Phrase Structure, Maxims ofconversations.

Akmajian,A.,R.A.DemersandR,MHarnish.Chapters5and6.*Liinguistics:AnIntroductiontoLanguageandCommunication*. 2<sup>nd</sup>ed.MITPress,1984.Indianedition,PrenticeHall,1991.Boar dofeditors.*Linguistics:AnIntroduction*.Hyderabad:OrientBlackswan,2015.F.R.Palmer.*Grammar*.Penguin,1983.GeorgeYule.*TheStudyofLanguage*.CUP,2016.DavidCrystal.*EnglishasAGlobalLanguage*. 2<sup>nd</sup>ed.CUP,2003.VictoriaFromkin,RobertRodman,NinaHyams.Chapters3,6and7.*AnIntroductiontoLanguage*. 11<sup>th</sup>ed.Wadsworth,2018.

4. RhetoricandProsody:Identificationandexplanationofthefiguresofspeech,Scansionandidentificationofthemetricalpatternofapoem,oranexcerptfromapoem.BoseandSterling.*Elements ofEnglishRhetoric andProsody*

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-GE-T-3	EnglishLanguage Teaching	SEC	2	50

Textbook:*IntroductiontoUndergraduateEnglish:BookI.CambridgeUniversityPress,2018*.istheonlyprescribedtextbookforthiscourse

Anyfourofthefollowingtopics

1. KnowingtheLearner
2. StructuresofEnglishLanguage
3. Methodsofteaching EnglishLanguageandLiterature
4. MaterialsforLanguageTeaching
5. AssessingLanguageSkills
6. UsingTechnologyinLanguageTeaching



**SEMESTER-IV**

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-8	BritishLiterature: 18 <sup>th</sup> Century	Core	6	60+15=75

Texts:

1. WilliamCongreve.*TheWayoftheWorld*.
2. JonathanSwift.*Gulliver’sTravels* (Books I& II)
3. SamuelJohnson.“London”.
4. ThomasGray.“ElegyWritteninaCountryChurchyard”.
5. ElizaHeywood.*Fantomina*.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-9	BritishRomanticLiterature	Core	6	60+15=75

Texts:

1. WilliamBlake.“TheLamb”,“TheChimneySweeper”,“TheTyger”,theIntroductionto  
*TheSongsofInnocence*.
2. RobertBurns.“ABard’sEpitaph”and“ScotsWha Hae”
3. WilliamWordsworth.“TinternAbbey”
4. SamuelTaylorColeridge.“KublaKhan”,“Dejection:AnOde”
5. George GordonByron.CantoIV.Verses178-86.*ChildeHarold’sPilgrimage*.ll.15941674.
6. PercyBysshe Shelley.“OdetotheWestWind”
7. JohnKeats.“OdetoaNightingale”,“BrightStar”,“ToAutumn”
8. MaryShelley.*Frankenstein*.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-10	BritishLiterature: 19 <sup>th</sup> Century	Core	6	60+15=75

Texts:

1. CharlotteBrontë.*JaneEyre*.1847.3<sup>rd</sup>ed.NortonCriticalEdition.2016.
2. CharlesDickens.*HardTimes*.1854.4<sup>th</sup>ed.NortonCriticalEdition.2015.
3. ThomasHardy.*Tessofthed’Urbervilles*.1891-92.3<sup>rd</sup>ed.NortonCriticalEdition.1991.
4. AlfredTennyson.“Ulysses”
5. RobertBrowning.“MyLastDuchess”
6. ChristinaRossetti.1<sup>st</sup>Stanza.“TheGoblinMarket”.1862.ll.1-31.

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-H-GE-T-4	Contemporary India:WomenandEmpower ment	GE	6	60+15=75

Textbook:*IntroductiontoUndergraduateEnglish:BookII*.CambridgeUniversityPress,2018.isth  
eonlyprescribedtextbookforthiscourse

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. Kalika 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*. It 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 a 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.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-12	BritishLiterature: TheEarly20thCentury	Core	6	60+15=75

] Texts:

1. JosephConrad.*HeartofDarkness*.
2. JohnMillingtonSynge.*RiderstotheSea*.
3. JamesJoyce.*APortraitoftheArtistasaYoungMan*.
4. WilliamButlerYeats.“Byzantium”,“SailingtoByzantium”
5. ThomasStearnsEliot.“TheLoveSongofJ.AlfredPrufrock”,“Preludes”,“HollowMen”
6. WystanHughAuden.“UnknownCitizen”
7. DavidHerbertLawrence.“OdourofChrysanthemums”
8. VirginiaWoolf.“MarkontheWall”
9. W.SomersetMaugham.“Rain”

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-DSE-T-1	ModernIndianWriting inEnglishTranslation	DSE	6	60+15=75

Texts:

1. Premchand.“TheShroud”.*NewPenguinBookofClassicUrduStories*.Ed.M.Assaduddin.Penguin,2006.
2. IsmatChughtai.“TheQuilt”.*LiftingtheVeil:SelectedWritingsofIsmatChughtai*.Tr.M.Assaduddin.Penguin,2009.
3. GurdialSingh.“ASeasonofNoReturn”.*EarthyTones*.Tr.RanaNayar.FictionHouse,2002.
4. Fakir Mohan Senapati. “Rebati”. *Oriya Stories*. Ed. Vidya Das. Tr. Kishori Charan Das.Srishti,2000.
5. G.M.Muktibodh.“TheVoid”(Tr.VinayDharwadker)and“SoVeryFar”(tr.VishnuKhareand AdilJussawala).*OxfordAnthologyofModernIndianPoetry*.OUP,2000.
6. AmritaPritam.“ISayuntoWarisShah”(Tr.N.S.Tasneem).*ModernIndianLiterature:AnAnthology.PlaysandProse*.Vol.3.Ed.K.M.George.SahityaAkademi,1992.
7. Thangjam Ibopishak Singh. “Dali, Hussain, or Odour of Dream, Clours of Wind” and“ThelandoftheHalf-Humans”.Tr.RobinS.Ngangom.*TheAnthologyofContemporaryPoetryfromtheNortheast*.NEHU,2003.
8. RabindranathTagore.*RedOleandersorDharamveerBharati.AndhaYug*.Tr.AlokBhalla.OUP,2009.
9. G.KalyanRao.*UntouchableSpring*.Tr.AlladiUmaamdM.Sridhar.OrientBlackswan,2010.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-DSE-T-2	BritishLiterature:Post WorldWarII	DSE	6	60+15=75

Texts:

1. GeorgeOrwell. *AnimalFarm*
2. JohnOsborne. *LookBackinAnger*
3. JulianBarnes. *England, England*
4. PhillipLarkin. "WhitsunWeddings" and "Church Going"
5. TedHughes. "HawkRoosting" and "Crow's Fall"
6. SeamusHeaney. "Digging" and "Casualty"
7. CarolAnneDuffy. "Text" and "Stealing"

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-DSE-T-3	LiteraryCriticism	DSE	6	60+15=75

Texts:

1. WilliamWordsworth. "Preface" to the *LyricalBallads* (1802)
2. S.T. Coleridge. *BiographiaLiteraria*. Chapters XIII and XIV
3. VirginiaWoolf. "ModernFiction"
4. T.S. Eliot. "Tradition and the Individual Talent"
5. MatthewArnold. "TheFunctionofCriticism"
6. I.A. Richards. *Principlesof LiteraryCriticism*. Chapters 1, 2 and 34. London, 1924.
7. CleanthBrooks. "TheHeresyofParaphrase", and "TheLanguageofParadox".  
*TheWell-WroughtUrn: StudiesintheStructureofPoetry* (1947)

#### SEMESTER-VI

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-13	ModernEuropeanDrama	Core	6	60+15=75

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

1. HenrikIbsen. "Ghosts". *Ghosts and Other Plays*. Tr. Peter Watts. Penguin, 1964.
2. BertoltBrecht. *TheGoodPersonofSzechwan*. Ed. & Tr. RalphManheim. Penguin, 2008.
3. SamuelBeckett. *WaitingforGodot*. OUP.
4. EugeneIonesco. "Rhinoceros". *Rhinoceros, the Chairs, the Lesson*. Tr. Derek Prouse and Donald Watson. Penguin, 1974.
5. LuigiPirandello. *SixCharactersinSearchofanAuthor*. Tr. JohnLinstrum. Bloomsbury, 2014.
6. AntonChekov. "TheSeagull". *Plays*. Tr. Peter Carson. Penguin, 2002.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-CC-T-14	PostcolonialLiteratures	Core	6	60+15=75

Texts:

1. ChinuaAchebe.*ThingsFallApart*.
2. GabrielGarciaMarquez.“NoOneWritestotheColonel”.
3. BessieHead.“TheCollectorofTreasures”.
4. AmaAtaAidoo.“TheGirlWhoCan”
5. GraceOgot.“TheGreenLeaves”.
6. PabloNeruda.“TonightICanWrite”,“TheWaySpainWas.”
7. DerekWalcott.“AFarCryfromAfrica”,“Names”.
8. DavidMalouf.“RevolvingDays”,“WildLemons”.
9. MamangDai.“SmallTownsandtheRiver”,“TheVoiceoftheMountain”

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-DSE-T-4	LiteraryTheory	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. QuentinHoareandGeoffreyNovellSmith. London:LawrenceandWishart,1971.p.5,245–6.
  - b. LouisAlthusser.“IdeologyandIdeologicalStateApparatuses”.*LeninandPhilosophyandOtherEssays*.NewDelhi:AakarBooks,2006.pp.85–126.
2. Feminism
  - a. ElaineShowalter.“TwentyYearson:ALiteratureofTheirOwnRevisited.”*ALiteratureofTheirOwn:BritishWomenNovelistsfromBrontetoLessing*.1977.Rpt.London:Virago,2003.pp.xi–xxxiii.
  - b. Lucelrigaray.“WhentheGoodsGetTogether”.*ThisSexwhichisNotOne.NewFrenchFeminisms*.Ed. Elaine Marks and Isabelle de Courtivron. New York: Schocken Books,1981.pp.107–10.
3. Poststructuralism
  - a. JacquesDerrida.“Structure,SignandPlayintheDiscourseoftheHumanScience.”Tr.AlanBass.*ModernCriticismandTheory:AReader*.Ed.DavidLodge.London:Longman,1988.pp.108–23.
  - b. MichelFoucault.“TruthandPower”.*PowerandKnowledge*.Tr.AlessandroFontanaandPasqualePasquino.NewYork:Pantheon,1977.pp.109–33.
4. PostcolonialStudies
  - a. MahatmaGandhi.“PassiveResistance”and“Education”.*HindSwarajandOtherWritings*,ed. AnthonyJParel.Delhi:CUP,1997.pp.88–106.
  - b. EdwardSaid.“TheScopeofOrientalism.”*Orientalism*.Harmondsworth:Penguin,1978.pp.29–110.

c. Aijaz Ahmad. "Indian Literature: NotestowardstheDefinitionofaCategory". *In Theory: Classes, Nations, Literatures*. London: Verso, 1992. pp. 243–285.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-H-DSE-T-5	PartitionLiterature	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 Uncl*  
*osed Chapter*, ed. Basabi Fraser. London: Anthem Press, 2008. pp. 453–72.  
b) Manik Bandyopadhyay, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories fro*  
*m 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 abo*  
*ut 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 Saintet. al.  
New Delhi: Katha, 2001. p. x.

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-H-DSE-T-6	ResearchMethodology	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

CourseCode	CourseTitle	CourseType	Credit	Full marks
ENGH-G-LCC-T-1	IndianWritingin English	Core (Language2)	6	60+15=75

Textbook:*IntroductiontoUndergraduateEnglish:BookII.CambridgeUniversityPress,2018*.istheonlyprescribedtextbookforthiscourse

Texts:

1. R.K.Narayan.“Selvi”
2. H.L.V.Derozio.“TheOrphanGirl”
3. ToruDutt.“OurCasuarinaTree”
4. Kamala Das.“Introduction”
5. JayantaMahapatra.“DawnatPuri”
6. NiradCChaudhuri.“MyBirthplace”
7. Rabindranath Tagore.*ThePostOffice*

CourseCode	CourseTitle	CourseType	Credit	Full marks
ENGH-G-CC-T-1	BritishPoetryandDrama: 17thand18thCenturies	Core	6	60+15=75

Texts:

1. JohnMilton.*ParadiseLost*.Bk.I
2. JohnWebster.*TheDuchessofMalfi*.
3. AphraBehn.*TheRover*.
4. AlexanderPope.*TheRapeoftheLock*.(BooksIandII)

CourseCode	CourseTitle	CourseType	Credit	Full marks
ENGH-G-AECC-T-1	EnglishCommunication(L1)	AECC	2	50

Textbook:*IntroductiontoUndergraduateEnglish:BookI.CambridgeUniversityPress,2018*.istheonlyprescribedtextbookforthiscourse

1. Introduction:TheoryofCommunication,TypesandmodesofCommunication
2. Language of Communication: Verbal and Non-verbal (Spoken and Written), Personal,Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Groupcommunication
3. Speaking Skills: Monologue, Dialogue, Group Discussion, Effective Communication/Mis-Communication,Interview,PublicSpeech
4. Reading and Understanding Close Reading, Comprehension, Summary Paraphrasing,AnalysisandInterpretation,Translation(fromIndianlanguageetoEnglishandvice-versa)Literary/KnowledgeTexts
5. WritingSkillsDocumenting,ReportWriting,Makingnotes,Letterwriting

SEMESTER-II

CourseCode	CourseTitle	CourseType	Credit	Full marks
ENGH-G-CC-T-2	BritishLiterature: 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*(BooksI&II)3.SamuelJohnson.“London”.4.ThomasGray.“ElegyWritteninaCountryChurhyard”.5.ElizaHeywood. *Fantomina*.

