

## **PREFACE TO THE ACADEMIC CALENDER : 2023-2024**

*“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 calender 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. Dipankar Ghosh, Principal and Chairperson, Academic Council, without whose strong leadership it would never be possible for me. Secondly I convey my gratefulness to the members of Academic Council, Faculty Members, who are not the member of the Academic Council, Librarian, Staff members and also our beloved students without whose whole hearted cooperation it would never be possible for me to complete task at proper time. Last but not least I convey my gratefulness to Debasish Dey Biswas, without whose kind cooperation this endeavor would never be possible.

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

*Manasi Maiti.*  
(*Manasi Maiti*)

Convener, Academic Council

The 1st Day of August, 2023



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### **RESPONSIBILITIES TOWARDS OUR STUDENTS :-**

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

### **STUDENTS' RESPONSIBILITIES OF LEARNING :-**

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

### **OUR MISSION :-**

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

### **OUR VISION :-**

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

## ACADEMIC YEAR : 2023 - 2024

The Academic year (2023-24) consists of 4 Internal Test which are the following :-

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

### PROVISIONAL TEACHING DAYS 2023-2024

Month	Days	Holidays	Sunday	Exam	Month	Days	Holidays	Sunday	Exam
July	13	02	05	11	January	20	05	04	02
August	18	03	04	06	February	06	05	04	14
September	19	04	04	03	March	14	04	05	09
October	02	14	05	10	April	14	04	04	08
November	11	11	04	04	May	16	03	04	08
December	10	06	05	10	June	11	01	05	13
<b>Total</b>	<b>73</b>				<b>Total</b>	<b>81</b>			

## OBSERVATION DAYS : 2023-24

- Independence Day : 15.08.2023
  - Navin Baran Utsab : .....09.2023
  - College Foundation Day : 01.09.2023
  - Annual Social Function : In the third week of December, 2023
  - Cultural Competition (Spandan) : December, 2023
  - Netaji's Birth Day : 23.01.2024
  - Republic Day : 26.01.2024
  - Re-union / Alumni Meet : February, 2024
  - Saraswati Puja : 14.02.2024
  - Bhasa Divas : 21.02.2024
  - Rabindra Jayanti : 08.05.2024
  - Environment Day : 05.06.2024
- NCC & NSS Programmes**
- AIDS Day : 01.12.2023
  - NSS Special Camp/s : Winter Camp - Last week of January, 2024

## **LIST OF HOLIDAYS FROM 01.07.2023 TO 30.06.2024 (PROVISIONAL)**

<b>Occasion</b>	<b>Date(s)</b>	<b>Day</b>	<b>No. of Days</b>
Birthday of Poet Bhanu Bhakta (Restricted)	13 July	Thursday	0
Maharram	29 July	Saturday	1
Independence Day	15 August	Tuesday	1
Rakhi Bandhan	30 August	Wednesday	1
College Foundation Day	1 September	Friday	1
Srikrishna Janmastami	6 September	Wednesday	1
Biswakarma Puja	18 September	Monday	1
Fateha-laj-Daham	28 September	Thursday	12
Birthday of Mahatma Gandhi	2 October	Monday	1
Mahalaya	14 October	Saturday	1
Durga Puja, Lakshmi Puja	18 Oct.-1 Nov.	Wednesday-Wednesday	13
Kali-Puja, Bhatri-Dwitiya, Birthday of Birsha Munda, Chhatt Puja	11 - 20 Nov.	Saturday-Monday	8
Jagadhatri Puja	21 Nov.	Tuesday	1
Birthday of Guru Nanak	27 Nov.	Monday	1
Chirstmas Holiday	25 Dec-30 Dec	Monday-Saturday	6
English New Years Day	1 January	Monday	1
Birthday of Swami Vivekananda	12 January	Friday	1
Pous Parban	15 January	Monday	1
Birthday of Netaji	23 January	Tuesday	1
Republic Day	26 January	Friday	1
Day Before Saraswati Puja	13 Feb.	Tuesday	1
Saraswati Puja, Birthday of Thakur Panchanan Barma	14 Feb	Wednesday	1
Day After Saraswati Puja	15 Feb.	Thursday	1
Bhim Ekadasi (Local Festival)	20 Feb.	Tuesday	1
Shab-E-Barat	26 Feb.	Monday	1
Shivaratri	8 March	Friday	1
Dol Jatra	25 March	Monday	1
Holi	26 March	Tuesday	1
Good Friday	29 March	Friday	1
Easter Saturday (Chirstians only)	30 March	Saturday	0
Birthday of Shri Harichand Thakur	6 April	Saturday	1
Day Before Id-ul-Fitar	10 April	Wednesday	1
Id-UI-Fitar	11 April	Thursday	1
Nil Puja	12 April	Friday	1
Bengali New Year, Birthday of B.R. Ambedkar	14 April	Sunday	0
Mahavir Jayanti	21 April	Sunday	0
May Day	1 May	Wednesday	1
Birthday of Pandit Raghunath Murmu	5 May	Sunday	0
Rabindra Jayanti	8 May	Wednesday	1
Buddha Purnima	23 May	Thursday	1
Id-UI-Joha	17 June	Monday	1
Principal's Discretion	-	-	5

## **FACULTY LIST**

**Principal, Dr. Dipankar Ghosh**

### **Department of Bengali**

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

### **Department of Commerce**

1. Sri Ranjan Sarkar Assistant Professor in Mathematics & HOD
2. Sri Hirak Roy Associate Professor
3. Dr. Somnath Bandyopadhyay Assistant Professor (in lien)
4. Dr. Arindam Chakraborty Associate Professor in Economics

### **Department of English**

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

### **Department of History**

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

### **Department of Philosophy**

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

### **Department of Political Science**

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



### **Department of Sociology**

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

### **Department of Geography**

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

### **Department of Physical Education**

1. Sri Asit Tarafder SACT-II & HOD
2. Sentu Biswas Guest Teacher (Instructor)
3. Kora Hazari Guest Teacher (Instructor)

### **Department of Sanskrit**

1. Sri Tanmoy Bhadra SACT-I & HOD
2. Smt. Urmila Adhikari Guest Teacher

### **Department of Economics**

1. Dr. Sreelata Biswas Assistant Professor & HOD

### **Department of Education**

1. Smt. Rini Ghosh SACT-II & HOD

### **Department of Defence Studies**

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

### **PROPOSED COURSE STRUCTURE (NEP-2020)**

Semester	Major (6 credits)	Minor (4 credits)	Multi- disciplinary Course (3 Credits)	Ability Enhance- ment Course (4 Credits)	Skill Enhance- ment Course (3 Credits)	Value Added Course (4 Credits)	Summer Course (4 Credits)	Total Credits Course
I	1 Course Minor 1	1 Course	1 Course	X	1 Course	1 Course Environ- mental Education	X	20 / 5
	Marks - 60+15=75	Marks - 40+10=50	Marks - 35+10=45		Marks - 35+10=45	Marks - 40+10=50		
II	1 Course	1 Course Minor 2	1 Course	1 Course Communi- cative English	1 Course	X	Summer Internship (Additional)	20 / 5
	Marks - 60+15=75	Marks - 40+10=50	Marks - 35+10=45	Marks - 40+10=50	Marks - 35+10=45			
<b>Certificate</b>	12	8	6	4	6	4		40
III	1 Course	1 Course Minor 1	1 Course	X	1 Course	1 Course	X	20 / 5
	Marks - 60+15=75	Marks - 40+10=50	Marks - 35+10=45		Marks - 35+10=45	Marks - 40+10=50		
IV	2 Courses	1 Course Minor 2		1 Course (MIL)	X	X	Summer Internship (Additional)	20 / 4
	Marks - 60+15=75 60+15=75	Marks - 40+10=50		Marks - 40+10=50				
<b>Diploma</b>	30	16	9	8	9	8		80
V	2 Courses	2 Courses Minor 1 & Minor 2	X	X	X	X	X	20 / 4
	Marks - 60+15=75 60+15=75	Marks - 40+10=50 40+10=50						
VI	3 Courses	X	X	X	X	X	X	20 / 3
	60+15=75 60+15=75 60+15=75 <b>Outreach/ Internship= 2 Credits</b>							
<b>UG</b>	60+2	24	9	8	9	8		120