SEMESTER-III

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-G-LCC-T-2	Literatureof theBritishIsles	Core (Language1)	6	60+15=75

Textbook:*IntroductiontoUndergraduateEnglish:BookII.CambridgeUniversityPress,2018*.istheonlyprescribedtextbookforthiscourse

Texts:

1.Katherine Mansfield. “The Doll’s House” 2. William Shakespeare. Sonnet XVIII  
3.JohnMilton.“OnHisBlindness”4.WilliamWordsworth.“ShedweltamongUntroddenWays”  
5.LouisMacNeice.“PrayerbeforeBirth”6.GeorgeBernardShaw.“Freedom”7.LadyGregory.*TheRisingoftheMoon*

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-G-CC-T-3	BritishRomanticLit erature	Core	6	60+15=75

Texts:

1. William Blake. “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introductionto*TheSongofInnocence*.2.RobertBurns.“ABard’sEpitaph”and“ScotsWhaHae”  
3.WilliamWordsworth. “Tintern Abbey” 4. Samuel Taylor Coleridge. “Kubla Khan”, “Dejection: AnOde” 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 aNightingale”, “BrightStar”and“ToAutumn”8.MaryShelley.*Frankenstein*

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-G-SEC-T-1	EnglishLanguageTe aching	SEC	2	50

Textbook:*IntroductiontoUndergraduateEnglish:BookI.CambridgeUniversityPress,2018*.istheonlyprescribedtextbookforthiscourse

Anyfourofthefollowingtopics

1. KnowingtheLearner2.StructuresofEnglish Language 3.Methodsof teaching English Language and Literature. 4.MaterialsforLanguageTeaching 5.Assessing Language Skills. 6. Using Technology in Language Teaching.



SEMESTER-IV

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-G-CC-T-4	BritishLiterature: 19 <sup>th</sup> Century	Core	6	60+15=75

Texts:1.CharlotteBrontë.*JaneEyre*.1847.3<sup>rd</sup>ed.NortonCriticalEdition.2016.2.CharlesDickens.*HardTimes*.1854.4<sup>th</sup>ed.NortonCriticalEdition.2015.3.ThomasHardy.*Tessofthed'Urbervilles*.1891-92.3<sup>rd</sup>ed.NortonCriticalEdition.1991.4.AlfredTennyson.“Ulysses”  
5. Robert Browning. “My Last Duchess” 6. Christina Rossetti. 1<sup>st</sup> Stanza. “The GoblinMarket”.1862.//.1-31.

CourseCode	CourseTitle	CourseType	Credit	Full Marks
ENGH-G-SEC-T-2	SoftSkills	SEC	2	50

Textbook:*Introduction to Undergraduate English: Book1. Cambridge University Press, 2018.* is the only prescribed textbook for this course.

Topics and skills to be learnt -

1. Teamwork 2.Emotional Intelligence3.Adaptability4.Leadership5.Problem solving.

SEMESTER-V

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-G-DSE-T-1	ModernIndianWritingin EnglishTranslation	DSE	6	60+15=75

Texts:

1. Premchand.“TheShroud”.*NewPenguinBookofClassicUrduStories*.Ed.M.Assaduddin.Penguin,2006.
2. IsmatChughtai.“TheQuilt”.*LiftingtheVeil:SelectedWritingsofIsmatChughtai*.Tr.M.Assaduddin.Penguin,2009.
3. GurdialSingh.“ASeasonofNoReturn”.*EarthyTones*.Tr.RanaNayar.FictionHouse,2002.
4. Fakir Mohan Senapati. “Rebati”. *Oriya Stories*. Ed. Vidya Das. Tr. Kishori Charan Das.Srishti,2000.
5. G.M.Muktibodh.“TheVoid”(Tr.VinayDharwadker)and“SoVeryFar”(tr.VishnuKhareand AdilJussawala).*OxfordAnthologyofModernIndianPoetry*.OUP,2000.
6. AmritaPritam.“ISayuntoWarisShah”(Tr.N.S.Tasneem).*ModernIndianLiterature:AnAnthology.PlaysandProse*.Vol.3.Ed.K.M.George.SahityaAkademi,1992.
7. Thangjam Ibopishak Singh. “Dali, Hussain, or Odour of Dream, Clours of Wind” and“ThelandoftheHalf-Humans”.Tr.RobinS.Ngangom.*TheAnthologyofContemporaryPoetryfromtheNortheast*.NEHU,2003.
8. RabindranathTagore.*RedOleandersOR*DharamveerBharati.*AndhaYug*.Tr.AlokBhalla.OUP,2009.
9. G.KalyanRao.*UntouchableSpring*.Tr.AlladiUmaandM.Sridhar.OrientBlackswan,2010.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-G-GE-T-1	AcademicWritingand Composition	GE	6	60+15=75

Textbook:*Introduction to Undergraduate English: BookII .Cambridge University Press, 2018.* is the only prescribed text book for this course.

Academic Writing and Composition (Anyfour)

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.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-G-SEC-T-3	Business Communication	SEC	2	50

Textbook:*Introduction to Undergraduate English: BookI. Cambridge University Press, 2018.* is the only prescribed text book 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

CourseCode	CourseTitle	CourseType	Credit	Fullmarks
ENGH-G-DSE-T-2	PartitionLiterature	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, *Map making: 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 Saintet. al. New Delhi: Katha, 2001. p. x.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-G-GE-T-2	Contemporary India: Women and Empowerment		2	50

Textbook: *Introduction to Undergraduate English: Book II*. Cambridge University Press, 2018. isthe 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. Kaliforn Women, 2003.

CourseCode	CourseTitle	CourseType	Credit	FullMarks
ENGH-G-SEC-T-4	Technical Writing	SEC	2	50

Textbook: *Introduction to Undergraduate English: Book I*. Cambridge University Press, 2018. isthe 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.

## B.A.PHILOSOPHY(Honours)

SEMESTER-I/II/.....

Course:UG—HCC/DSE/..-01/02/..Course title:Core/Generic/---

-Course;Credit-6/2;FullMarks-75/50COURSECONTENT:

### PHIL-H-CC-T-01(Outline of Indian Philosophy–1)

Section 'A' Detailed Introduction: Unit: I Distinctive Features of Indian Philosophy. 03 Credits .  
Unit: II Basic concepts of Vedic and the Upanisadic World Views. rta (The Cosmic Order); rna (Duty/Obligation) atman; jagrat, svapna, susupti, turiya; sreyas, preyas, karma., 03 Credits.  
Section 'B' Carvaka: Unit: I Carvaka School: It's epistemology. 03 Credits, Unit: II Metaphysics and Ethics. 03 Credits. Section 'C' Jainism: Unit: I Jainism: Concepts of sat ,dravya, guna, paryaya, jiva and ajiva. 05Credits, Unit: II Anekantavada, syadvada and saptabhanginaya. 05Credits .Section 'D' 'Buddhism: Unit: I Four Noble Truths, pratityasamutpada, ksanabhangavada, nairatmyavada. 07Credits, Unit: II Schools of Buddhism: Vaibhasika, Sautrantika, Jogacara, Madhyamika .07 Credits. Section 'E' Nyaya–Vaisesika: Unit: I Nyaya Epistemology: Four pramanas: Perception, Inference, Comparison and Testimony; Theory of Error; Nature of Cause, Classification of Causes: samavayi, asamavayi, nimitta, asatkaryavada, the Idea of God and proofs for His Existence. 10Credits. Unit: II Vaisesika Metaphysics, paramanuvada, Seven Categories. 10Credits

PHIL-H-CC-T-02

### (Outline of Western Philosophy – 1)

Section 'A' Unit: I Features of Ancient, Medieval and Modern Periods 04Credits Section 'B' Plato Unit: I Theory of Knowledge. 05Credits. Unit: II Theory of Ideas or form. 05 Credits Section 'C' Aristotle Unit: I Refutation of Plato's Theory of Ideas. 03Credits, Unit: II Theory of Causation, Form and Matter. 05Credits. Section 'D' Descartes Unit: I Method of Descartes, Cogito Ergo Sum, Types of Ideas, Criterion of Truth, substance. 06Credits. Unit: I Proofs for the existence of God, Mind and Body Relation. 06Credits. Section 'E' Spinoza Unit: I The Doctrine of Substance, Attributes and Modes, The Concept of God or Nature, Pantheism ,05Credits. Unit: II Mind- Body Relation. Degrees of Knowledge, Intellectual Love of God 05Credits. Section 'F' Leibniz Unit: I Doctrine of Monads and Pre-established Harmony, God: Nature and Proofs for His existence. 06Credits. Unit: II Truths of Reason and Truths of Fact, Theory of Knowledge: Principles of Non-contradiction, Sufficient Reason and the Identity of Indiscernible. 06Credits

PHIL-H-GE-T-01

### (Indian Philosophy)

Unit-Wise Division: Total: 56 Credits Unit: I Distinctive Features of Indian Philosophy. 03 Credits.  
Unit: II Basics concepts of Vedic and the Upanisadic World Views. rta (The Cosmic Order); rna (Duty/Obligation) atman; jagrat, svapna, susupti, turiya; sreyas, preyas, karma. 03Credits.  
Unit: III Carvaka Epistemology: pratyaksa as the only source of knowledge; refutation of anumana. 08Credits Unit: IV Buddhism: Four Noble Truth (catvariaryasatyani),

pratityasamudpada, nairatmyavada, different schools of Buddhism. 10 Credits Unit: V Jaina: mahavrata, anuvrata, syadvada and anekantavada. 08Credits. Unit:VI Nyaya: pratyaksya, anumana (definition and classification) 10Credits. Unit:VII Vaisesika: Seven padarthas. 08Credits Unit:VIII Advaita Metaphysics: Brahman, maya. 06Credits

### **SEMESTER-II**

PHIL-H-CC-T-03

#### **(Outline of Indian Philosophy-2)**

Section 'A' Samkhya Unit: I Samkhya Duality: prakrti and its constituents, proofs for the existence of prakrti, satkaryavada 05Credits. Unit: II purusa: It's nature and Arguments for its existence. Plurality of purusa. 05Credits. Section 'B' Yoga Unit: I citta, cittabhumi, cittavrtti 06Credits. Unit: II Eightfold path( astanga yoga) and isvara. 06Credits. Section 'C' Purva Mimamsa Unit: I vidhi, nisedha, pramanas with special reference to arthapatti and anupalabdhi. 06Credits. Unit: II Theories of error: akhyativada (Prabhakara), anyathakhyativada (Bhatta) 06Credits. Section 'C' Advaita Vedanta Unit: I Nature of Brahman, Adhyasa, vivartavada, 06 Credits. Unit: II maya, three grades of satta, jiva and jagat. 06Credits. Section 'D' Visistadvaita Vedanta: Page 12 of 33. Unit: I Distinction between advaitavada and visistadvaitavada, Ramanuja's Criticism of Samkara's Doctrine of maya. 05Credits. Unit: II Relation between jiva and jagat, Nature of Brahman.

PHIL-H-CC-T-04

#### **(Outline of Western Philosophy-2)**

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

PHIL-G-GE-T-02

#### **(Western Logic)**

Western Logic Unit: I Introductory topics: Distinguish between Deductive and Inductive argument, Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness. 04Credits. Unit: II Aristotelian classification of categorical proposition, Distribution of terms 04Credits. Unit: III Immediate inference based on the square of opposition; conversion, obversion 04 Credits. Unit: IV Categorical syllogism; figure, mood, rules of validity; Fallacies. 06 Credits. Unit: V Symbolic Logic: Use of Symbols. 03Credits. Unit: VI Truth-Functions, Negation, conjunction, disjunction, implication, equivalence 05 Credits. Unit: VII Tautology, Contradiction, Contingency 05 Credits. Unit: VIII Decision Procedure: Truth Table 05 Credits. Unit: IX Using Truth Tables for testing the validity of arguments; Venn diagram for testing validity; Fallacies. 08Credits. Unit: X Mill's Method of experimental enquiry, Analogy 12Credits.

### **SEMESTER-III**

#### **PHIL-H-CC-T-05(IndianEthics)**

Section 'A' 1. Introduction: presuppositions and determination, theory of karma; niskamakarma. 08Credits. Section 'B' 2. Dharma: its meaning and definition; vedic concepts of svadharma, sadharana dharma, asramadharmas, visadharma; varnadharma. 16Credits. Section 'C' 3. puru sartha and their inter relation. 08Credits. Section 'D' 4. Buddhist Ethics: pañcasila and brahma vihar bhavana. 08Credits. Section 'E' 5. Jaina Ethics: triratna, anuvrata and mahavrata 08Credits. Section 'F' 6. Joga Ethics: ahimsa, yama, niyama. 08Credits.

#### **PHIL-H-CC-T-06 (WesternEthics)**

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) 12Credit. Section 'C': Deontological Ethics: Kant. 12Credits. Section 'D': Practical Ethics: Killing, Euthanasia, And Suicide. Theories of punishment. 12 Credits. Section 'E': Virtue ethics: Aristotle 10Credits.

#### **PHIL-H-CC-T-07 (IndianLogic)**

Tarkasamgraha with Dipika– Annambhatta. Sarvavyavahara heturgunah buddhirjnana to Nigrahasthanantaramitinabina. (Upto Hetvabhāsa)

#### **PHIL-G-GE-T-03 (IndianPhilosophy)**

Unit: I Distinctive Features of Indian Philosophy. 03Credits. Unit II: Basic concepts of Vedic and the Upanisadic World Views. rta ( The Cosmic Order); rna (Duty/Obligation) atman; jagrat, svapna, surupti, turiya; sreyas, preyas, karma 03Credits. Unit: III Carvaka Epistemology: pratyaksa as the only source of knowledge; refutation of anumana. 08Credits. Unit IV: Buddhism: Four Noble Truth (catvari aryasatyani), pratityasamudpada, nairatmyavada, different schools of Buddhism 10Credits. Unit V: Jaina: mahavrata, anuvrata, syadvada and anekantavada. 08 Credits. Unit: VI: Nyaya: pratyakya, anumana (definition and classification) 10Credits. Unit: VII: Vaisenika: Seven padarthas, 08 Credits. Unit: VIII: Advaita Metaphysics: Brahman, maya. 06Credits.

#### **PHIL-H-SEC-T-01**

#### **[Logical Rules and Fallacies (Indian)]**

Unit: I: Definition and classification of anumana (a) The Nyaya model (chala, jati, nigrahasthana, vada, jalpa, vitanda) (b) The Buddhist model (prasanga) 12Credits. Unit II: Aid to Anumana: (a) tarka (b) avayava (c) drstanta (d) siddhanta. 8Credits. Unit III: Nature of Hetu and Hetvabhāsa 18Credits.

### **SEMESTER-IV**

#### **PHIL-H-CC-T-08**

#### **(WesternLogic-1)**

Section A 'An' Introduction to Logic. Unit-I 1. Sentence and Proposition; Distinction between deductive and inductive argument, Logical form 2. Truth, Validity and Soundness 3. Laws of Thought 08Credits. Section 'B' Deduction, Unit: II: 1. Aristotelian Classification of Categorical Proposition; Square of Opposition and the question of existential import; Conversion, obversion, contraposition, inversion. 2. Categorical Syllogism: figures and moods; rules of validity; fallacies. 3. Boolean interpretation of propositions; Venndiagram technique for testing the validity of syllogisms. 4. Truth function: negation, conjunction, disjunction, implication, equivalence 5. Arguments and argument forms; decision procedures: truth tables; reductio ad absurdum 6. Techniques of symbolization; proof construction: Formal Proof of Validity and Invalidity 7. Quantification theory: singular and single-general propositions; rules of quantification, proving validity and invalidity of quantification theory. 36Credits. Section C: Induction: Unit III: 1. Analogy 2. Mills Method of Experimental Enquiry 3. Scientific hypothesis 4. Elementary Probability Calculus. 12Credits.

PHIL-H-CC-T-09

**(Psychology)**

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: Sensation, Perception, Web-Fechner Law Classical approach, Gestalt approach, Wertheimer Kafka&Kohler .Memory, Attention, Personality, Learning: Thorndike's connectionism, Pavlov's classical conditioning, Gestalt Theory, I.Q. 20 Credits. Section 'D' Page 23 of 33 Consciousness: Unit - 1: Levels of Mind: Conscious, Sub-Conscious. Unconscious. 09 Credits. Unit - II: Proofs for the existence of unconsciousness; Freud's theory of dream. 09 Credits.

PHIL-H-CC-T-10

**(Philosophy of Religion)**

Section 'A' Nature and Scope of Philosophy of Religion 04 Credits. Section 'B' Religion: Origin and Development of Religion, Atheism, Deism, Theism, Pantheism, Religion without God, Monotheism, Polytheism, Henotheism. 20 Credit. Section 'C': Hinduism, Christianity, Islam, Buddhism: Basic Tenets. 10 Credits. Section 'D': Argument for the Existence of God: Ontological, Cosmological, and Teleological 12 Credits. Section 'E': Arguments against the Existence of god. 10 Credits.

PHIL-H-GE-T-04

**(Western Logic)**

Unit: I Introductory topics: Distinguish between Deductive and Inductive argument, Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness. 04 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 04 Credits. Unit: IV Categorical syllogism; figure, mood, rules of validity; Fallacies. 06 Credits. Unit: V Symbolic Logic: Use of Symbols. 03 Credits. Unit: VI Truth-Functions; negation, conjunction, disjunction, implication, equivalence 05 Credits. Unit: VII Tautology, Contradiction, Contingency. 05 Credits. Unit: VIII Decision Procedure: Truth Table 05 Credits. Unit: IX Using Truth Tables for testing the validity of arguments; Venn diagram for testing validity; Fallacies. 08 Credits. Unit: X Mill's Method of experimental enquiry, Analogy. 12 Credits.

PHIL-H-SEC-T-02

**[ Logical Rules and Fallacies (Western)]**

R. Jeffry: Formal Logic (1st Edition) its scope and Limits, Chapter-4 19 Credits. P. Suppes: Introduction to Logic (Indian edition) Chapter-9, Section- 9.1 to 9.8 19 Credits.

**SEMESTER-V**

PHIL-H-CC-T-11

**(Social and Political Philosophy)**

Section 'A' Nature and Scope of Social Philosophy and Political Philosophy 04 Credit. Section 'B' Basic Concepts 10 Credits. Section 'C' Theories about the relations between individual and society 10 Credits. Section 'D' Political Ideology 12 Credits. Section 'E' Social change 10 Credits. Section 'F' Concepts of Gandhi 10 Credits. Section 'A' Nature and Scope of Social Philosophy and Political Philosophy. 04 Credits. Section 'B' Basic Concepts: Society, Social group,

Community, Association, State, Nation, Institution Custom. 10 Credits. Section 'C' Theories about the relations between individual and society. Individualistic Theory, Organic Theory, Idealistic Theory 10 Credits. Section 'D' Political Ideology Democracy and its different forms. Socialism: Utopia and Scientific 12 Credits. Section 'E' Social Change Marx and Ambedkar 10 Credits. Section 'F' Concepts of Gandhiswaraj, Satyagraha, Sarvodaya. 10 Credits.

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

Section 'A': Introduction to Logic–P. Suppes Chapter–9 & 10 28 Credits.  
Section 'B': H.W.B. Joseph: An Introduction to Logic Chapter-II & IV (Terms and their principle distinctions, The predicable) H.W.B. Joseph: An Introduction to Logic Chapter- V (The Rules of Definition and Division: Classification and Dichotomy) 28 Credits.

PHIL-H-DSE-T-01  
**Vedanta Sara (Text) (Up to VIKSEPASAK)**

PHIL-H-DSE-T-2  
**An Enquiry Concerning Human Understanding (Text) (Chapter 1 to 12)**

### SEMESTER-VI

PHIL-H-CC-T-13  
**(Western Epistemology)**

Prescribed Course-

An Introduction to Philosophical Analysis–John Hospers. Chapter I, II, III & IV Total 56 Credits

PHIL-H-CC-T-14  
**(Western Metaphysics)**

Prescribed Course:

An Introduction to Philosophical Analysis–John Hospers. Chapter V, VI & VIII Total 56 Credits.

PHIL-H-DSE-T-03  
**(Practical Ethics)**

Prescribed Course:

Unit-I: An Introduction to Moral Philosophy and Applied Ethics. Credits 10. Unit – II Value of Human Life: Rights, Duties & Justice. Credits 12. Unit – III a) Nature as Means & Ends b) Respect for Animal Ecology. Credits 10. Unit-IV: Medical Ethics: Surrogacy, Doctor-Patient Relation, Abortion. Credits 12. Unit V Discrimination: Gender, Caste & Class. Credits 12

PHIL-H-DSE-T-04  
**(Contemporary Indian Philosophy)**

Topic 1. Rabindranath Tagore- Surplus in Man, Education 2. M.N. Roy – Radical Humanism 3. Aurobindo-Evolution, Involution 4. Vivekananda-Universal Religion, Practical Vedanta.



## B.A.PHILOSOPHY(PROGRAMME/GENERAL)

### SEMESTER-I

#### PHIL-G-CC-T-01 (IndianPhilosophy)

Unit: I Distinctive Features of Indian Philosophy. 03 Credits. Unit: II: Basic concepts of Vedic and the Upanisadic World Views. rta (The Cosmic Order); rna (Duty/Obligation) atman; jagrat, svapna, susupti, turiya; sreyas, preyas, karma. 03Credits. Unit:III: Carvaka Epistemology: pratyaksa as the only source of knowledge; refutation of anumana.08Credits.Unit:IV: Buddhism: Four Noble Truth (catvari aryasatyani), pratityasamudpada, nairatmyavada, different schools of Buddhism. 10Credits. Unit: V: Jaina: mahavrata, anuvrata, syadvada and anekantavada. 08 Credits.Unit: VI: Nyaya: pratyaksya, anumana (definition and classification)10Credits. Unit: VII Vaisesika: Seven padarthas. 08Credits. Unit: VIII Advaita Metaphysics: Brahman, maya. 06 Cre dits.

### SEMESTER-II

#### PHIL-G-CC-T-02 (Western Logic)

Unit: I Introductory topics: Distinction between Deductive and Inductive argument, Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness 04Credits. Unit: II Aristotelian classification of categorical proposition, Distribution of terms. 04Credits. Unit: III Immediate inference based on the square of opposition; conversion, obversion 04 Credits. Unit: IV Categorical syllogism; figure, mood, rules of validity; Fallacies. 06 Credits. Unit: V Symbolic Logic: Use of Symbols. 03Credits. Unit: VI Truth-Functions; negation, conjunction, disjunction, implication, equivalence 05 Credits. Unit: VII Tautology, Contradiction, Contingency. 05 Credits. Unit: VIII Decision Procedure: Truth Table 05 Credits. Unit: IX Using Truth Tables for testing the validity of arguments; Venn diagram for testing validity; Fallacies. 08Credits. Unit: X Mill's Method of experimental enquiry, Analogy 12Credits.

### SEMESTER-III

#### PHIL-G-CC-T-03 (History Of Western Philosophy)

Prescribed Course: Total 56 Credits: Unit: I A. Plato: Knowledge and Opinion 06 Credits. B.Descartes: Cogito Ergo Sum, Mind -Body Dualism and its critique by Ryle. 06 Credits. Unit: II A.Spinoza: Concepts of Substance. 05 Credits. B. Leibnitz: Theory of Monads 07 Credits. C. Locke: Refutation of innate ideas, the origin and formation of ideas, Simple and Complex ideas 07Credits. Unit: IIIA. Berkeley: Critique of Locke's theory of Material substance 05Credits. B.Hume: Theory of Causation. 06Credits. Unit:IV Kant: Classification of Propositions, Possibility of synthetic apriori. 12Credits.

### SEMESTER-IV

#### PHIL-G-CC-T-04 (Social and Political Philosophy)

Unit:INatureandscopeofsocialandpoliticalphilosophy,theirrelationtoSociology,Socialphilosophy,P oliticsandEthics12Credits.Unit:IIIndividual,Society,Community.10Credits.Unit:IIISocialInstitutions :Association,Institution,Family,Marriage,EducationandReligion12Credits.Unit:IVPoliticalIdeologie s:Democracy,Socialism,sarvodaya.12Credits.Unit:VMethodsofPoliticalAction:Terrorism,Satyagra ha10Credits.

**SEMESTER-V**

PHIL-G-DSE-T-1A

(Any one)

**(Philosophy of Religion)**

Unit I Philosophy of Religion: Nature and Concern 10 Credits. Unit II Arguments for and against the Existence of God (Indian and Western) 14 Credits. Unit III Reason and Faith: Jñana and Bhakti 10Credits. Unit IV Religious Pluralism 12Credits.

PHIL-G-DSE-T-1A

**(Vedic Value System)**

Unit I 1. Vedic System of Values 06 Credits. 2. Concept of Man and Humanity 06 Credits .Unit II 1.Purusartha-s (dharma, artha, Kama & moksa) 08 Credits. 2. Nature of svadharma and sadharana dharma 06 Credits. Unit III: Varnasrama dharma 04 Credits. Unit IV Three ways to attain Moksa(Bhagavad Gita) 14 Credits. (Jñana Marga, Karma Marga, Bhakti Marga). Unit V: Niskama Karma12Credits.

**SEMESTER-VI**

PHIL-G-DSE-T-1B

**(Western Ethics)**

Unit-I The nature of Ethics: its concerns. 4Credits.Unit-II The notion of Good, Right, Duty/Obligation. 10Credits. Unit-III Object of Moral Judgments 6Credits. Unit-IV Teleological Ethics : Hedonism, Utilitarianism 10Credits. Unit-V Deontological Ethics : Kant 8Credits. Unit-VI Virtue Ethics: Aristotle 8Credits. Unit-VII Theories of Punishment 10Credits.

PHIL-G-DSE-T-1B

**(Contemporary Indian Philosophy)**

Prescribed Course: 1.Rabindranath Tagore- Surplus in Man, Education 2. M.N.Roy: Radical Humanism 3.Aurobindo-Evolution,Involution 4.Vivekananda-UniversalReligion,PracticalVedanta.

**SEMESTER III**

PHIL-H-SEC-T-01

**[ Logical Rules and Fallacies (Indian)]**

Unit: I: Definition and classification of anumana (a) The Nyaya model (chala, jati, nigrahasthana, vada, jalpa, vitanda) (b) The Buddhist model (prasanga) 12 Credits. Unit: II Aid to Anumana: (a) tarka (b) avayava (c) drstanta (d) siddhanta 8 Credits. Unit: III: Nature of Hetu and Hetvabhasa18Credits.

**SEMESTER IV**

**PHIL-G-SEC-T-02[Logical Rules and Fallacies (Western)]**

Prescribed Course: R.Jeffry: Formal Logic (1stEdition) its scope and Limits, Chapter-4. 19Credits. P.Suppes: Introduction to Logic (Indian edition) Chapter-9, Section-9.1 to 9.8. 19Credits.

**SEMESTER V**

PHIL-G-SEC-T-03

**(Philosophy in Practice)**

Prescribed Course: 1.Commonand Differentiating Characteristics of Philosophy and darsana 2. Nature of Inquiry in Philosophy and darsana 10 Credits. 3.Outlines of

The types of Inquiry in Philosophy and darsana: (a) Epistemic Inquiry in Philosophy and darsana, (a) Metaphysical Inquiry in Philosophy and darsana, (c) Axiological Inquiry in Philosophy and darsana 10 Credits. 4. A few Model World-views and corresponding paths leading to Perfection Plato's view, Gita, Ten Commandments. 18Credits.

From Second Discipline/Subject

**SEMESTER VI**

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

Prescribed Course: Recommended Topics: Total: 38Credits. The Definition and Essence of Yoga 10 Credits. Yoga in Jainism, Yoga in Buddhism (vipassana) and Yoga in Bhagavad-Gita 18 Credits. Patanjali's Astangika Yoga Marga 10Credits.

From Second Discipline/Subject

**SEMESTER V**

**PHIL-G-GE-T-1**

**(Applied Ethics)**

Unit-I An Introduction to Moral Philosophy and Applied Ethics. 10Credits. Unit-II Value of Human Life: 1. Human Rights 2. Punishment 10Credits. Unit-III Environmental Ethics:

1. Nature as Means and End. 2. Respect for animal ecology. 10 Credits. Unit-IV Professional Ethics and Public Policy: Medical Ethics – Surrogacy, Doctor – patient relation, Euthanasia. 10Credits. Unit-V Discrimination: Gender, class and caste 10Credits.

**SEMESTER VI**

**PHIL-G-GE-T02**

**(INDUCTIVE LOGIC)**

Unit-I Introduction to Inductive Logic 1. Subject matter of Inductive Logic 2. Inductive Procedure and stages of Inductive procedure 3. Problem of Induction 10Credits.