**PROPOSED COURSE STRUCTURE(NEP-2020)**

Semester	Major (6 credits)	Minor (4 credits)	Multi- disciplinary Course (3 Credits)	Ability Enhance- ment Course (4 Credits)	Skill Enhance- ment Course (3 Credits)	Value Added Course (4 Credits)	Summer Course (4 Credits)	Total Credits Course
VII	3 Courses	2 Courses Minor 1 & Minor 2	X	X	X	X	X	26 / 5
	Marks - 60+15=75 60+15=75 60+15=75	Marks - 40+10=50 40+10=50						
VIII	3 Courses						Research Project / Dissertation 12 credits for Honours with Research	
	Marks - 60+15=75 60+15=75 60+15=75 Outreach/ Internship= 2 credits							
UG Honours without research	102+2	32	9	8	9	8	0	170
UG Honours with research	90+2	32	9	8	9	8	12	170

## Semester & Course Wise Credit Distribution in B.A. (Bengali)

### SEMESTER-1

#### Course Type : Major, Course Code : BENG-CC-101, Credit : 6

**Objective of the Course** - এই কোর্সের উদ্দেশ্য বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের সময়সীমা, সেই সময়সীমায় রচিত সাহিত্য, সাহিত্যে প্রতিফলিত তৎকালীন আর্থ সামাজিক, সাংস্কৃতিক দিকের সঙ্গে ছাত্রছাত্রীদের পরিচয় ঘটানো। এই সময়পর্বে প্রধান প্রধান সাহিত্যধারা, সাহিত্যের অভিমুখ, বিশিষ্ট কবি-সাহিত্যিকদের জীবনাদর্শের সঙ্গে ছাত্রছাত্রীদের মানস সংযোগ সাধন করা। পাশাপাশি ভাষাতত্ত্বের প্রাথমিক সূত্রাদি সম্পর্কে অবহিত করানো হবে।

#### Course Title : পর্ব - ১ : বাংলা সাহিত্যের ইতিহাস-প্রাচীন যুগ :

সামাজিক ও রাজনৈতিক পটভূমিকায় বাংলা ভাষা, জাতি ও সাহিত্যের সংক্ষিপ্ত পরিচয়, চর্যাপদ (দেশ-কাল-ভাষা-সাহিত্য-সমাজ-সংস্কৃতির চিত্র) তুর্কি আক্রমণ ও প্রতিক্রিয়া (সমাজ ও সাহিত্যে)।

#### পর্ব - ২ : বাংলা সাহিত্যের ইতিহাস-মধ্যযুগ :

বড়ু চণ্ডীদাস ও শ্রীকৃষ্ণকীর্তন অনুবাদ সাহিত্য-ভাগবত (মালাধর বসু), রামায়ণ (কৃষ্ণিবাস ওঝা) ও মহাভারত (কাশীরাম দাস)

বৈষ্ণব পদাবলী : বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস ও গোবিন্দদাস

শ্রীচৈতন্যজীবন ও জীবনী সাহিত্য : শ্রীচৈতন্য জীবনকথা, সাহিত্য ও সমাজে শ্রী চৈতন্য প্রভাব, চৈতন্যজীবনীসাহিত্য (বিশেষ গুরুত্ব সহ বৃন্দাবনদাসের চৈতন্যভাগবত ও কৃষ্ণদাস কবিরাজের 'শ্রীশ্রীচৈতন্যচরিতামৃত' সম্পর্কে আলোচনা)

#### পর্ব - ৩ : বাংলা সাহিত্যের ইতিহাস-মধ্যযুগ :

মঙ্গলকাব্যের উদ্ভব ও বিবর্তন : (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল, অন্নদামঙ্গল) সংজ্ঞা, বৈশিষ্ট্য, কাহিনি আলোচনা ও কবিদের আলোচনা (নারায়ণদেব, বিজয়গুপ্ত, কবিকঙ্কণ মুকুন্দ চক্রবর্তী, রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী, রায়গুণাকর ভারতচন্দ্র)

মধ্যযুগের মুসলিম কবি ও কাব্য : দৌলত কাজী ও সৈয়দ আলিওল। শাক্ত পদাবলী-রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য

#### পর্ব - ৪ : বাংলা ভাষাতত্ত্ব-প্রথম ভাগ

১. ভাষার সংজ্ঞা ও বৈশিষ্ট্য, ২. প্রাচীন ভারতীয় আর্ষভাষা-মধ্য ভারতীয় আর্ষভাষা-নব্য ভারতীয় আর্ষভাষা, ৩. বাংলা ভাষার জন্ম ও ইতিহাস, ৪. প্রাচীন বাংলা-মধ্য বাংলা-আধুনিক বাংলা (নিদর্শন, সময়কাল, বৈশিষ্ট্য), ৫. ধ্বনির বর্ণীকরণ-স্বরধ্বনি ও ব্যঞ্জনধ্বনি, ৬. বাংলা লিপির উদ্ভব ও বিকাশ, ৭. আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (আই.পি.এ) নিয়মাবলী ও লিপ্যন্তর

#### Course Type : Minor, Course Code : BENG-GG-101, Credit : 4

#### Course Title : বাংলা সাহিত্যের ইতিহাস-(প্রাচীন ও মধ্যযুগ) ও বাংলা ভাষাতত্ত্ব

**Objective of the Course** - এই কোর্সের মাধ্যমে শিক্ষার্থীদের বাংলা সাহিত্যের ও বাংলা ভাষার যুগ সম্পর্কে সচেতন করানোর প্রয়াস থাকবে। ছাত্রছাত্রী প্রাচীন ও মধ্যযুগের সাহিত্য, সাহিত্যিক, সাহিত্যে বর্ণিত তৎকালীন সমাজ, সংস্কৃতির সঙ্গে পরিচিত হবে। ভাষাতত্ত্বের প্রাথমিক দিক সম্পর্কেও ছাত্রছাত্রী অবহিত হবে। সাহিত্য সমাজ, সংস্কৃতি, ভাষা সম্পর্কে তাদের প্রায়োগিক ও বৌদ্ধিক জ্ঞানের বিকাশ ঘটবে।

পর্ব - ১ : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, বৈষ্ণব পদাবলী (চণ্ডীদাস, বিদ্যাপতি, জ্ঞানদাস, গোবিন্দদাস)

পর্ব - ২ : অনুবাদ সাহিত্য-কৃষ্ণিবাসী রামায়ণ ও কাশীদাসী মহাভারত চৈতন্য জীবনীসাহিত্য-চৈতন্য ভাগবত, শ্রীশ্রীচৈতন্য চরিতামৃত

পর্ব - ৩ : মঙ্গলকাব্য-মনসামঙ্গল (বিজয়গুপ্ত, নারায়ণদেব), চণ্ডীমঙ্গল (কবিকঙ্কণ মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (রায়গুণাকর ভারতচন্দ্র), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য)

পর্ব - ৪ : বাংলা ভাষাতত্ত্ব-ভাষার সংজ্ঞা ও বৈশিষ্ট্য, বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন-মধ্য-আধুনিক বাংলা), ধ্বনির বর্ণীকরণ-স্বরধ্বনি ও ব্যঞ্জনধ্বনি ধ্বনি পরিবর্তনের ধারা, শব্দার্থ পরিবর্তনের ধারা, উপভাষার সাধারণ পরিচয়