Unit – II Kinds of Induction 1. Scientific Induction 2. Unscientific Induction 3. Analogy 10 Credits.

Unit-III Postulates of Induction: 1. Law of Uniformity of Nature 2. Law of Universal Causation 10Credits. Unit-IV Hypothesis 1. Definition of Hypothesis with Examples. 2. Kinds of Hypothesis

3. Conditions of a legitimate Hypothesis 4. Verification of a Hypothesis 12 Credits. Unit -V Mills method of experimental enquiry 14Credits.

# 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 inter relationships. 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. Commentaries on Hind Swaraj and Gandhian thought. Unit 3: Gandhi and modern India— a. Nationalism .b .Communalism, 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 administrative 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. Unit3. 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 Bodol and movement.

### POL-H-CC-T-4:

#### Indian Constitution

Core Course; Credit-6; Full Marks-7

Unit1: Framing of the Indian Constitution: Role of the Constituent Assembly, the Preamble and Philosophy of Indian Constitution. Unit2: Rights and Duties: Fundamental Rights and Duties, Directive Principles of State Policy. Unit3: 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. Unit5: Union Legislature: Rajya Sabha and Lok Sabha: Composition and Functions, Speaker. Unit6: 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. Unit3: 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: Shantiparv with special reference to Rajdharma. 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: Abroad 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**

Unit 1: 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. Unit 3: 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 Lok Adalats, 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 theorizing 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. Unit3: -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. Unit5: 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 Paidwork,-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. Unit2: Ambedkar's views on Caste and Religion: Caste, Untouchability and Critique of Hindu Social Order-Religion and Conversion. Unit3: Ambedkar on Question of Women

-Rise and Fall of Hindu Women-b. Hindu Code Bill. Unit4: 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. Unit2: 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. Unit3: Interviewing: Interview techniques pitfalls, different types of and forms of interview. Unit4: Questionnaire: Question wording; fairness and clarity. Unit5: Quantitative Data Analysis: Introduction to quantitative data analysis, Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics. Unit6: Prediction in polling research: possibilities and pitfalls, Politics of Interpreting Polls.

Peace and Conflict Resolution(B)

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

Unit1: Understanding Conflict and Conflict Management, Conflict Resolution and Conflict Transformation-Peace Building. Unit2: Dimensions of Conflict: Ideological, Economic (Resource Sharing) and Socio-Cultural (Ethnicity, Religion and Gender). Unit3: 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 & 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- Manasa 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. Unit 5: 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. Unit 5: 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. Unit4: 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– Unit2: Human Rights in National Constitutions: South Africa and India. Unit3: 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. Unit4: 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

Unit1: Nature, scope and emergence of Political Sociology–Sociology of politics and political sociology–Theoretical Approaches to the study of Political Sociology. Unit2: Social Stratification and Politics: Caste, class and elite. Unit 3: Power, Influence, and Authority. Unit4: Political Culture: Meaning, nature and types. Unit5: Political Socialization: Meaning and agencies. Unit6: Political Development and Political Modernization.

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

Core Course; Credit-6. Full Marks-75

Unit1: The Nature and Scope of Comparative Government- Distinction between Comparative Politics and Comparative Government- Going beyond Eurocentrism. Unit2: 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. Unit5: 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

Unit1: South Asia as a region: Historical and Colonial Legacies- Geopolitical dimensions.

Unit2: 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). Unit4: 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 students 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 documents 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, Behavioral and Post-behavioral, 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 –

Composition 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: Type 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 Grant 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, Uni-polarity & Multipolarity, (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. Unit 5: 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: Policymaking 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. Unit 5: 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. Commentaries on Hind Swaraj and Gandhian thought. Unit 3: Gandhian d. 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 administrative 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-V

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

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

Unit 1: 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

on – 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. Unit 3: 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 – Alternated disputes 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

Unit1: 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. Unit3: 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. Unit4: 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

Unit1: 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. Unit4: Local Governance: Democratic Decentralization in India- People's participation in Governance in India. Unit5: 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

Unit1: 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). Unit3: Nature of Local, Sub-national and International Conflicts. Unit4: 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 Dharma 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 Bijaynagar, 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 Abul Fazal, Badauni, Abdul Hamid Lahori and Bernier - Studies in the writings of Sir Jadunath Sarkar 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 Shivaji and 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 Thoms and A.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-art 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 de-pression 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 values system - closed Chinese economy - the Canton trade. Unit-2: Confronting the foreign-ers - 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 Yat Sen 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 a 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 world. 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 Pakistan and non-Bengali elite group and the rising Bengali middle class of East Pakistan. Unit 2: Political transformation in East Pakistan  
- emergence of linguistic nationalisms since 1952- resistance against Pakistani militarism  
- Rise of Sheikh Mujibur Rahman 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 Charterson 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 - jangal mahals 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, 14<sup>th</sup> to 20<sup>th</sup> centuries

Unit-1: Bengal in the 14<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> centuries - trends of politics, nationalism, leftism and communalism. Unit-4: The pangs of partition - the refugee question - development Bengali literature in the 19<sup>th</sup> and 20<sup>th</sup> centuries - performing arts, urban and rural.

#### **COURSE-V**

Regional History of Bengal - Nadia and Murshidabad

Unit-1: Nadia in the post-Gupta period - 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 Nawab 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 20<sup>th</sup> 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. Hobsbawm and E.P. Thompson - structuralism in history and Antonio Gramsci - post-modern interpretation of history, Michel Foucault and Jacques Derrida.

## Course VII

### ***Constitutional History of India and the Constitution***

**Unit I :** Growth of British Parliamentary control in India since 1857 – relations between the India Office and the Colonial Government of India – constitutional changes in 1909, 1915 and 1919 – Simon Commission and the Nehru Committee – development of provincial and local governments since 1919.

**Unit II :** Towards independence – The Indian Independence Act, 1947 – making of the new constitution for post-colonial India – basic features – constitutional rights for Indian citizens, particularly for the backward classes and women – constitutional amendments since 1947.

**Unit III :** The Central and State Governments in the federal structure of India since 1948 – the Parliament and the State Legislature – the Judiciary – the key functionaries, the Election Commission, the Human Rights Commission, the Women Commission, the Lokpal, the Lokayukta – governance from below, the Corporation and Municipalities, the Zilla Parishad and three-tier Panchayat.

**Unit IV :** Important Acts and Bills - The Citizenship Act (1955); The Wildlife Protection Act (1972); The Environment (Protection) Act (1986); Child Labour (Protection and Regulation) Act (1986); Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act (1989); Information Technology Act (2000); Right to Information Act (2005); Disaster Management Act (2005); Right to Education Act (2009); POCSO Act (2012); Sexual Harassment of Women at Workplace Act (2013); Scheduled Caste and Scheduled Tribe Reservation Act (2019); Consumer Protection Act (2019); The Citizenship (Amendment) Act (2019); Agricultural Bills (2020).

## Course VIII

### **History of Education in India**

**Unit I :** Indigenous system of education in pre-colonial India – Pathsala, Tol, Maktab and Madrasa – class character of education in pre-colonial India.

**Unit II :** Education in the early colonial period – role of the Baptist missionaries, British civilians and the public spirited Indians Orientalist-Anglicist controversy – Macaulay Minute and Adam's Enquiry (1835) – Charles Wood's Despatch(1854) – establishment of the Universities in Kolkata, Chennai and Mumbai – Mass Education Policy in India (1854-1882) role of Sayyid Ahmed and his Aligarh College – role of Rabindranath Tagore and his Santiniketan.

**Unit III :** Women's Education in colonial India – role of Miss Coke, Rammohan Ray, Bethune, Iswarchandra Vidyasagar and Begum Rokeya – Dalhousie's minute (1850) – Hunter Commission (1882-83) – contributions of Brahma Samaj, Arya Samaj, Deccan Education Society and Karve's Women University.

**Unit IV :** Education policy in post-colonial India – Radhakrishnan Commission (1948-49) – Secondary Education Commission (1952-53) – National Committee on Women's Education (1958) – Hansa Mehta (1962) and Bhaktavatsalam Committee (1963) – Kothari Commission (1964-66) and the First National Education Policy (1968) – the Second National Policy (1986) – Right to Education Act (2009) – Ambani - Kumarmangalam Education Committee (2000) and the Kasturirangan Committee (2019) - the Third National Education Policy (2020).

## **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 Bishnupur Gharana - 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 (Anyone)**

**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 Baro Bhuiyans. Unit-2 : Consolidation of the elite society in Bengal and growth of different forms of music in the 18th, 19th and early 20th centuries - Bishnu pur Gharana - Rabindra sangeet, 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, and their comparative study.

## Semester - 5 (Any one of the following two)

### Course I

#### History of Press and Journalism in India

**Unit I** :Early phase of the Indian Press, 1775 to 1825 – the Bengal Gazette to Akhbar Serampuri – Bengal Renaissance and the Newspapers – the golden age of journalism, 1826-1857 – the Hindu Patriot.

**Unit II** : The British Press in India – the State mechanism of Press control – Adam's Regulations (1823), Vernacular Press Act (1878), the Newspapers Act (1908), the Indian Press Act (1910/1931) – the call of nationalism and role of the Indian Press.

**Unit III** : Journalism defined – the Victorian and post-Victorian concepts of news, newspaper and journalism – giants of journalism in colonial Bengal – Rammohan Ray, Akhoy Kumar Datta, Rajendralal Mitra, Kaliprasanna Singha, Harish Chandra Mukherjee, Umesh Chandra Datta and Ramananda Chatterjee.

**Unit IV** : Press and journalism in post-colonial India – giants of Indian journalism – Gourkishore Ghosh, Barun Sengupta, Inder Malhotra, M. J. Akbar, Khuswant Singh, Arun Sourie and Pranoy Roy – globalization and the digital revolution of journalism in print and electronic media – different news agencies like PTI – Press Regulatory Bodies like the Press Council of India and the News Broadcasting Association – Press Acts of India – the Indian Press Act (1951) and the Prasar Bharati Act (1990).

### Course II

#### Studies in Museum and Archaeology

**Unit I** : Origin, meaning, definition, and purpose of Museum – development of museum in the global context museum development in India – changing role and social relevance of museum – functions of a museum – classification of museum according to collection, scope and management.

**Unit II** : Organization of museum –ethics for acquisition and procedure of collection – documentation, accession, indexing, cataloguing and digitization – presentation and exhibition, in house and out house – communicative education and outreach activities – curatorial care, scientific preservation, protection and vigilance – museum publication and library – museum and tourism.

**Unit III** : Definition of archaeology and ethno-archaeology – importance of archaeology for historical research – types of archaeology – prehistoric, historic, rural-urban and underwater archaeology – history of Indian archaeology – important archaeological sites of India – Bhimbetka, Anegundi, Brahmagiri, Lothal, Dholavira, Kalibangan, Rakhigarhi, Adichanallur, Hallur, Hampi, Sanchi, Khajuraho, Ajanta, Udayagiri-Khandgiri and Mogalmari.

dating methods and

**Unit IV** : Methods of archaeological explorations and site discoveries – horizontal and vertical excavation, concept of stratigraphy and stratification – dating methods and techniques – dendrochronology, radio carbon dating (C-14), thermoluminescence dating, electron spin resonance dating, optically stimulate microscopy dating, fission track dating – great scholars of archaeology – Alexander Cunningham, John Hubert Marshall, Mortimer Wheeler, Rakhaldas Bandyopadhyay, Daya Ram Sahni, D. R. Bhandarkar, H. D. Sankalia, B.B. Lal, M. K. Dhavalikar, R. S. Bisht, Debala Mitra and Shereen Ratnagar.

**Skill Enhancement Course (SEC)**  
**Semester-VI (Any one of the following two)**

**Course 1**  
***History and Tourism in India***

**Unit I** : Recollecting cultural heritage of India from the Epics for a tourist – displaying India's heritage through art and architecture, particularly in South India – the culture of Indian History.

**Unit II** : Looking for Immortal India – Kasi, Rameswaram, Kurukshetra, Prayagraja, Gaya, Puri, Madurai, Dwarka, Ujjain, Kanchi, Ayodhya, Mathura, Sringeri, Srirangam, Kedarnath, Badrinath, Pushkar, Tirupati, Nasik, Khajuraho, Kamakhya and Dakshineswar.

**Unit III** : The wonder that was medieval India Delhi, Agra, Ajmer, Ahmedabad, Daulatabad, Junagarh, Lucknow, Chittor, Jaipur, Jodhpur and Jaisalmir.

**Unit IV** : Legacy of European Culture in India with special focus on the South, the East and the North East – revisiting Bengal at Kolkata, Serampore, Chandannagar, Hooghly, the Duars and the hill station of Darjeeling.

**Course 11**  
***Studies in Agro Industries of India***

**Unit I** : Definition of the Agro Industry – Agro Industries of India in historical perspective – pre-colonial and colonial period – the imperial impact – agrarian stagnation affecting the agro industrial sectors.

**Unit II** : Five Year plans in post-colonial India – governmental initiative in revitalising agro industries – paper, sugar, jute, textiles, edible oil and fertilisers – role of the agro industries in solving problems of poverty, unemployment and inequality – contributions of agro industries to the overall development of the economy.

**Unit III** : Agro industries of West Bengal – food and fruit processing, handlooms, silk and cotton textiles, jute, pottery – major area studies – Malda, Birbhum, Murshidabad, Nadia, Hooghly, Bardhaman and Bankura – role of the government in promoting agro industries towards employment generation.

**Unit IV** : Agro industries in other states of India – cotton, silk and woollen textiles, leather goods – major production centres at Assam, Orissa, Tamilnadu, Madhyapadesh, Rajasthan and Uttar Pradesh.

**B.A.(GENERAL)INHISTORY**  
**CORECOURSE**  
(OneineachSemestertuptothe4thone)  
**COURSE-I**

HistoryofIndia fromthe EarliesttimestotheEarlyMedievalPeriod

Unit-1: Sources and interpretation - broad survey of Paleolithic, Mesolithic and Neolithiccultures-theHarappanCivilisation-journeyfromtheVedicstatetothe16Mahajanapadas - FromtheageoftheVedastotheageofJainismandBuddhism.Unit-2:TheMauryaruleinMagadha-Asoka'sDhammaandadministration-Thepost-MauryaIndiaoftheKushanas,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,brahminicalrevivalandgrowthoffeudalism;declineoftheGuptapowerandbeginningofpolitical decentralization of India ; assessing Harshavardhana as the last great emperor.Unit-4: From centralized to decentralized India - The Rajputs of North India - Palas andSenas in Bengal - Kingdoms of the South - The Pallavas, Rashtrakutas, Chalukyas andCholas-changesinPolity,Society,Economy,ReligionandCulture-towardstransition.

**COURSE-II**  
HistoryofMedievalIndia

Unit-1 : Northern India under the Delhi Sultanate - consolidation of the Sultanate from1206 to 1286 AD ; the Khalji Revolution and the omnipotent state under the Khaljis ; TheTughluqperiodofreformsandcounterreforms;declineoftheDelhiSultanate-the successorstatesofBijohnagar,BahmaniandBengal-society,economy,art,architectureandliterature.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 ShahSurandAfghanruleinIndia-MakingoftheMughalStatefromAkbar to Aurangzeb.Unit-3 : Agrarian crisis and the decline of the Mughal Empire - regional polity - the MarathasunderShivajiandthePeshwas;theSikhchallenge-emergenceofsuccessorstates-Bengal,Awadh,MysoreandHyderabad.Unit-4:MughalIndiainretrospect-stateand religion;evolution of the administrative system - mansab and jagir - management of land andagriculture-featuresofurbaneconomy,tradeandindustry-societyandculture-religionofthemas- language, musicandliterature; art andarchitecture.

**COURSE-III**  
HistoryofModernIndiatillIndependence

Unit-

1:ExpansionandConsolidationofBritishRulewithspecialreferencetoBengal,Maharashtra,Mysore,PunjabandAwadh;colonialstateanddevelopmentofits



Administration-orientalism and utilitarianism-land revenue settlements and results thereof. 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

#### 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/AECC1 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:SociologyofIndiaII 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/AECC2 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. 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-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: 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 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:SKILLENHANCEMENTCOURSE

4/UG-H/SEC2:Reportwriting,ReferencingandReviewofResearchArticlesCredit-2;FullMarks-50

#### SyllabusOutline:

1. Techniques for reading academic texts - 1.1 grasping the whole: How to get an overview,1.2Divideandconquer:Takingtextsapart,1.3gettingoutsidehelp:Recruitingextraresources.2.Howtobeginwritingacademicprose-2.1Buildingastructure:Whatdoyouwanttosay?,2.2Workingwithblocks:Sections,paras,sentences,2.3Borrowingmaterial:Paraphrasing,quoting,citing. 3. ReferencingandReviewofResearchArticles.

### GE:GENERICSELECTIVE

[ForStudentsofOtherHonoursSubjects]

4/UG-H/GE/4:FamilyandIntimacyCredit-6;FullMarks-75

#### SyllabusOutline:

1.WhatisFamily2.FamilyandIntimacy:ThemesandAccounts3.FamilyandIntimacy:CritiquesandTransformations.

### SEMESTER5CORECOURSE

5/UG-H/CC-11:SociologyofGenderCredit-6;FullMarks-

#### 75CourseOutline:

1.GenderingSociology.2.GenderasaSocialConstruct-2.1.Gender,Sex,Sexuality,2.2.ProductionofMasculinityandFemininity.3.Gender:DifferencesandInequalities-3.1.Class,Caste,3.2.Family,Work. 4.Gender,PowerandResistance-4.1.PowerandSubordination,4.2.ResistanceandMovements.

### SEMESTER5CORECOURSE

5/UG-H/CC-12:UrbanSociology Credit-6;FullMarks-75

#### SyllabusOutline:

1.IntroducingUrbanSociology:Urban,UrbanismandtheCity.2.PerspectivesinUrbanSociology-2.1.Ecological,2.2.PoliticalEconomy,2.3.Network,2.4.CityasCulture.3.MovementsandSettlements-3.1.Migration,3.2.Community.4.PoliticsofUrbanSpace - 4.1.CultureandLeisure,4.2.Caste,ClassandGender.

### DSE:DISCIPLINESPECIFICSELECTIVE

(ChooseanytwofromFour-1A/1B/1C/1D)

5/UG-H/DSE/1A:SociologyofReligionCredit-6;FullMarks-75

#### SyllabusOutline:

1.SocietyandReligion-1.1FormulatingReligion,1.2AsceticismandAccumulation,1.3 Theodicy and Eschatology, 1.4 State, Religion and Emancipation, 1.5 Religious andSolitude. 2. Elements of Religion - 2.1 Sacred, Myth, Ritual, 2.2 Time-Space, 2.3 Rational-ity.3.TechniquesofReligion-3.1Prayer,3.2Craft, 3.3Body.

### DSE:DISCIPLINESPECIFICSELECTIVE

(ChooseanytwofromFour-1A/1B/1C/1D)

5/UG-H/DSE/1B:PoliticalSociologyCredit-6;FullMarks-75

#### SyllabusOutline:

1.ContextualizingthestudyofPolitics.2.BasicConcepts-2.1PowerandAuthority,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. & 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-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/AECC1

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/AECC2

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. Talcott Parsons-1.1. Action Systems. 2. Claude Levi-Strauss-  
2.1. Structuralism. 3. G.H. Mead and Erving Goffman-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/SEC2: 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-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-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-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. Emergency 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, School of Human Ecology. (Traditional Materialistic).

#### SEC: SKILL ENHANCEMENT COURSE

5/UG-

G/SEC3: 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-1A: 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 (1757 A.D.)
7. Battle of Panipat – III (1761 A.D.)

#### DFS-G-CC-T-4A: 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 modes of appearances, Terrorism and Internal Security. (6) Chemical warfare/nuclear warfare – its effects. (7) Biological warfare – special features of Biological weapons

–SafeguardsfromBiologicalwar(8)Totalwar–itsnature,effectsofTotalwaronsociety  
(9) Limited War – Causes, different aspects of Limited war (10)Problems ofwar–relation  
between War and Politics. (11) Attack, Defence and Withdrawal in operation  
ofwar(12)Strategy,TacticsandLogistics–itsimportanceinwar

### **DFS-G-CC-T-5A: Modern Strategic Thoughts**

Credit–6 FullMarks–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-6A: Conflict & Peace Studies**

Credit–6 FullMarks–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 respect of Human Rights.

### **DFS-G-CC-T-7A: Defence Economics**

Credit–6 FullMarks–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 peacetime 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-8A: Military Geography**

Credit–6 FullMarks–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 wartime)
6. Evolution of Geopolitical Thoughts –  
(a) Mackinder's Heartland 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 (d) Objectives (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-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, Airforce, 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 Affairs 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 & Analysis Wing (RAW)  
(iii) Military Intelligence. (iv) DRDO (8) Para-Military Organizations –  
Civil Defence, Territorial Army, NCC, Home Guard

### DFS-G-DSE-T-1(C):IndiaandtheMajorPowers

Credit– 6 FullMarks-75

Objective:Indiaseekstoplayagreaterroleontheglobalstage,whilethereisanincreasingdesire onthepartofmajorpowerscomprisingoftheUnitedStates,Britain,Russia,Chinaand 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 andthe major powers of the world as they have made significant strides in their bilateralpartnershipthathasaglobal significance.

1. India-USAStrategicPartnership–(a)HistoryofIndia-USARelation(b)ColdWar&India-USARelation (c) Post-Cold War India -USARelation d) India-USAStrategic Partnershipoverview
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 StrategicPartnershipoverview.
3. India-Israel Strategic Partnership – (a) History of India-Israel relation b) India-IsraelDefensepartnership(c)India-IsraelStrategicPartnershipoverview
4. India-UK Strategic Partnership – (a) History of India-England relation b) India-EnglandDefensePartnership(c)India-EnglandStrategicPartnershipoverview
5. India-France Strategic Partnership – (a) History of India-France relation b) India-FranceDefensePartnership(c)India-FranceStrategicPartnershipoverview
6. India-Japan Strategic Partnership – (a) History of India-Japan relation b) India-JapanDefensePartnership(c)India-JapanStrategicPartnershipoverview

### DFS-G-DSE-T-1(D):India’sInternalSecurity:Issues&Problems

Credit–6 FullMarks-75

Objective:India’sInternalSecurityscenarioistheimportantareatostudyforthestudents.This paperfocusesonvariousaspectsofinternalsecurityandchallengesofIndia.

1. Postpartition India–(a)Geo-Political Impact of Partition (b)EffectsofPartition (c)Civil Society & Indian Armed forces d)DefensePreparednessofIndia
2. InternalSecurityproblem inJammu&Kashmir–(a)Geo-StrategicimportanceofJ&K (b)SeparatistmovementinJ&K(c)Pakistan&China’sinterestinJ&K
3. InternalSecurityproblem inNorth-EasternStatesofIndia–(a)Geo-Strategic importance of North-East(b)OriginofInsurgencyinNorthEast(c)CounterInsurgencyinNorthEast
4. InternalSecurityIssuesrelatedtoTerrorism&Drugtrafficking
5. Naxalite/Maoist/Leftwingextremism inIndia–  
(a)OriginofNaxalite/MaoistMovement(b)ExpansionofMaoistMovement(c)StrategyofLeftwingextremism (d)Geo-Economic importance of Maoist Dominated area  
(e)RoleofSecurityforces tocounterleftwingextremism



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 Neighbors

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 neighboring 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 Defense partnership (c) India-Bangladesh Strategic Partnership overview
4. India-Sri Lanka Strategic Partnership-(a) History of India-Sri Lanka relation (b) India-Sri Lanka Defense Partnership (c) India-Sri Lanka Strategic Partnership overview
5. India-Nepal Strategic Partnership-(a) History of India-Nepal relation (b) India-Nepal Defense 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 Chinari- 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, Tashkent 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 these several social problem issues which the society confronts everyday. 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 (WMD) (b) National Missile Defense (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) Contraband

### 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):Roadsafety &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

### SAFEDRIVE – 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 (Cr. PCd) 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 organizational 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 Defense (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

# CBC 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 timescale. 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, 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 Economics 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 Land use and land cover 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 to be submitted

## 3RD SEMESTER

GEO/H/CC/T/05: (Theory): Climatology 6 Credits U

nit-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 short Interpretation

\*A Project File, comprising one exercise each 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. Singh); 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 6 Credits

s

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

GE/O/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.

### SEMESTER-IV

CORE COURSE (CC): GEO/H/CC/T/08: (Theory): Regional Planning and Development 6 Credits

Unit-I:RegionalPlanning:2Credits

1. Concept of region, Types and delineation: Formal, functional and planning regions 2. Typesofplanning, principlesandtechniquesof regional planning3. Needsof regionalplanning,multi-levelplanninginIndia4. Conceptofmetropolitanandurbanagglomerations;RegionalizationofIndia forplanning(Agro-EcologicalZones)

Unit-II:RegionalDevelopment4 Credits

1. Development: Meaning, growth versus development2. Theories and models for regionaldevelopment:Growthpolemodelofper roux;growthfocimodelinIndiancontext(R.P.Misra) 3.Theoriesandmodelsforregionaldevelopment:Cumulativecausation(Myrdal),Coreperiphery (Hirschman, Rostow and Friedman)4. Changing concept of development; concept ofunderdevelopment5. Concept and indicators of regional imbalances in India6. Significance ofbalanceddevelopmentinIndia7.Humandevlopment:Significance,IndicatorsandMeasurement

GEO/H/CC/T/09: (Theory): Economic Geography 6

CreditsUnit-I:Concept2Credits

1. Meaning and approaches to Economic Geography2. Concept in Economic geography: goodsand services production, exchange and consumption 3. Factors influencing location of economicactivityandforcesofagglomeration4.Determiningfactorsoftransportcosts

Unit-II:EconomicActivities4Credits

1. Concept and classification of economic activities 2. Location theories with special referencetoagriculture(Vonthunen),andindustry(Weber)3.Primaryactivities:Subsistenceandcommercial agriculture; forestry (types and management); fishing (distribution of world fishingzones);mining(roleofminingineconomicdevelopment) activityinIndia4.Secondaryactivities:Manufacturing(CottontextileinIndiaandU.S.A.,Ironandsteelin IndiaandJapan), 5. Concept of manufacturing region: special economic zones and technology parks6. Tertiaryactivities: transport, trade and services 7. Agricultural systems:Case studiesof tea plantationin India and mixed farming in Europe8. Transnational sea-routes; railways and highways withreferencetoIndia

GEO/H/CC/T/10:(Theory):EnvironmentalGeography4Credits

(1) Environmental Geography: Concept and Scope(2) Perception of environment in differentstages of civilization (3) Concept of holistic environment; concept of EIA (4) Ecosystem: concept,structureandfunctions(5)Environmentalpollutionanddegradation:Land,waterandair (6) Environmental issuesrelated toagriculture(7) urban environmental issueswith specialreferencetowastemanagement.

8. Environmental programmes and policies: global (Earth summit, 1992; Montreal and Kyotoprotocols),nationalandlocallevels.

GEO/H/CC/P/10:(Practical):EnvironmentalGeography2Credits

1.Preparationofquestionnaireforperceptionsurveyonenvironmentalproblems2.Environmental mapping; Quality assessment of soil using field kit: pH and NPK 3. Interpretationof air quality using CPCB/ WBPCB data 4. A project file consisting of two exercise each is to besubmitted.

\*AProjectFileofexercisescostingofeachthemeistobesubmitted.