#### Course Type : Multidisciplinary Course, Course Code : BENG-CC-102, Credit : 3

**Objective of the Course** - শিক্ষার্থী এই কোর্সের মাধ্যমে সাহিত্যের সঙ্গে অন্যান্য মাধ্যমের যথা চলচ্চিত্র, নাটক, কমিক্স, বিজ্ঞান, ইতিহাস, পুরাণ, পরিবেশ ইত্যাদি বিষয়ের সঙ্গে পরিচিত হবার সুযোগ পাবে। প্রাচ্য ও পাশ্চাত্য বিভিন্ন বিষয়ের তুলনামূলকতায় বিভিন্ন সংস্কৃতি এবং সংস্কৃতির সঙ্গে পরিচয় লাভ করবে।

**Course Title :** তুলনামূলক বিচার : সাহিত্য-চলচ্চিত্র-কমিক্স

**Objective of the Course -** শিক্ষার্থী এই কোর্সের মাধ্যমে সাহিত্যের সঙ্গে অন্যান্য মাধ্যমের যথা চলচ্চিত্র, নাটক, কমিক্স, বিজ্ঞান, ইতিহাস, পুরাণ, পরিবেশ ইত্যাদি বিষয়ের সঙ্গে পরিচিত হবার সুযোগ পাবে। প্রাচ্য ও পাশ্চাত্য বিভিন্ন বিষয়ের তুলনামূলকতায় বিভিন্ন সংস্কৃতি এবং সংস্কৃতির সঙ্গে পরিচয় লাভ করবে।

পর্ব - ১ : মুন্সী প্রেমচাঁদ ও সত্যজিৎ রায় (প্রসঙ্গ সদগতি)

পর্ব - ২ : ফ্যান্টম ও অরণ্যদেব

পর্ব - ৩ : শকুন্তলা, মিরন্দা এবং দেসদিমোনা

**Course Type : Skill Enhancement Course, Course Code : BENG-CC-103, Credit : 3**

**Course Title :** বানান বিধি, প্রফ সংশোধন, পরিভাষা, কন্টেন্ট রাইটিং

**Objective of the Course -** এই কোর্সের মাধ্যমে শিক্ষার্থীদের পরবর্তীতে কর্মক্ষেত্রে প্রবেশের উপযোগী বিভিন্ন দিকে দক্ষ করে তোলা হবে। শিক্ষার্থী এই বিষয়গুলি আয়ত্ত করে তাদের পঠন পাঠনে এবং কর্মক্ষেত্রে পেশাদার হয়ে উঠবে।

পর্ব - ১ : বানান বিধি, পর্ব - ২ : প্রফ সংশোধন, পর্ব - ৩ : পরিভাষা, পর্ব - ৪ : কন্টেন্ট রাইটিং

**Course Type : Value Added Course, Course Code : BENG-CC-104, Credit : 4**

**Course Title :** এনভায়রনমেন্টাল এডুকেশন

**Objective of the Course -** এই কোর্সের মাধ্যমে শিক্ষার্থীদের পরিবেশ সম্পর্কে সচেতন করা এবং ভবিষ্যতে পরিবেশকে সুরক্ষিত রাখার পাঠ দেওয়া হবে।

## SEMESTER-II

**Course Type : Major, Course Code : BENG-CC-201, Credit : 6**

**Course Title :** বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) ও বাংলা ভাষাতত্ত্ব (দ্বিতীয় পর্ব)

**Objective of the Course -** শিক্ষার্থীদের আধুনিক যুগ সম্পর্কে সচেতন করা হবে। আধুনিক যুগে যে সমস্ত সামাজিক, রাজনৈতিক, ধর্মীয়, সাংস্কৃতিক আন্দোলন হয়েছিল সে বিষয়ে পাঠদান করানো হবে। আধুনিক যুগে রচিত সাহিত্যের বিভিন্ন সংস্করণ, সাহিত্যের বিভিন্ন বিষয় সম্পর্কে, সাহিত্যিক সম্পর্কে অবহিত করানো হবে।

পর্ব - ১ : গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়াম কলেজ (উইলিয়াম কেরী, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার), রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারীচাঁদ মিত্র, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, প্রমথ চৌধুরী।

সাময়িক পত্র : সাধারণ আলোচনা-দিগ্‌দর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র, কল্লোল।

পর্ব - ২ : কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ, সুভাষ মুখোপাধ্যায়, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়, শঙ্খ ঘোষ।

নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ চন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, বিজন ভট্টাচার্য, উৎপল দত্ত।

পর্ব - ৩ : উপন্যাস : বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, সতীনাথ ভাদুড়ী, সমরেশ বসু, আশাপূর্ণা দেবী।

ছোটগল্প : রবীন্দ্রনাথ ঠাকুর, প্রভাতকুমার মুখোপাধ্যায়, রাজশেখর বসু, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, মহাশ্বেতা দেবী

পর্ব - ৪ : বাংলা ভাষাতত্ত্ব : দ্বিতীয় ভাগ

১. বাংলা উপভাষা : রাঢ়ি, বঙ্গালি, বরেন্দ্র, বাড়খন্ডি, কামরূপি।

২. ধ্বনি পরিবর্তন (কারণ ও ধারা)

৩. শব্দার্থ পরিবর্তন (কারণ ও ধারা)

৪. বাংলা শব্দভান্ডার

৫. রূপতত্ত্ব-লিঙ্গ, বচন, পুরুষ

৬. মান্য চলিত বাংলা

**Course Type : Multidisciplinary Course, Course Code : BENG-CC-202, Credit : 3**

**Course Title :** তুলনামূলক বিচার : সাহিত্য-চলচ্চিত্র-নাটক

**Objective of the course -** শিক্ষার্থী এই কোর্সের মাধ্যমে সাহিত্যের সঙ্গে অন্যান্য মাধ্যমের যথা চলচ্চিত্র, নাটক, কমিক্স, বিজ্ঞান, ইতিহাস, পুরাণ, পরিবেশ ইত্যাদি বিষয়ের সঙ্গে পরিচিত হবার সুযোগ পাবে। প্রাচ্য ও পাশ্চাত্য বিভিন্ন বিষয়ের তুলনামূলকতায় বিভিন্ন সংস্কৃতি এবং সংরূপের সঙ্গে পরিচয় লাভ করবে।

পর্ব - ১ : ইবসেন ও সত্যজিৎ রায় (An Enemy of the people ও গণশত্রু)।

পর্ব - ২ : মনসামঙ্গল ও চাঁদ বণিকের পালা (শত্ৰু মিত্র)

পর্ব - ৩ : পতিতা (রবীন্দ্রনাথ ঠাকুর-কথা কাব্যগ্রন্থ) এবং অনামী অঙ্গনা (বুদ্ধদেব বসু)

**Course Type : Ability Enhancement Course, Course Code : BENG-CC-203, Credit : 4**

**Course Title :** কমিউনিকেশন ইংলিশ

**Objective of the Course -** এই কোর্সের মাধ্যমে শিক্ষার্থী বিশ্বের বিভিন্ন ভাষাভাষী মানুষের সঙ্গে ভাবের আদান প্রদানের জন্য সংযোগকারী ভাষা শিখবে।

**Course Type : Skill Enhancement Course, Course Code : BENG-CC-204, Credit : 3**

**Objective of the course -** এই কোর্সের মাধ্যমে শিক্ষার্থী পূর্ববর্তী সেমেস্টারে অর্জিত অভিজ্ঞতার ভিত্তিতে প্রায়োগিক দিকের প্রকাশ ঘটাতে পারবে। পরবর্তী ক্ষেত্রে কর্মক্ষেত্রে প্রবেশের অনেকগুলি অভিমুখ উন্মোচিত হবে।

**Course Title :** প্রতিবেদন, বিজ্ঞাপন নির্মাণ, অনুবাদ, আই পি এ

পর্ব - ১ : প্রতিবেদন, পর্ব - ২ : বিজ্ঞাপন নির্মাণ, পর্ব - ৩ : অনুবাদ, পর্ব - ৪ : আই পি এ

**Course Type : Summer Internship, Credit : 4**

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**B.Com. Revised Syllabus 2023**  
**SEMESTER I**  
**Course Title- Financial Accounting-I**  
**Nature of Course: Major**  
**Course Code : UG BCOM-M-T-1**  
**Credit: 6 ● Full Marks: 75 (60+15)**

**COURSE OBJECTIVE:**

The objective of this paper is to provide conceptual knowledge of the financial accounting and to help students to acquire skills for recording various kinds of business transactions.

**Course Content:**

**1) Introduction**

Concept, Importance and scope of accounting- Basic accounting, Principles and concepts of accounting standards: AS and Ind AS- Function of Accounting-Terminology used in Accounting- Basis of Accounting: Cash Basis and Accrual Basis, Branches of Accounting, Accounting Equations, Problems of accounting equation.

**2) (a) Rectification of Errors.**

**(b) Depreciation Accounting :** Concept, Causes, Methods (SLM and WDV) Depreciation Provisioning, Charging to assets account.

**3 (a) Final accounts of Sole Trading Concerns**

Preparation of Trading and Profit & Loss Account, Preparation of Balance sheet with and without adjustments

**(b) Final accounts of non-profit seeking concerns -** Receipts & Payments account, Income & Expenditure account and Balance Sheet

**4) Accounts from Incomplete Records** (including conversion into double entry systems)

**5) Consignment Accounts**

Introduction - Meaning - Consignor - Consignee - Goods invoiced at Cost Price - Goods invoiced at Selling Price - Normal Loss - Abnormal Loss - Valuation of Stock - Stock reserve - Journal Entries - Ledger Accounts in the Books of Consignor.

**6) Joint Venture :** Separate Set of Books and same set of Books.

**7) Accounting for Sales on Approval.**

**Course Title - Principles of Management**  
**Nature of Course : Minor ● Course Code: UG BCOM-Mi-T-1**  
**Credit: 4 ● Full Marks: 50 (40+10)**

**COURSE OBJECTIVE:**

The objective of the course is to provide the student with an understanding of basic management concepts, principles and practices.

**Course Content:**

**1. Introduction to Management**

Meaning and importance of Management - Functions of Management - Role of Managers–

Evolution of Management Thought - Contributions of F.W. Taylor and Henry Fayol - Levels of Management - Administration Vs. Management.

### **1. Planning**

Meaning - Nature - Purpose - Types of plans - Limitations of Planning. Decision - Making: Meaning - Importance - Decision making Process; SWOC Analysis.

### **2. Organizing**

Meaning, Process and Principles of Organizing - Factors affecting organisational design- Authority - Types of authority (line, staff and functional), Centralization and Decentralization of Authority - Span of Management - Delegation of authority (meaning only).

### **3. Coordination and Control**

Coordination : Meaning - Importance - Principles of Coordination. Control: Meaning - Process - Limitations - Principles of Effective Control - Techniques of Control.

### **4. Motivation and Leadership**

Motivation - meaning and importance of Motivation - Extrinsic and intrinsic motivation - Theories of motivation - Maslow's Need - Hierarchy Theory, Herzberg's Two-factor Theory. Leadership - Meaning - Importance - Styles of Leadership (concepts only).

## **Course Title - Business Entrepreneurship**

**Nature of Course: Multidisciplinary ● Course Code: UG BCOM-MD-T-1A**

**Credit: 3 ● Full Marks : 45 (35+10)**

### **COURSE OBJECTIVE :**

The objective is to orient the learner toward entrepreneurship as a career option and creative thinking and behaviour.

### **Course Content :**

#### **1. Introduction**

Meaning and importance of Entrepreneurship and Creative Behaviour; Entrepreneurship and creative response to the society's problems. Functions of an Entrepreneur; Concept of Start-Up.

#### **2. Types of Entities**

Sole Proprietorship, Partnership, Limited Liability Partnership, Co-operative Society, Society (under Society Registration Act), Companies (under Companies Act).

#### **3. Mobilization of Finance**

Mobilizing resources for Start-Up. Sources of Finance- Capital from Proprietor, Capital from Partners, Personal Loan, Bank Loan, Issue of Shares, Issue of Debentures, Government Grant, Crowd funding Etc.

#### **4. Micro, Small and Medium Enterprises**

Meaning of MSME in the light of MSME Act; Advantages and disadvantages; Role of MSMEs in economic development of India.



**Course Title - Basic Accounting**

**Nature of Course : Multidisciplinary ● Course Code : UG BCOM-MD-T-1B**

**Credit: 3 ● Full Marks: 45 (35+10)**

**COURSE OBJECTIVE:**

The objective is to enable non-commerce students to give exposure to accounting knowledge and to develop skill to maintain Accounts.

**Course Content :**

**1. Introduction to Accounting**

**Accounting** : Meaning, Importance and Objectives of Accounting, Concepts and Convention of Accounting.

**Accounting Information** : Meaning, Users, Sources of accounting information. Some Basic Terms - Transaction, Account, Asset, Liability, Capital, Expenditure, Income, Profit, Loss, Revenue, Capital, Debit, Credit, Accounting Year, Financial Year, Accounting equations - Simple Problems on Accounting Equation.

**2. Recording of Transactions**

Features of recordable transactions and events, Recording of Transactions; Types of Accounts - Personal account, Real Account and Nominal Accounting; Golden Rules of Accounting- Rule for Debit and Credit; Double Entry System, Journalizing transactions (Simple Problems on Journal Entries of Sole Proprietorship Concern).

**3. Preparation of Subsidiary Books**

Sales Book - Sales Returns Book-Purchase Book - Purchase Returns book - Cash Book - Petty Cash Book - Journal Proper. (Simple problems).

**4. Preparation of Final Accounts**

(a) Preparation of Ledger Accounts and Trial Balance.

(b) Preparation of Trading Account, Profit & Loss Account, and Balance Sheet (Simple Problems).

**Course Title : E-Commerce**

**Nature of Course : Skill Enhancement Course ● Course Code: UG BCOM-SEC-T-1**

**Credit: 3 ● Full Marks: 45 (35+10)**

**COURSE OBJECTIVE:**

The objective is to enable the student to become familiar with the mechanism for conducting business transactions through electronic means.

**Course Content :**

**1. Introduction**

Limitation of conventional commerce, Origin of E-Commerce, Evolution of E-Commerce, E-Commerce and E-Business, Definition of E-Commerce, Features of E-Commerce, M-Commerce - The concept - How it is done- Purposes of use. E-Commerce in India.

**2. Models of E-Commerce**

Concepts and examples- Business-to-Business (B2B), Business-to-Consumer (B2C), Consumer-to-Consumer (C2C), Consumer-to-Business (C2B), Business-to-Government

(B2G), Government-to-Business (G2B), Government-to-Citizen (G2C).

### **3. E-CRM and SCM**

E-CRM-definition, features, goals of E-CRM business framework, phases of E-CRM, types of E- CRM, Functional components of E-CRM, strategies for E-CRM solutions; SCM-definition, features, types of supply chain.