GenericElective(GE):[ForStudentsotherthanGeographyHonours]GE/04:IndustrialGeography6CreditsGEO/H/GE/T/04/A:(Theory):IndustrialGeography6Credits

1.NatureandScopeofIndustrialGeography2.ClassificationofIndustries;GeographicalCharacteristics :SmallandMediumIndustries,HeavyIndustries,Agro-basedIndustries,

Footloose Industries 3. Location of Industries: Importance and Weber's Theory of Industrial Location 4. Mega Industrial Complexes: Mumbai-Pune industrial Region, Bengaluru-Chennai Industrial Region, Chota Nagpur Industrial Region 5. Environmental Impact of Industrialization in India 6. Industrial Policy in India (since 1991)

SKILL ENHANCEMENT COURSE (SEC): GEO/H/SEC/P/02/B: (Practical):

Field Work 2 Credits Students are required to carry out a comprehensive field work in a village/mouza/town/C.D. Block/drainage basin selecting a particular research problem. There should be a clear-cut Problem background, major Objectives, Methodology and Findings. The text of the fieldwork should not exceed 5000 words and 15-20 pages of illustrations (A4 Pages). The fieldwork along with the diagrams and illustrations should be prepared in computer using the standard (Using MS-Word for typing and Excel for calculation and graphs). The cartographic and statistical techniques used in the fieldwork should be at par with the syllabus of the UG

Course. Guidelines for Fieldwork: The following methods are to be followed for framework: 1. Preparation of questionnaire for assessing the physical/cultural/environment/socio-economic components. A filled-in questionnaire used in the survey should be attached with the reports signed by the concerned teacher and the student. 2. Preparation of maps (hand-drawn) with suitable scale and latitude and longitude. 3. Preparation of charts/graphs in MS-Excel and duly labelled. 4. The report should be typed in MS-Word. The font size is fixed at 12 in Times New Roman and the line spacing 1.5. 5. Each field work should have a certificate of authenticity duly signed by the project supervisor

#### SEMESTER-V

CORE COURSE (CC): CC/11: Research Methodology and Field Work 6

Credits GEO/H/CC/T/11: (Theory): Research Methodology and Field Work 4 Credits

Unit-I: Research Methodology 2 Credits: 1. Research in Geography: Meaning, types and significance 2. Significance of literature review and formulation of research design 3. Defining research problem, objectives and hypothesis; Research materials and methods 4. Structure of research report: Title, Acknowledgement, Abstract and Key-words, Introduction, Literature Survey, Methodology, Result and Discussion, Conclusion including Recommendations and Suggestions, References and Bibliography (APA style)

Unit-II: Fieldwork 2 Credits:

1. Fieldwork in Geographical studies – Role and significance; Selection of study area and objectives; Pre-field preparations; Ethics of fieldwork 2. Field techniques and tools: Observation (participant, non-participant), questionnaires (open, closed, structured, non-structured); Interview with special reference to focused group discussions 3. Field techniques and tools: Landscapes survey using transects and quadrants, relevant constructing sketches, diagrams, photographs and video recording 4. Designing a field report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the report.

GEO/H/CC/P/11: (Practical): Research Methodology and Field Work 2 Credits

1. Each student will prepare an individual report based on primary data collected from field survey and secondary data collected from different sources for either a rural area (mouza) or an urban area (municipal ward) based on cadastral or municipal map to study specific problems. 2. The duration of the fieldwork shall not exceed 10 days 3. The report should be handwritten in English on A4 size paper in candidate's own words within 5,000 to 8,000 words excluding tables, diagrams, maps, photographs, references and appendices 4. A copy of the bound report on A4 size paper, duly signed by the concerned teacher, should be submitted i. Maps and Diagrams not exceeding 20 pages ii. Photographs not exceeding 5 pages iii. No dry letter to be permitted.

CC/12: Remote Sensing and GIS 6 Credits GEO/H/CC/T/12: (Theory): Remote Sensing and GIS 4Credits.Unit-I:RemoteSensing2Credits:

1. Definition and stages of Remote Sensing (RS); Platforms and Sensors 2. Sensor resolutions and their applications with reference to IRS and LANDSAT missions, image referencing schemes and data acquisition. 3. Aerial Photographs: Types, Geometry and photo interpretation keys; Concept of FCC 4. Principles of Image interpretation (Visual and Digital)

Unit-II: Geographical Information Systems and Global Navigation Satellite System 2 Credits:

1. GIS data structures: types (spatial and non-spatial), raster and vector 2. Principles of preparing attributes tables, data manipulation and overlay analysis 3. Principles of GNSS positioning and waypoint collection; Transferring of waypoints to GIS.

GEO/H/CC/P/12: (Practical): Remote Sensing and GIS 2 Credits:

1. Georeferencing of map 2. Digitisation of features: Point, Line and Polygon 3. Data attachment overlay and preparation of thematic map (bar graph, pie-chart and choropleth) 4. Preparation of FCC using IRS LISS-III and/or LANDSAT (ETM+) data 5. Preparation of LULC map by Supervised Image Classification (Maximum Likelihood) using IRS LISS-III or LANDSAT (ETM+) data [Note: Using Q-GIS (open access) software]

Discipline Specific Elective (DSE):

GEO/H/DSE/T/01/B: (Theory): Cultural and Settlement Geography 6

Credits Unit-I: Cultural Geography 3 Credits

1. Definition, Scope and Content of Cultural Geography 2. Development of cultural geography 3. Cultural Hearth and Realm; Cultural diffusion: process and types 4. Cultural segregation and cultural diversity; Culture, technology and development 5. Major racial groups of the world: Distribution and characteristics

Unit-II: Settlement Geography 3 Credits

1. Settlement Geography: Scope and Content 2. Morphology of rural settlements: layout-internal and external 3. Rural house types with reference to India 4. Urban Settlements: Census definitions (Temporal) 5. Urban morphology: Classical models-Burges, Homer Hoyt, Harris and Ullman, Functional classification of cities: Harris, Nelson and McKenzie

DSE/02: Population Geography or Social Geography 6

Credits GEO/H/DSE/T/02/A: (Theory): Population Geography 6 Credits

its. Unit-I 2 Credits:

1. Development of Population Geography as a field of specialization; Relation between population geography and demography; Sources of population data with special reference to India (Census, Vital statistics and NSS) 2. World patterns determinants of population distribution and growth; Concept of optimum population 3. Demographic Transition Model; Theories of population growth: Malthusian and Marxian theory 4. Population distribution, density and growth profile in India

Unit-II 4 Credits

1. Population Composition and Characteristics: Age-Sex Pyramid; Female-Male Ratio 2. Determinate measures of Fertility and Mortality 3. Population Composition of India: Rural and Urban, Occupational Structure as per Census of India 4. Migration: Theories, Causes and Types 5. Concept of Human Development Index. 6. Population and development: population-resource regions 7. Population policies in Selected Countries: India and China 8. Contemporary Issues in Population: Health and Unemployment

## SEMESTER-VI

CORECOURSE(CC):GEO/H/CC/T/13:(Theory):EvolutionofGeographicalThoughts6Credits

Unit-I:NatureofPreModernGeography2Credits

1. DevelopmentofGeographyandcontributionsofGreek,ChineseandIndiangeographers  
2. Impact of 'Dark Age' on Geography and Arab contributions 3. Geography during the Age of 'Discovery' and 'Exploration' (Contributions of Portuguese Voyages, Columbus, Vasco da Gama, Magellen, Thomas Cook) 4. Transition from Cosmography to Scientific Geography (Contributions of Bernard Varenius and Immanuel Kant); Dualism and Dichotomies (General vs. Particular, Physical Vs. Human, Regional vs. Systematic, Determinism vs. Possibilism, Ideographic vs. No mothetic)

Unit-II:FoundationsofModernGeographyandRecentTrends4Credits

1. EvolutionofGeographicalthoughtsinGermany,France,BritainandUnitedStatesofAmerica  
2. ContributionsofHumboldtandRitter3.ContributionsofRatzel,RichthofenandHettner  
4. Schools of Geographical thought: French, British and American 5. Trends of Geography in the post-World War-II period 6. Evolution of Geographical thought in India 7. Quantitative Revolution and its impact; the perspectives of Behaviouralism, Systems approach, Radicalism and Feminism in Geography 8. Towards Post Modernism: Changing concept of space in Geography; Geography in the 21st Century

CC14:DisasterManagement6Credits

GEO/H/CC/T/14:(Theory):DisasterManagement4Credits

Unit-I: Concepts 2 Credits 1. Classification of Hazards and Disasters 2. Approaches to hazard study: Risk perception and vulnerability assessment; Hazard paradigms 3. Responses to hazards and disasters: Preparedness, trauma and aftermath; Resilience and capacity building 4. Hazards mapping: Data and techniques

Unit-II:DisasterCaseStudies2Credits

1. Earthquake: Factors, vulnerability, consequences and management 2. Landslide: Factors, vulnerability, consequences and management 3. Cyclone: Factors, vulnerability, consequences and management 4. Fire: Factors, vulnerability, consequences and management

GEO/H/CC/P/14:(Practical):DisasterManagement2Credits

An individual Project Report based on any one case study among the following disasters incorporating a preparedness plan in the vicinity of the candidate's institution or residence:  
1. Thunderstorm 2. Landslide 3. Flood 4. Coastal/river bank erosion 5. Fire 6. Industrial accident  
7. Structural collapse

Discipline Specific Elective (DSE):

GEO/H/DSE/T/03/B:(Theory):ResourceGeography6Credits

Unit-I: 3 Credits 1. Natural Resources: Concept and Classification 2. Approaches to resource utilization: Utilitarian, conservational, community based adaptive 3. Conservation of Natural Resources – Need and Significance 4. Problems of resource depletion - Global scenario (forest, water, fossil fuels)

Unit-II 3 Credits 1. Distribution, Utilization, Problems and Management of Metallic Resources: Iron ore, Bauxite 2. Distribution, Utilization, Problems and Management of Non-Metallic Mineral Resources: Mica, Gypsum 3. Problems and Management of Energy Resources: Conventional and non-conventional 4. Contemporary Energy Crisis and Future Scenario 5. Limits to Growth and Sustainable use of Resources

DSE/04: Soil and Bio Geography or Agricultural Geography 6 Credits GEO/H/DSE/T/04/A:(Theory): Soil and Bio Geography 6 Credits

1. Factors of soil formation; Man as an active agent of soil transformation
2. Concept of soil profile; origin and profile characteristics of Lateritic, Podzol and Chernozem soils
3. Definition and significance of soil properties: Texture, structure and moisture
4. Definition and significance of soil properties: pH, organic matter and NPK
5. Soil erosion and degradation: Factors, processes and mitigation measures
6. Principles of soil classification: Genetic and USDA. Concept of land capability and its classification
7. Concepts of ecology, biosphere, ecosystem, biome, ecotone, community
8. Concept of trophic structure, food chain and food web; Energy flow in ecosystems
9. Geographical extent and characteristic features of Tropical rain forest, Taiga and Grassland biomes
10. Bio-geochemical cycles with special reference to carbon dioxide and nitrogen
11. Deforestation: Causes, consequences and management
12. Bio-diversity: Definition, types, threats and conservation measures

# SYLLABUS FOR GENERAL GEOGRAPHY

B.A./B.Sc.(General/Program)CourseinGeography

## SEMESTER-I

GEO/G/CC/T/01(Theory): GeotectonicandGeomorphology(4Credits)

1. Lithosphere – Internal Structure of Earth based on Seismic Evidence 2. Weathering: TypesandRelatedLandforms3.PlateTectonicsanditsAssociatedLandforms4.LandformDevelopment in AridRegions5.Landform Developmentin Glaciated Regions6. Developmentof Fluvial Landforms 7. Fluvial Cycle of Erosion – Davis and Penck8. Hydrosphere: HydrologicalCycle,OceanBottomReliefFeatures,TidesandOceanCurrents

GEO/G/CC/P/01:(Practical):ScaleandCartography (2Credits)

1. Map Scale: Types and Application 2.Linear and Comparative Scale3.Representation ofData:Dot,ProportionalCircles,Choropleth,FlowDiagram4.Taylor’sClimographandHythergS

## EMESTER-II

GEO/G/CC/T/02:(Theory):Climatology,SoilandBiogeography(4Credits)

1.Elements of Weatherand Climate;ThermalandChemicalCompositionandLayeringofthe Atmosphere2.Heat Balance, Pressure Belt and Planetary Wind Circulation System3.Forms ofPrecipitationandTypes ofRainfall3.TropicalandTemperateCyclones, ClimaticClassification (Koppen)4.Definition of Soil; Physical and Chemical Properties of Soil (SoilTexture, Colour and pH)5.Soil Forming Factors; Soil Formation (Podzol and Laterite)6.DefinitionofBiosphereandBiogeography;MeaningofEcology,Ecosystem,Environment, Ecotone,Communities,HabitatsandBiotopes7.EnvironmentalProblemsandManagement:AirPollution,Bio-diversity Loss, Solid andLiquidWaste

GEO/G/CC/P/02:(Practical):SurveyingandLeveling(2Credits)

1. Definition and Classification of Surveying2.Open and Close Traversing by Prismatic Compass3.DrawingofLongitudinalProfilebyDumpyLevel

## SEMESTER-III

GEO/G/CC/T/03:(Theory):HumanGeography 4Credits

1.Definition,Nature,MajorSubfields, Contemporary Relevance2.Space andSociety: CulturalRegions;Race;ReligionandLanguage

3.Population:PopulationGrowthandDemographicTransitionTheory4.Types of PopulationMigration

withReferencetoIndia5.WorldPopulationDistributionandComposition(Age,GenderandLiteracy)6.

Settlements:TypesandPatternsofRural Settlements7.Classification

ofUrbanSettlements;FunctionalClassificationof

TownsGEO/G/CC/P/03:(Practical):MapProjectionandMapInterpretation 2Credits

5.Simple Conical Projection with OneStandard Parallel6. Cylindrical Equal Area

Projection7.InterpretationofTopographicalMaps:relationbetweenPhysiography,DrainageandSettlement

8. Interpretation ofWeatherMaps (Pre-Monsoon, Monsoonand

PostMonsoon)GEO/G/SEC/P/01/A:(Practical):ComputerBasicsandComputerApplications 2

Credits1.NumberingSystems;BinaryArithmetic2.DataComputation,StoringandFormattinginSpreadsheets:ComputationofRank,Mean,Median,Mode,StandardDeviation,MovingAverages,DerivationofCorrelation,CoefficientofVariation,Regression3.PreparationofAnnotatedDiagramsanditsInterpretation:ScatterDiagramandHistogram4.InternetSurfing:GenerationandExtractionofInformation

OR

GEO/G/SEC/P/01/B:(Practical):RemoteSensing 2Credits

1. Concepts and Principles of Remote Sensing (RS): Classification of RS Satellites and Sensors  
2. Sensor Resolutions and Their Application with reference to IRS and Land sat Missions, Image Referencing Schemes and Data Acquisition  
3. Preparation of False Colour Composites (FCC) from IRS LISS-

III and Landsat TM, Landsat ETM; Principles of Image Rectification and Enhancement  
4. Principles of Image Interpretation and Feature Extraction, Preparation of Inventories of Land use/land cover Features from Satellite Images.