### **4. Digital Money Transactions**

Methods of e-payments [Debit Card, Credit Card, Smart Cards, e-Money], electronic or digital wallet, payment gateways [Core Banking Solution, Mobile Payment, UPI, NCPI, International Payments], Online banking [meaning, concepts, importance, electronic fund transfer, automated clearinghouse, automated ledger posting]; digital signature (procedures, working and legal provisions); Risks involved in e-payments.

## **DEFENCE STUDY**

### **SEMESTER-I**

#### **MINOR COURSE**

**COURSE TITLE : India's National Security & Internal Security Problems**

**Course Code:**

**Total Credit: - 4**

**[Lecture Hour - 48, Tutorial Hour - 12]**

**Full Marks – 50**

**Semester Examination – 40 marks, Internal Assessment – 10 marks**

**Unit I :** National Security – meaning, concept, elements of national security – factors affecting National security of India – Internal Security Issues : Regionalism, Communalism and Political Insurgency in India

**Unit II :** Boundaries of India – Boarder problems of India, Cross boarder terrorism especially with J & K and North-East States of India

**Unit III :** National Defence policy of India – Role of DRDO and ISRO in India's National security measures

**Unit IV :** a) India's foreign policy – Determinants and goals - India's International Relations with Neighbouring Countries : i) Pakistan & ii) Bangladesh

b) India's Relations with i) USA, ii) Russia & iii) China

### **SEMESTER-II**

#### **MINOR COURSE**

**COURSE TITLE : Mechanism of Warfare & Strategic Thought**

**COURSE CODE :**

**Total Credit: - 4**

**[Lecture Hour - 48 , Tutorial Hour - 12 ]**

**Full Marks – 50**

**Semester Examination – 40 marks, Internal Assessment – 10 marks**

**Unit I :** Definition of war – objectives of war – Causes of War – Strategy, Tactics and Logistic of war

**Unit II :** Types of War – Hot, Cold and Psychological – Guerrilla warfare - Low Intensity Counter Insurgency warfare

**Unit III :** Nuclear, Biological & Chemical warfare - Modern weapons of war, Such as Rifle, S.L.R., L.M.G, Mortar & Nuclear Bomb - Short description of Air and Naval War

**Unit IV :** Strategic Thought of –

a) Niccolo Machiavelli (1469-1527 CE), Napoleon (1769-1821 CE) & Carl Von Clausewitz (1780-1831) - the strategists of Pre-modern era

b) Alfred Thayer Mahan (1840-1914), Giulio Douhet (1869-1930) & Mao-Tse-Tung (1893-1976) - strategists of modern era

**SEMESTER-III  
MINOR COURSE**

**COURSE TITLE : Defence Organisation & Military History of India**

**COURSE CODE :**

**Total Credit: - 4**

**[Lecture Hour - 48, Tutorial Hour - 12]**

**Full Marks – 50**

**Semester Examination – 40 marks, Internal Assessment – 10 marks**

**Unit I :** Post-Independence India's Defence Set-up: India's higher defence organization and its management - Ministry of Defence and their principal functions, Powers of President of India in relation to Armed Forces, India's Defence Committee/Political Affair Committee, Parliamentary Standing Committee on Defence of India, Formation of India's National Security Council

**Unit II :** Armed Forces of Indian Defence (Military): Organisation of Indian Army – i) Infantry Regiment, ii) Organisation of: Armoured Regiment & Artillery Regiment – iii) Logistic Services provided by Army Service Corps: AOC & AMC – iv) India's Intelligence Organisations: RAW & IB– v) India's Internal Security Organisations : a) Para-military Forces – BSF, NSG, CRPF, RPF, b) India's Second Line of Defence: NCC and its role & d) Civil Defence

**Unit III :** a) Causes of war, Strength and battle formation, short description of actual war with diagram and consequences of war of the following Ancient Battles : i) Battle of Hydaspes (Jhelum) & ii) First Battle of Panipath

b) Military History of early modern Period : Art of war and Military system of Mughal Rulers: i) Battle of Haldighati, 1576 – Background and Causes, Battle formation & actual war and its consequences ii) Battle of Plassey, 1757 – Background and causes, Battle formation and actual war with consequences

**Unit IV :** Military History of colonial Period & modern India: i) Battle of Assaye, 1803 - Background and causes, Battle formation and actual war with consequences, ii) Indo-China war, 1962 ii) Indo-Pak war, 1965 & Bangladesh War, 1971, ii) Kargil war, 1999

**SEMESTER-IV  
MINOR COURSE**

**COURSE TITLE : Military Geography of India**

**COURSE CODE :**

**Total Credit: - 4**

**[Lecture Hour - 48, Tutorial Hour - 12]**

**Full Marks – 50**

**Semester Examination – 40 marks, Internal Assessment – 10 marks**

**Unit I :** Introduction to Military Map used earlier for military purposes – Ineffectiveness of old system of Military Map Reading - Grid System vis-à-vis Present-day GPS (Global Positioning System) in Map Reading – Working of GPS method of Map Reading – Advantages

and disadvantages of GPS in Military operations with special emphasis on Surgical Strike and sensing the location of enemy position and target of to-day's Military operations – Limitations of GPS and use of IRNSS (NavIC) to overcome the limitations of GPS

**Unit II :** Strategic importance of : a) J & K, b) Punjab, c) Arunachal Pradesh, d) Manipur, e) Mizoram, f) Nagaland and g) Tripura relating to India's National Security - Importance of Indian Ocean in National Defence of India – String of Pearls Strategy of China affecting India's National Security

**Unit III :** Importance of Strategic minerals of India and its uses in Defence Industry of India – Significance and importance of Transport and Communications with special emphasis on Border Roads Development Organisation (BRO) – Atomic Research Centers of India

**Unit IV :**

Military Geography & Security of India: Importance of Geo-Strategic Location of India showing location of India in the map of South-East Asia – Importance of Heartland theory of Halford J. Mackinder in connection with World's Geo-political Organisation and its present-day validity

## **SEMESTER-I**

### **MDC Papers**

**COURSE TITLE : Human Rights**

**COURSE CODE :**

**Total Credit: - 3**

**[Lecture Hour - 30, Tutorial Hour - 15]**

**Full Marks – 45**

**Semester Examination – 35 marks, Internal Assessment – 10 marks**

**Unit I :** Introduction to Human Rights – Aims and Objectives of Human Rights - Types of Human Rights – Impact of Globalization on different classes of Workers and Human Rights

**Unit II :** Role of Civil Society in Protecting Human Rights – Role of Government in Protecting Human Rights – Human Rights and the Indian Constitution – Human Rights of Children and Women in India

**Unit III :** Human Rights Commission in India & its functions – Violation of Human Rights and Protection of Human Rights in Indian Society – Human Rights and Environmental Policy in India – Role of NGOs in Protecting Human Rights in India

**SEMESTER-II**  
**MDC Papers**  
**COURSE TITLE : Disaster Management**  
**COURSE CODE : DFS-UG**  
**Total Credit: - 3**  
**[Lecture Hour - 30, Tutorial Hour - 15]**  
**Full Marks – 45**

**Semester Examination – 35 marks, Internal Assessment – 10 marks**

**Unit I :** Basic Concept of Disaster Management – Organisational Structure of India's National Disaster Management Authority – India's National Policy on Disaster Management and its implementation

**Unit II :** Types of Disasters – Classification of Disasters by: i) UNO and ii) Government of India – Elements of Natural Disasters – Classification of Hazards - Vulnerability as unique factor of Disaster Risk - Interaction of Hazards, Vulnerability and Disaster Risk

**Unit III :** Management of Disaster Risk: Components of Disaster Management – Policy of mitigation of Disaster Risk, Disaster Preparedness, Prevention measures of Disaster – Disaster Management Cycle - Essential features and efforts of Community Based Disaster Management – Role of Armed Forces in Disaster Management