\*A Project File consisting of four exercises on the above themes is to be submitted

#### SEMESTER-IV

GEO/G/CC/T/04:(Theory):Environmental Geography (4Credits)

1. Concepts and approaches of Environmental Geography  
2. Concept, Structure and Function of Ecosystem  
3. Definition of Biosphere, Meaning of Ecology, Ecotone, Habitat, Community, Ecological Niche, Biotopes and Biomes  
4. Environmental Problems and Management: Air and Water Pollution  
5. Environmental Programmes and Policies: MAB  
6. Wetlands: Ramsar Sites in India  
7. Human-Environment Relationship in Mountain and Coastal Regions.

GEO/G/CC/P/04:(Practical): FieldWork 2Credits

1.

Preparation of Survey Schedule or Questionnaire for Air Pollution and Health Perception Survey  
2. Mapping of Wetlands from Topographical Sheet  
3. Mapping of Forest from Topographical Sheet

GEO/G/SEC/P/02/A:(Practical):Advance Spatial Statistical Techniques 2Credits

1. Differences between Spatial and Non-spatial data, Nearest Neighbour Analysis.  
2. Concept of probability and Normal Distribution and their geographical application, Skewness (Pearson's Method)  
3. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions, sampling estimates for large and small sample tests involving means and proportions  
4. Correlation and Regression Analysis: Rank order correlation and product moment correlation; linear regression, residuals from regression  
5. Time Series Analysis: Least Squares, Moving mean method, Time series components  
Note: Any Statistical Software Package (e.g. SPSS, MS Excel, R, etc.) may be used for practice.  
\*A project file consisting of five exercises on the above themes is to be submitted.

OR

GEO/G/SEC/P/02/B:(Practical):FieldWork 2Credits

#### SEMESTER-V

GEO/G/DSE/T/01/A:(Theory):Geography of India 6Credits

1. Physical Setting – Location, Structure and Relief, Drainage, Climate.  
2. Population – Size and Growth since 1901, Population Distribution, Literacy, Sex Ratio.  
3. Settlement System – Rural Settlement Types and Patterns, Urban Pattern.  
4. Resource Base – Livestock (cattle and fisheries), Power (coal, and hydroelectricity), Minerals (iron ore and bauxite).  
5. Economy – Agriculture (Rice, Wheat, Sugarcane, Groundnut, Cotton); Industries (Cotton Textile, Iron-Steel, Automobile), Transportation Modes (Road and Rail).  
6. Have a certificate of authenticity duly signed by the project supervisor.



OR

GEO/G/DSE/T/01/B:(Theory):EconomicGeography6Credits

1. Definition, Approaches and Fundamental Concepts of Economic Geography; Patterns of Development. 2. Locational Theories – Agriculture (Von Thunen) and Industrial (Weber). 3. Primary Activities – Intensive Subsistence Farming, Commercial Grain Farming, Plantation, Commercial Dairy Farming, Commercial Fishing, and Mining (iron ore, coal and petroleum). 4. Secondary Activities – Cotton Textile Industry, Petro-Chemical Industry, Major Manufacturing Regions.

5. Tertiary and Quaternary Activities –

Modes of Transportation, Patterns of International Trade, and Information and Communication Technology Industry. GEO/G/SEC/P/03/A:(Practical):Field Techniques and Survey Based Project

2Credits

1. Students will prepare a survey based field report in a rural area or an urban area to study specific problems. 2. The report should be hand written in candidate's own words (within 2000 words). 3. The total number of pages in the Field Report should not exceed 30 pages including texts, figures, tables, photographs, maps, references (APA) and appendices. 4. Preparation of maps (hand-drawn) with suitable scale and latitude-longitude. 5. A copy of the bound report, duly signed by the concerned teacher, should be submitted.

OR

GEO/G/SEC/P/03/B:(Practical):

Collection, Mapping and Interpretation of Climatic Data (2Credits)

1. Sources of climatic data. 2. Instruments used for measuring weather elements: Thermometer, Barometer, Hydrometer, Rain gauge and Wind vane. 3. Drawing of Temperature-Rainfall Graphs

4. Drawing of Isotherm and Isohyets. 5. Preparation of Climograph (Taylor's), Hythergraph and Wind rose diagram. 6. Interpretation of Indian Daily Weather Map

\*A Project File consisting of exercises on the above themes is to be submitted

GEO/G/GE/T/01:(Theory):DisasterManagement

6 Credits. 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

### SEMESTER-VI

GEO/G/DSE/T/02/A:(Theory):DisasterManagement 6Credits

6. Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification of hazards. 7. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping. 8. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping. 9. Manmade disasters: Causes, Impact, Distribution and Mapping of Soil erosion and Accidental release of toxic chemicals. 10. 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

OR

GEO/G/DSE/T/02/B:(Theory):Geographyof Tourism 6Credits

6. Scope and Nature: Concepts and Issues, Tourism, Recreation and Leisure Inter-Relations; Geographical Parameters of Tourism by Robinson  
7. Types of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage  
8. Recent Trends of Tourism: International and Regional; Domestic (India); Eco-

Tourism, Sustainable Tourism, Meetings, Incentives, Conventions and Exhibitions (MICE)  
9. Impact of Tourism: Economy; Environment; Society  
10. Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal Areas; National Tourism Policy

GEO/G/GE/T/02:(Theory):Sustainable Development 6Credits

1. Sustainable Development: Historical Background, Definition, Components, Limitations  
2. Sustainable Regional Development: Need and examples from different Ecosystems  
3. Inclusive Development: Education and Health  
4. Climate change and sustainable development: Policies and global cooperation  
5. Poverty and disease; Human right to health; Challenges of Universal Health Coverage  
6. Sustainable Development Policies and Programmes: The proposal for SDGs at Rio+20; Illustrative SDGs; Goal-Based Development  
7. Sustainable Development: Financial issues  
8. Good Governance for sustainable development  
9. National Environmental Policy, Clean development mechanism  
10. Sustainable regional resource development and livelihood security

GEO/G/SEC/P/04/A:(Practical):Collection, Mapping and Interpretation of Pedological Data (2 Credits)  
7. Procedure of soil sample collection  
8. Preparation of Ternary diagram by using soil texture data  
9. Estimation of Soil  $p^H$  using soil kit  
10. Estimation of Soil organic carbon using soil kit  
11. Estimation of available NPK using soil kit  
12. Mapping and interpretation:  $p^H$ , NPK and organic carbon

\*A Project File consisting of exercises on the above themes is to be submitted

OR

GEO/G/SEC/P/04/B:(Practical):Rocks and Minerals and their Megascopic Identification (2Credits)

3. Types and characteristics of rocks and minerals  
4. Megascopic identification of the following rocks and minerals mentioning their identifying characteristics.  
Rocks: Granite, Basalt, Dolerite, Shale, Limestone, Sandstone, Gneiss, Slate, Quartzite, Marble  
Minerals: Quartz, Feldspar, Mica (Muscovite and Biotite), Calcite, Bauxite, Magnetite, Haematite, Galena, Chalcopyrite

# SYLLABUS OF PHYSICAL EDUCATION (GENERAL)

## SEMESTER – 1

### CORE PAPER – 1: Foundation and History of Physical Education

Course Code: PEDG-CC-T-1A

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. Misconcept and Modern concept of Physical Education
- 1.4. Importance of Physical Education in modern society

#### **Unit – II: Biological and Sociological Foundation 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, Major Dhyan Chand 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, Marching, Aerobic activities (any one)

## SEMESTER – 2

### CORE PAPER – 2: Management of Physical Education and Sports

Course Code: PEDG-CC-T-1B

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 organising Annual Athletic Meet and Play Day
- 2.4. Methods of organising Intramural and Extramural competition

#### **Unit – III: Facilities and Equipments**

**LH - 18**

- 3.1. Methods 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 of

1. Track and Field events (any one)
2. Games: Football, Kabaddi, Kho-Kho, Volleyball (any one)

## SEMESTER – 2 (Practical)

### Track and Field

#### 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

#### 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 (Parry 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)

### Ball Games and Indigenous Games

#### 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 interpretations and duties of the 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 interpretations and duties of the officials**

#### 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**

## **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**

## **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**

**SEMESTER – 3**  
**CORE PAPER – 3: Anatomy, Physiology and Exercise Physiology**  
**Course Code: PEDG-CC-T-1C**  
**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. Elementary concept of cellular organelles: Mitochondrion, Endoplasmic reticulum, Lysosome, Glycogen
- 1.4. Tissue: types and function

**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

**Field Practical**

1. Measurement of BMI and WHR (Waist-to-hip ratio)
2. Measurement of Heart rate, Blood Pressure, Respiratory Rate, and Peak Flow Expiratory Rate in resting and post exercise (any two)

**SEMESTER – 3**  
**Track and Field**  
**Course Code: PEDG-SEC-P-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

**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 (Parry 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: PEDG-CC-T-1D**  
**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: Common Health Problems - Prevention and Control**

**LH - 18**

- 2.1. Communicable Diseases- Malaria, Dengue, Chicken Pox, Diarrhoea, Tuberculosis, Covid 19
- 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, Carbohydrate, fat, Vitamins and Minerals
- 2.4. Concept of personal and environmental hygiene

**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**

**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
- 4.4. Management of sports injuries through the application of Thermo-therapy

**Field 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: PEDG-SEC-P-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

**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. Somersault

[Note: Perform the above Gymnastic skills continuously in the same sequence]

**Yoga**

**3. Asanas**

**3.1. Standing Posture**

Ardhachandrasana  
Brikshasana  
Padahasthasana

**3.4. Prone Posture**

Bhujangasana  
Salvasana  
Dhanurasana

**3.2. Sitting Posture**

Ardhakurmasana  
Paschimottanasana  
Gomukhasana

**3.5. Inverted Posture**

Sarvangasana  
Shirsasana  
Bhagrasana

**3.3. Supine Posture**

Setubandhasana  
Halasana  
Matsyasana

[Note: One Asana is compulsory from each Posture]

**4. Pranayama (any two)**

Kapalbhati  
Bhramri  
Anulom Vilom

**SEMESTER – 5**  
**Test, Measurement and Evaluation in Physical Education**  
**Course Code: PEDG-DSE-T-1**  
**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 Composition 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. Measurement of strength using Dynamometer
- 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

**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: PEDG-DSE-T-2**  
**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 Technique**

**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**  
**Kinesiology and Biomechanics**  
**Course Code: PEDG-DSE-T-3**  
**Total number of classes – 60**

**Unit – I: Introduction**

**LH - 12**

- 1.1. Basic nature and concept of Kinesiology, Biomechanics and Sports Biomechanics
- 1.2. Importance of Kinesiology and Sports Biomechanics in Physical Education
- 1.3. Classification of Joints and Muscles
- 1.4. Description of movements around the joints

**Unit – II: Musculo-Skeletal Aspect of Human Motion**

**LH - 18**

- 2.1. Concept and types of Axes and Planes of human body movement
- 2.2. Fundamental concepts of Angle of Pull, All or None Law, Reciprocal Innovation
- 2.3. Equilibrium- concept, types and factors affecting equilibrium
- 2.4. Posture – meaning, types and importance. Causes and correction of postural deformities

**Unit – III: Mechanical Concept**

**LH - 12**

- 3.1. Motion - meaning, definition, and classification
- 3.2. Concept of Kinematics – distance and displacement, speed and velocity, acceleration
- 3.3. Projectile motion - meaning, definition, and classification
- 3.4. Principles of Projectile motion

**Unit – IV: Newton's Laws of Motion**

**LH - 18**

- 4.1. Newton's Laws of Motion
- 4.2. Application of laws of motion to sports activities
- 4.3. Force - meaning, definition, and classification
- 4.4. Lever - meaning, definition and classification

**Field Practical**

1. Demonstration of fundamental movements of different joints
2. Measurement of kinematic parameters of motion

**SEMESTER – 5**  
**Indian Games and Racket Sports**  
**Course Code: PEDG-SEC-P-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: PEDG-DSE-T-4**  
**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

**Field Practical**

1. Assessment of Personality, Stress and Anxiety (any one)
2. Measurement of Reaction Time, Depth Perception and Mirror Drawing (any one)

**SEMESTER – 6**  
**Sports Medicine, Physiotherapy and Rehabilitation**  
**Course Code: PEDG-DSE-T-5**  
**Total number of classes – 60**

**Unit – I: Introduction**

**LH - 12**

- 1.1. Meaning, definition, aim and scope of Physiotherapy
- 1.2. Need and importance of Physiotherapy
- 1.3. Different types of Physiotherapy
- 1.4. Principles of Physiotherapy

**Unit – II: Sports Medicine**

**LH - 18**

- 2.1. Meaning and concept of Sports Medicine
- 2.2. Aim and objectives of Sports Medicine
- 2.3. Common regional injuries and their management-shoulder, elbow, wrist, knee and ankle
- 2.4. Exercise management of sports injuries

**Unit – III: Doping and Ergogenic Aids**

**LH - 12**

- 3.1. Concept and meaning of Doping
- 3.2. Types of Doping and Doping-agents
- 3.3. Effects of Doping and Dope tests
- 3.4. Ergogenic aids: meaning, types and uses

**Unit – IV: Athletic Care and Rehabilitation**

**LH - 18**

- 4.1. Rehabilitation in sports- meaning, principles, means and methods
- 4.2. Diagnosis of injuries-signs and symptoms of injuries
- 4.3. Different forms of Electrotherapy- infra-ray, short wave diathermy, ultrasound, interferential therapy (IFT)
- 4.4. Massage: definition and Types , physiological effects of Massage, therapeutic uses of Massage

**Field Practical (any two)**

1. Application of massage technique and paraffin bath
2. Practical knowledge on infra ray, ultrasound, SW diathermy and IFT
3. Exercise prescription for sports injuries, diabetes, obesity and asthma etc.