**SEMESTER-III**  
**MDC Papers**  
**COURSE TITLE : Cyber Crime and Cyber Security in India**  
**COURSE CODE :**  
**Total Credit: - 45**  
**[Lecture Hour - 30, Tutorial Hour - 15]**  
**Full Marks – 45**

**Semester Examination – 35 marks, Internal Assessment – 10 marks**

**Unit I :** Introduction to Cyber Crime and Cyber Security – Distinction between Cyber Crime and Conventional Crime

**Unit II :** Relation between Cyber Crime and Cyber Security – Various elements of Cyber Crimes – Laws against Cyber Crime in India

**Unit III :** Different Categories of Cyber Crimes – a) Crime against Individuals, b) Crime against business and Property, c) Crime against Governments or Organisations, d) Crime against Society

**Syllabus for B.A./B.Sc. (Major) in Economics**  
**Semester-wise Distribution of Courses and Credits in**  
**B.A./B.Sc. (Major) in Economics**

**Semester I**

Paper 1 : MAC 1 (Major Course 1) : Introductory Microeconomics  
Paper 2 : MIC 11 (Paper 1, Minor Course 1) : Principles of Microeconomics  
Paper 3 : MDC 1 (Multidisciplinary Course 1) : Basic Economics  
Paper 4 : SEC 1 (Skill Development Course 1) : Basic Mathematics  
Paper 5 : VAC 1 (Value Added Course 1)

**Semester II**

Paper 6 : MAC 2 (Major Course 2) : Introductory Macroeconomics  
Paper 7 : MIC 12 (Paper 1, Minor Course 2) : Principles of Microeconomics  
Paper 8 : MDC 2 (Multidisciplinary Course 2) :  
Paper 9 : AECC (Ability Enhancement Course) :  
Paper 10 : SEC 2 (Skill Development Course 2) : Basic Statistics

**Semester 1**

**Paper 1 : MAC 1 (Major Course 1) : Introductory Microeconomics – 6 credits**

**Unit 1 : Exploring the subject matter of Economics**

Why study economics? Scope and method of economics; Wants, Scarcity, Competing Ends and Choice - Defining Economics, the economic themes: scarcity and efficiency; fundamental questions of Economics-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. Microeconomics and Macroeconomics, Normative Economics and Positive Economics. Definition of market, Competitive vs Non-competitive markets (concepts only) 12 Classes

**Unit 2 : Supply and Demand : How Markets Work**

Elementary theory of demand : determinants of household demand, market demand, and shifts and change in demand curve

Elementary theory of supply : factors influencing supply, individual and market 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 and producer surplus; Concepts of Elasticity, Method of Calculation-Arc Elasticity, Point Elasticity-definition, Demand and supply-types of elasticity and factors affecting elasticity, Demand Elasticity, Long run and Short run elasticities of Demand and Supply, Income and Cross Price Elasticity 20 Classes

**Unit 3 : Consumer Theory**

Utility in Cardinal Approach-Utility and choice, Total Utility and Marginal Utility, Utility and choice-maximization, theory of demand; Ordinal utility: Assumptions on preference ordering, different utility functions and their properties-quasi-linear, perfect substitute and

perfect complements, indifference curve, marginal rate of substitution and convexity of IC, budget constraint, consumer's equilibrium, price consumption curve, income consumption curve; compensating and equivalent variation, Slutsky equation 20 Classes

**Unit 4: Production and Costs**

Concept of production function; returns to factor and returns to scale, isoquants and diminishing rate of factor substitution – elasticity of substitution –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. 20 Classes

**Paper 2 : MIC 11 (Paper 1, Minor Course 1) :**

**Principles of Microeconomics – 4 credits**

**Semester 1: Principles of Microeconomics**

**Unit 1: Introduction 12 Classes**

Problem of scarcity and choice : scarcity, choice and opportunity cost; production possibility frontier; economic systems.

Demand and supply : law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Consumer surplus-using demand curve to measure consumer surplus, producer surplus.

Elasticity : price elasticity of demand, calculating elasticity, determinants of price elasticity, income elasticity, elasticity of supply and its determinants

**Unit 2: Consumer Theory**

15 Classes

Utility in Cardinal Approach-Utility and choice, Total Utility and Marginal Utility, Utility and choice-maximization, marginal utility, theory of demand reference; Ordinal utility : indifference curve, marginal rate of substitution and convexity of IC, budget constraint, income and substitution effects; derivation of demand curve from indifference curve and budget constraint.

**Unit 3: Production and Cost**

15 classes

Behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and iso-cost lines, cost minimizing equilibrium condition.

Costs : costs in the short run, costs in the long run,relation between short run and long run costs.

**Unit 4 : Perfect Competition**

6 Classes

Assumptions: theory of a firm under perfect competition, demand and revenue; marginal cost curve and supply decision of the firm, equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.



**Paper 3 : MDC 1 (Multidisciplinary Course 1)**

**Basic Economics - 3 credits**

**Unit 1: Introduction to Micro and Macro Economics** **2 Classes**

- 1.1 Problem of scarcity and choice: scarcity, choice and opportunity cost
- 1.2 Meaning of microeconomics and macroeconomics; positive and normative economics
- 1.3 What is an economy? Central problems of an economy: what, how and for whom to Produce.

**Unit 2 : Utility, Demand and Supply: How Markets Work** **8 Classes**

- 2.1 Meaning of Utility, Marginal Utility, Law of Diminishing Marginal Utility
- 2.2 Elementary theory of demand: determinants of household demand, market demand, and shifts in the market demand curve
- 2.3 Elementary theory of supply: factors influencing supply, derivation of the supply curve, and shifts in the supply curve
- 2.4 The elementary theory of market price: determination of equilibrium price in a competitive market;

**Unit 3: Producer Behaviour and Supply** **5 Classes**

- 3.1 Meaning of Production Function – Short-Run and Long-Run Total Product, Average Product and Marginal Product. meaning and their relationships. Returns to a Factor
- 3.2 Meaning of Cost function – Short run costs - Total Cost, Total Fixed Cost, Total Variable Cost; Average Cost; Average Fixed Cost, Average Variable Cost and Marginal Cost - meaning and their relationships.

**Unit 4 : Analysis of Market** **5 Classes**

- 4.1 Revenue – Total Revenue, Average Revenue and Marginal Revenue - meaning and their relationship.
- 4.2 Definition, Classification on the basis of nature of competition & its Features, Role of strategic behaviour

**Unit 5 : National Income and Related Aggregates** **8 Classes**

- 5.1 Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.
- 5.2. Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP ,GDP Deflator, GDP and Welfare
- 5.3. Concept of Equilibrium and multiplier in Simple Keynesian Model

**Unit 6 : Money and Banking** **4 Classes**

- 6.1 Money – Different definitions of Money
- 6.2 Commercial Bank and its function
- 6.3 Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.

**Unit 7 : Inflation and Unemployment** **4 Classes**

7.1 Concept of inflation; Types of inflation; Reasons of Inflation, Methods of combating Inflation

7.2 Concept of Unemployment, different types of unemployment, Relation between inflation and unemployment

**Paper 4 : SEC 1 (Skill Development Course 1)**

**Basic Mathematics – 3 credits**

**Unit 1 : Basic Concepts of Functions** **4 Classes**

Definition and examples of functions including graphs; classification of functions; function types

**Reference :** R. G. D. Allen – Mathematical Analysis for Economics (Chapter II)

**Unit 2 : Limits and Continuity of Functions** **6 Classes**

Concept of limit with examples, definition of the limit of a single-valued function; properties of limit; concept of continuity of functions with examples

**Reference :** R. G. D. Allen – Mathematical Analysis for Economics (Chapter IV)

**Unit 3 : Derivatives** **14 Classes**

Concept of derivatives with examples, Derivatives and tangents to curves; Second order derivatives; power function and its derivative, rules for the evaluation of derivatives, function of a function rule, inverse function rule; the evaluation of second order derivatives, partial and total derivatives, L'Hopital's (L'Hospital's) rule.

**Reference :** R.G.D. Allen – Mathematical Analysis for Economics (Chapter VI and VII)

**Unit 4 : Integrals of functions of one variable** **6 Classes**

Definition of indefinite integral; basic rules of integration; concept of definite integral including examples

**Reference :** R.G.D. Allen – Mathematical Analysis for Economics (Chapter XV)

**Unit 5 : Matrix and Determinants** **6 Classes**

Concept of matrix; matrix operations and different laws; concept of identity matrix and null matrix Concept of determinants and basic properties

**Reference :** Alpha C. Chiang, Fundamental Methods of Mathematical Economics, Third Edition, (Chapter 4)

**EDUCATION**  
**MAJOR COURSE**  
**Semester-I**  
**EDU-M-T-1: PHILOSOPHICAL FOUNDATION OF EDUCATION**  
**Credit 6. Full Marks 75**

Course Learning Outcomes : After completion of the course, the learners will be able to

- Discuss the meaning, nature, scope and aims of education.
- Discuss different aspects of Education and Educational Philosophy.
- Discuss different aspects of factors of education.
- Discuss the meaning and branches of Philosophy.
- Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.
- Explain the nature and concept of Indian philosophy.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.
- Explain the nature and concept of Western philosophy.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.

**Course Content :**

**Unit - I: Education and Educational Philosophy** (Class hour -15)

a. Meaning, nature, scope and aims of Education

- Education as process and product, as Science and Arts
- Individualistic and socialistic aim (meaning, characteristics and difference)
- Report of Delor's Commission (UNESCO, 1996)

b. Educational Philosophy : Meaning, nature, scope and relation between education and philosophy

**Unit - II : Factors of Education** (Class hour- 20)

a. Meaning, characteristics and importance of Child Centric Education

b. Teacher : Qualities and duties of a good teacher, teacher as a motivator, mentor, facilitator and problem solver

c. Curriculum : Meaning, nature and importance

d. Co-curricular activities : Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity

e. School : Vision and functions

**Unit - III : Philosophical bases of Education** (Class hour - 18)

a. Philosophy: Concept and branches

b. Concepts and nature of Metaphysics, Epistemology and Axiology

c. Differences among Metaphysics, Epistemology and Axiology

d. Role of Metaphysics, Epistemology and Axiology in Education

**Unit - IV: Schools of Philosophy**

(Class hour - 28)

a. Indian schools of Philosophy

- Meaning, nature and classifications in Indian schools of Philosophy
- Nyaya, Sankhya, Yoga and Vedanta (concept and educational implications)
- Atheistic schools of Indian Philosophy - Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications

b. Western schools of Philosophy

- Meaning and Nature
- Idealism, Naturalism, Pragmatism, Realism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

**Unit - V: Educational Contributions of Philosophers**

(Class hour - 15)

a. Indian Philosophers (only contribution in education)

- Swami Vivekananda
- Rabindranath Tagore
- Sri Aurobindo
- Mahatma Gandhi

b. Western Philosophers (only contribution in education)

- John Dewey
- Paulo Freire
- Jean Rousseau

**MINOR COURSE**

**Semester-I**

**EDU-MI-T-1: EDUCATIONAL SOCIOLOGY**

**Credit 4 Full Marks 50**

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

- a. Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.
- b. Describe the social factors and their relation to education.
- c. Define social groups, socialization and social institution and agencies of education.
- d. Explain the social change and its impact on education.

**Course Content :**

**Unit - I: Sociology and Educational Sociology**

(Class hour - 14)

- a. Sociology : Meaning, emergence, nature and scope
- b. Educational sociology : Meaning, nature, scope and importance
- c. Relation between Education and Sociology

**Unit - II: Social Factors, Issues and Education**

(Class hour - 20)

a. Culture :

- Concept, nature and elements

- Relation between culture and society
  - Role of education in culture
- b. Cultural lag : Concept, characteristics, causes, education and cultural lag
- c. Social issues:
- Unemployment : Concept, types, causes, role of education in eradication of unemployment
  - Inequality : Concept, causes and role of education in eradication of inequality

**Unit - III : Social Groups and Education** (Class hour - 24)

- a. Social groups : Meaning and nature
- b. Types of Social groups:
- Primary Group : Meaning, characteristics and role
  - Secondary Group : Meaning, characteristics and role
  - Comparison between primary group and secondary group
- c. Socialization:
- Meaning and characteristics
  - Factors of socialization
  - Role of the school
- d. Social Institutions and Agencies of Education : (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.

**Unit - IV : Social Change and Education** (Class hour - 20)

- a. Social change: Definition, characteristics, factors, constraints and education as an instrument of social change
- b. Social change in India:
- Privatization : Concept and relationship with education
  - Globalization : Concept and relationship with education
- c. Social Stratification : Definition, characteristics, causes; education and social stratification
- d. Social Mobility : Definition, characteristics, causes; education and social mobility

**MULTIDISCIPLINARY COURSE**

**Semester-I**

**EDU-MU-T-1: FOUNDATION OF EDUCATION- I**

**Credit 3. Full Marks 45**

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

- Discuss the meaning, nature, scope and types of Education
- Explain the aims of education and the aims of education based on four pillars of education.
- Explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- Describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- Explain the role of Philosophy in different aspects of Education.
- Describe the meaning, nature and scope of Sociology and Educational Sociology.
- Discuss the conflict and consensus theories of Educational Sociology.

**Course Content :**

**Unit-I : Concept of Education :** (Class hour - 14)

- a. Education- Meaning, Nature, and Scope
- b. Forms of Education – Formal, Non-Formal and Informal Education Aims of Education
- c. Necessity and determinants of aims of Education
- d. Individual and Social Aims of Education
- e. Aims of Education based on four pillars of Education (Delor’s Commission)- (Learning to learn, learning to do, learning to be and learning to live together)

**Unit-II : Philosophical Foundations of Education** (Class hour - 18)

- a. Meaning, definitions and scope of Philosophy
- b. Science of Education and Philosophy of Education
- c. Relationship between Education and Philosophy
- d. Meaning, nature and scope of Educational Philosophy
- e. Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)

**Unit-III: Sociological Foundations of Education** (Class hour - 16)

- a. Meaning, nature and scope of Sociology
- b. Relationship between Education and Sociology
- c. Need of Sociological Approach to Education
- d. Meaning, nature and scope of Educational Sociology
- e. Difference between Sociology and Educational Sociology
- f. Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)

**Unit-IV : Psychological Foundations of Education** (Class hour - 18)

- a. Psychology–Concept, Definitions, Nature and Branches of Psychology
- b. Schools of Psychology– Behaviourism, Cognitivism, Gestalt Psychology, Psychoanalysis and Constructivism
- c. Meaning, nature and scope of Educational Psychology
- d. Methods of Educational Psychology (Observation, Case Study, Clinical Methods)
- e. Application of Educational Psychology in teaching-learning process

**SKILL ENHANCEMENT COURSE**

**Semester-I**

**EDU-SEC-P-1 (A) : STATISTICAL ANALYSIS**

**Credit 3. Full Marks 45**

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

- Describe the concept of Central tendency and their properties
- Explain the concept of measures of variability and their properties
- Describe the concept of co-relation and their application

**Course Content:**

**Unit-I : Descriptive Statistics**

(Class hour - 20)