**SEMESTER – 6**  
**Dissertation/ Project**  
**Course Code: PEDG-DSE-T-6**

**Subjects**

1. Assessment of Physical Fitness Components
2. Assessment of Body composition and Somatotype
3. Educational Tour
4. Leadership Camp
5. Adventure Sport
6. Non-communicable diseases
7. Organization of Games & Sports

**Project Report Format**

1. Introduction
2. Procedure
3. Results
4. Conclusions
5. Recommendations
6. References

**SEMESTER – 6**  
**Ball Games (any two)**  
**Course Code: PEDG-SEC-P-4**

**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 interpretations and duties of the 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, GoalKeeping and Defensive skills
6. Game practice with application of Rules and Regulations

**B. Rules and their interpretations and duties of the 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 interpretations and duties of the 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 interpretations and duties of the 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. Footwork: 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 interpretations and duties of the officials**

## **Throwball**

### **A. Fundamental skills**

1. Overhand service, Side arm service
2. Two hand catching
3. One hand overhead return, side arm return
4. Game practice with application of Rules and Regulations

### **B. Rules and their interpretations and duties of the officials**

## **SEMESTER – 1/5**

**Generic Elective – 1: Modern Trends and Practices in Physical Education & Yoga**  
**Course Code: PEDG-GE-T-1**  
**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 Foundation 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: Yoga Education**

**LH - 18**

- 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, Marching, Aerobic activities (any one)

**SEMESTER – 2/5**  
**Generic Elective – 2: Management of Physical Education and Sports**  
**Course Code: PEDG-GE-T-2**  
**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 organising Annual Athletic Meet and Play Day
- 2.4. Methods of organising Intramural and Extramural competition

**Unit – III: Facilities and Equipments**

**LH - 18**

- 3.1. Methods 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 of

1. Track and Field events (any two)
2. Games: Football, Volleyball, Badminton, Kabaddi, Kho-Kho (any two)

## SEMESTER – 2/5 (Practical)

### Track and Field

#### 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

#### 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 (Parry 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)

### Ball Games and Indigenous Games

#### 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 interpretations and duties of the 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 interpretations and duties of the officials**

## **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**

## **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**

## **Kho Kho**

- A. Fundamental skills**
1. Skills in Chasing: Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distyal 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**

**SEMESTER – 3/6**  
**Generic Elective – 3: Anatomy, Physiology and Exercise Physiology**  
**Course Code: PEDG-GE-T-3**  
**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. Elementary concept of cellular organelles: Mitochondrion, Endoplasmic reticulum, Lysosome, Glycogen
- 1.4. Tissue: types and function

**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

**Field Practical**

1. Measurement of BMI and WHR (Waist-to-hip ratio)
2. Measurement of Heart rate, Blood Pressure, Respiratory Rate, and Peak Flow Expiratory Rate in resting and post exercise (any two)



## **SEMESTER – 4/6**

**Generic Elective – 4: Health Education, Physical Fitness and Measurement in Physical Education**

**Course Code: PEDG-GE-T-4**

**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) and 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, Carbohydrate, Fat, Vitamins and Minerals

### **Unit – II: Health and First-aid**

**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 Composition and Somatotype**

**LH - 12**

#### **Assessment**

- 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 measurement

### **Unit – IV: Physical Fitness**

**LH - 12**

- 4.1. Physical Fitness- meaning, definition and Importance of Physical Fitness
- 4.2. Components of Physical Fitness
- 4.3. Health and Performance related Physical Fitness
- 4.4. Ageing- Physical activities and its importance

### **Field 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. Assessment of somatotype, body fat percentage (any one)

## **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 (concept 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-GrawHill**

## **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.

**COURSECONTENT: National Income Accounting, unemployment and openeconomy 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 – crowdingout – 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 the completion of the course the learner will be able to understand the fundamentals of microeconomic theories in the context of a market economy.

**COURSECONTENT:**

Consumer Theory : Cardinal utility; Preference; ordering and properties of ordinal utility;existence of utility functions, different utility functions and their properties, compensatingand 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:** Deriveddemand 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 ecosystem 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

- Meaning, Nature and Scope of Education.
- Individualistic and socialistic aim (meaning, characteristics and difference).
- Meaning and scope of educational Philosophy; Relation between education and philosophy.

#### Unit- II: Factors of Education:

- Child: Meaning and characteristics of child centric education system.
- Teacher: Qualities and duties of a good teacher.
- Curriculum: Meaning and Types. Co-curricular activities.
- School: vision and function.

#### Unit- III: Schools of Philosophy:

- Indian schools of Philosophy: Meaning and nature, classification, Importance in Education, Sankhya and Buddhism; in terms of knowledge, reality and value.
- Western School of Philosophy: Meaning and Nature, Importance in Education, Realism and Humanism: (aims, curriculum, teaching method, teacher, discipline).

#### Unit -IV: Great Educators and their educational philosophy:

- Swami Vivekananda , Rabindranath Tagore, Rousseau, Dewey.

## SEMESTER - I

### EDU-H-GE-T-1 : Philosophical and Psychological Foundation of Education

#### Generic Elective Course : Credit - 6, Full Marks - 75

**Course Learning Outcome :** After completion of the course the learners will be able to :

- Discuss the meaning, nature, scope and aims of Education.
- Discuss the meaning and scope of Educational Philosophy.
- Explain the factors of education and their relationships.
- Discuss the concept, nature, scope and uses of psychology in Education.
- Explain the influence of growth and development in Education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.

#### Course Content :

##### Unit-I : Concept, Scope, Aim and Factors of Education

- Meaning, nature and scope of Education
- Individualistic and socialistic aim -  
Meaning, characteristics and difference
- Meaning and scope of Educational Philosophy ; relation between education and philosophy
- Factors of Education :

- I Child : Meaning and characteristics of child centric education system
- I Teacher : Qualities and duties of a good teacher
- I Curriculum : Meaning, nature, types and importance
- I School : Meaning and function

**Unit - II : Schools of Philosophy, Great Philosophers and their Educational Philosophy**

a) Concept : Indian Schools of Philosophy

- I Meaning and nature Importance in Education I Sankhya, Vedanta, Buddhism ; nature in terms of knowledge, reality and value.

b) Concept : Western Schools of Philosophy

- I Meaning and nature Importance in Education I Idealism, Naturalism, Pragmatism : Nature with special reference to principles, aims of education, curriculum, teaching method, teacher, discipline

c) Great Educators :

- I Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
- I Western Philosopher : Rousseau, Dewey

**Unit - III : 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 education importance

**Unit - IV : Different Aspects of Educational Psychology**

a) Learning :

- I Definition and characteristics of learning I Factors influencing learning
- I Theory of learning and its implications : Classical conditioning

b) Intelligence : Definition and nature

c) Transfer of Learning : Concept and types (positive, negative and zero)

d) Motivation : Types, factors and role of motivation in learning

e) Memorization : Definition, factors and types

f) Forgetting : Meaning and causes

g) Creativity : Meaning and factors

h) Individual differences : Meaning, types and implications

**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 programs.

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  
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: Sociology and Educational Sociology:**

- a) Sociology: Meaning and Scope.
- b) Educational Sociology: Meaning, Scope and importance.
- c) Relation between education and sociology.
- d) Concept of Educational sociology and sociology of education.

**Unit- II: Social group, and Education:**

- a) Social groups : i). Meaning , nature ii). Types: Primary Group: Meaning , characteristics and Educational significance. ; Secondary Group: Meaning , characteristics and Educational significance.  
iii) . Comparison between Primary Group and Secondary Group
- b) Socialization: concept, significance and Role of the family and school.
- c) Social Institutions and Agencies of Education: i). Family, ii). School, iii). Mass media

**Unit-III: Culture, Values and some social issues and Education:**

- a) Culture:
  - i). Concept, nature and types ( Political, Economical, Social and Technological ).
  - ii). Importance of Culture.
  - iii). Role of education in culture.
- b) Values: Concept and Role of Education in value development.
- c) Social issues:
  - i). Unemployment: Concept, causes, rple of education in eradication of unemployment.
  - ii). Inequality: Concept, causes, rple of education in eradication of Inequality.

**Unit-IV: Social change and Education:**

1. Social change: concept, factors and education as an instrument of social change.
2. Social Stratification: Concept and relation with Education.
3. Social Mobility: Concept and relation with education.

**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

## **B.A. Education (Honours)**

### **SEMESTER-III**

#### **EDU-H-GE-T-1/3: Philosophical and Psychological foundation of Education**

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

#### **Course Content:**

##### **Unit-I: Concept, Scope, Aim and factors of Education**

a) Meaning, Nature and Scope of Education.

b) Individualistic and socialistic aim- (Meaning, characteristics and Difference)

c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

d) Factors of Education

- Child: Meaning and characteristics of child centric education system

- Teacher: Qualities and duties of a good teacher

- Curriculum: Meaning, nature, types and Importance

- School: Meaning and Function

##### **Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy**

a) Concept : Indian schools of Philosophy

- Meaning and Nature/Concept

- Importance in Education

- Sankhya, Vedanta, Buddhism; Nature / in terms of knowledge, reality and value

b) Concept : Western schools of Philosophy

- Meaning and Nature/ Concept

- Importance in Education

- Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

c) Great Educators

- Indian Philosophers : Swami Vivekananda, Rabindranath Tagore

- Western Philosopher: Rousseau, Dewey

##### **Unit-III: 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 educational Importance.

##### **Unit-IV: Different aspects of Educational Psychology**

a) Learning:

- Definition and characteristics of Learning

- Factors influencing learning

- Theory of learning and its implications: Classical Conditioning

b) Intelligence: Definition and nature

c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)

d) Motivation: Types, factors and Role of Motivation in learning

e) Memorization: Definition, factors, Types.

f) Forgetting: Meaning and causes

g) Creativity: Meaning, factors

h) Individual differences: Meaning, types and implications

SEMESTER-IV

**EDU-G-CC-T-4: History of Education**

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

**Unit-I: Education in 19<sup>th</sup> Century in India:**

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minutes (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 on education.

**Unit-II: Education in 20<sup>th</sup> 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, Navodaya Vidyalaya.
- b) Revised National Policy on Education - 1992.

SEMESTER-IV

**EDU-G-SEC-P-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 (One).

**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 Credits 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 Education:

(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 teacher 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 sensitization 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 Aurobindo. 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.

UnitII:Strategiesof distanceeducation:

- a) Mode andstrategiesofDistanceEducation.
- b) RelationshipamongNon-formal,Correspondence,DistanceandOpenEducation.

UnitIII:Statusofopen anddistanceeducation inIndia:

- a) PresentstateofDistanceandOpenEducation inIndia.
- b) Role ofmulti-mediainDistanceandOpen Education.

UnitIV: ProblemsandremediesofdistanceandopeneducationinIndia:

- a) SalientfeaturesoftheIndiraGandhiNationalOpenUniversity(IGNOU)andNationalOpen School.
- b) Problemsof DistanceandOpenEducationinIndia.
- c) MeasuresforstrengtheningDistanceandOpenEducationin India.

#### **SEMESTER-V**

##### **EDU-G-SEC-T-3(A):Guidanceservices**

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

Unit-I: Guidance services: Meaning, nature, and importance of the following guidanceservices:IndividualInventoryServices,Testingservices,Counsellingservices,Inform ationservice,Placementservice,Followup service

Unit-II:Organizingguidance services ateducationalinstitution:

- a) Pre-requisitesfororganizingguidanceservices
- b) Organizingguidanceservicesatschoolandcollegelevel
- c) Roleofteachersinorganizingguidanceservices.

#### **SEMESTER-V**

##### **EDU-G-SEC-T-3(B) : Life skill Education**

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

UnitI:Introductiontolifeskillleducation:

- a) LifeSkills:Concept,corelifefskillsandtheirapplications.
- b) LifeSkilleducation:concept,natureandscope,Distinctionbetweenlifefskilleducationands ex education.
- c) Socialskill,Negotiationskill,ThinkingskillandProblemsolvingskill

UnitII:StrategiesforlifefskillEducation:

- a) CopingwithEmotions:Definition,Characteristics,Types, CopingStrategies.
- b) Coping withStress:Definition,Stressors, SourcesofStress,CopingStrategies

#### **SEMESTER-VI**

##### **EDU-G-GE-T-2 : Educational Technology**

##### **Unit-I : Educational Technology:**

- a) Meaning,Nature,NeedandScopeofEducationalTechnology
- b) TechnologyinEducationandTechnologyofEducation
- c) ApproachesofET:Hardware,Software,andSystem

Unit-II:ClassroomCommunicationandMediaused:

- a) Meaning,Nature,Types,andComponentsofCommunication
- b) Barriersofclassroomcommunicationandstrategiesofovercomingbarriersincommunic ation

- 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 Model 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'  
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, and 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) Abul Kalam Azad
- (b) Annie Besant
- (c) A.P.J. Abdul Kalam

**Unit-IV: Some Experiment of Great Educators on Education:**

- (a) Viswabharati 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 Asana and Pranayam.

**SYLLABUS OF SANSKRIT  
CORECOURSE**

**SANS-G-CC-T-01**

**Classical Sanskrit Literature (Poetry)**

Section 'A'	Raghuvansam : Canto-I (Verse: 1-25)
Section 'B'	Kinatarjuniyam : Cantol (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'	Svapnavasavadattam- 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 : Samjña 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 PuruSartha
Section 'C'	Svadharm

**SANS-G-DSE-T-02**

**Literary Criticism**

Section 'A'	Kavya Prakasa : Kavyavaisitya 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 *Âyurveda*

Section 'B' *Carakasa Chitâ – (Sûtra-sthânam)*

**SANS-G-SEC-T-03**

**Yogaskrta of Patañjali**

Section 'A' *Yogaskrta* of Patañjali : *Samdhi Pda*

Section 'B' *Yogaskrta* of Patañjali : *Sdhana Pda*

**SANS-G-SEC-T-04**

**Indian Theatre**

Section 'A' Tradition and History of Indian Theatre

Section 'B' Theatre : Types and Constructions

Section 'C' Acting : *Â Egika, Vâcika, Sâttvika* and *Âhârya*

Section 'D' Drama : Subject – Plot (*vastu*), Hero (*netâ*) and Sentiment (*rasa*).