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**

(Class hour - 20)

a. 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

**SKILL ENHANCEMENT COURSE**

**Semester-I**

**EDU-SEC-P-1 (B): ACHIEVEMENT TEST**

**Credit 3. Full Marks 45**

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

- Define Achievement Test
- Explain the characteristics of Achievement Test
- State the objectives of Achievement Test
- Discuss the functions of Achievement Test
- Describe the steps of constructing Achievement test
- Construct Achievement test

**Course Content :**

**Unit-I : Concept of Achievement Test**

(Class hour - 20)

a. Meaning & definition of Achievement test  
b. Characteristics of Achievement Test  
c. Objectives of Achievement Test

**Unit-II : Different aspects of Achievement Test**

(Class hour - 20)

a. Principles of Achievement test construction  
b. Steps involved in the construction of Achievement Test

**Practical :**

- Construct of an Achievement Test

**VALUE ADDED COURSE**  
**Semester-I**  
**EDU-VA-T-1 : ENVIRONMENTAL EDUCATION**  
**Credit 4. Full Marks 50**

**Course Learning outcomes :** On completion of this course the students will be able to :-

- Understand the nature, components of an ecosystem and that humans are an integral part of nature.
- Appreciate the historical context of human interactions with the environment.
- Gain insights into the international efforts to safeguard the Earth's environment and resources.
- Evaluate the ways and ill effects of the destruction of the environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
- Discuss the factors affecting the availability of natural resources, their conservation and management.
- Recognize environmental and sustainability issues, and participate in actions to promote sustainable development.
- Learn about major international institutions and programmes and the role played by them in the protection and preservation of the environment.

**Course Content :**

**Unit I: Humans and the Environment**

(Class hour - 14)

- a. Interaction of Man and Environment: Humans as hunter-gatherers; Mastery of fire; Origin of agriculture; Great ancient civilizations and the environment;
- b. Impact of Human Activity on Environment: Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global environmental change; Ozone layer depletion; Climate change; Disasters – Natural and Man-made (Anthropogenic)
- c. Sustainable Development and Environmental Ethics: Sustainable Development Goals (SDGs)-targets and indicators, challenges and strategies for SDGs; Pollution control and management; Waste Management-Concept of 3R (Reduce, Recycle and Reuse)

**Unit II. Environmental Pollution and Health**

(Class hour - 20)

- a. Types of Pollution: Air, Noise, Water, Soil, Thermal, Radioactive, Municipal Solid Waste, Hazardous Waste; Transboundary Air Pollution; Acid Rain; Smog.
- b. Air Pollution: Sources of air pollution; Primary and secondary pollutants; Adverse health impacts of air pollutants; National Ambient Air Quality Standards.
- c. Water Pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.
- d. Soil Pollution and Solid Waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health.
- e. Noise Pollution: Definition of noise; Unit of measurement of noise pollution; Sources of



noise pollution; Noise standards; Adverse impacts of noise on human health.

f. Thermal and Radioactive Pollution: Sources and impact on human health and ecosystems.

**Unit III. Climate Change: Impacts, Adaptation and Mitigation** (Class hour - 22)

a. Understanding Climate Change: Natural variations in climate; Structure of atmosphere; Anthropogenic climate change from greenhouse gas emissions– past, present and future; Importance of 1.5°C and 2.0°C limits to global warming; Climate change projections for the Indian subcontinent.

b. Impacts, Vulnerability and Adaptation to Climate Change: Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events; Observed impacts of climate change on ocean and land systems like- Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Impacts on animal species, agriculture, health, urban infrastructure;

c. Mitigation of Climate Change: Synergies between adaptation and mitigation measures; Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; National and international policy instruments for mitigation,

**Unit IV. Environmental Management, Environmental Treaties and Legislation**

(Class hour - 22)

a. Introduction to Environmental Laws and Regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control.

b. Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; Noise Pollution (Regulation and Control) Rules, 2000); India's status as a party to major conventions

c. Major International Organizations and Initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), UN Conference on Human Environment 1972; World Commission on Environment and Development; Rio Summit; Kyoto Protocol; Paris Agreement

**MAJOR COURSE**

**Semester-II**

**EDU-M-T-2: PSYCHOLOGICAL FOUNDATION OF EDUCATION**

**Credit 6. Full Marks 75**

**Course Learning Outcomes :** After completion of this course the learners will be able to -

- 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.
- Explain the concept and development of personality.

**Course Content :**

**Unit-I : Educational Psychology and Developmental aspects of human life**

(Class hours : 20)

- 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) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

**Unit-II : Learning**

(Class hours : 25)

- a. Definition and characteristics of Learning; Factors influencing learning
- b. Theories of learning and their implications : Classical and Operant conditioning, Trial and Error, Insightful Learning
- c. Transfer of Learning: Concept, Types and Strategies for promoting transfer
- d. Motivation : Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication
- e. Memorization : Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting - meaning and causes

**Unit-III : Intelligence & Creativity**

(Class hours : 20)

- a. Intelligence : Definition; Theories of Intelligence and their implications - Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence - verbal, non-verbal, and performance test.
- b. Creativity: meaning, nature, factors, and nurturing. Brainstorming as a technique.

**Unit-IV : Personality**

(Class hours : 15)

- a. Definition; Heredity & Environment as determinants of Personality.
- b. Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory
- c. Measurement of Personality - projective test and non-projective test

**Unit-V: Individual Differences**

(Class hours : 10)

- a. Individual differences
  - Meaning, nature, and
  - Role of heredity, environment and culture
  - Implication on education

**MINOR COURSE**  
**Semester-II**  
**EDU-MI-T-2: HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA**  
**Credit 4. Full Marks 50**

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

- Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Vedic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Brahmanic system of Education.
- Explain the education system of different educational institutions of Brahmanic system of education.
- Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Buddhistic system of Education.
- Explain the education system of different educational institutions of Buddhistic system of Education
- Compare between Brahmanic and Buddhistic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Medieval system of Education.
- Discuss the educational contribution of Akbar, Aurangzeb.

**Course Content :**

**Unit I : Vedic System of Education** (Class hours-15)

- a. Salient features
- b. Aim and objectives
- c. Curriculum, Methods of Teaching
- d. Teacher-Pupil relation and Evaluation System.

**Unit II : Brahmanic System of Education** (Class hours-20)

- a. Salient features
- b. Aims and objectives, Curriculum, Methods of Teaching, Teacher-Pupil relation and Evaluation System.
- c. Centres of Learning : Takshasila and Nabadwip

**Unit III : Buddhistic System of Education** (Class hours- 20)

- a. Salient features
- b. Aims and objectives, Curriculum, Methods of Teaching, Teacher-Pupil relation and Evaluation System.
- c. Centres of Learning: Nalanda and Vikram Sila
- d. Comparison between Brahmanic System of Education and Buddhistic System of Education.

**Unit IV : Medieval System of Education** (Class hours-20)

- a. Salient features
- b. Aims and objectives, Curriculum, Methods of Teaching, Teacher-Pupil relation and Evaluation

- System.
- c. Contribution of Akbar and Aurangzeb
  - d. Centres of Learning: Fatehpur Sikri and Delhi

**MULTIDISCIPLINARY COURSE**  
**Semester-II**  
**EDU-MU-T-2: FOUNDATION OF EDUCATION- II**  
**Credit 3. Full Marks 45**

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

- Discuss the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems.
- Explain the landmarks in the development of Indian Education till Independence.
- Describe the concepts related to curriculum and co-curricular activities.
- Explain some contemporary issues of Indian education.

**Course Content:**

**Unit-I : Development of Indian Education** (Class hour - 18)

- a. Ancient Education System- Vedic, Buddhist and Islamic Systems of education
- b. Development of Modern Indian Education: Early Efforts of Missionaries
- c. Charter Act, 1813 and Macaulay's Minute, 1835 d. Wood's Dispatch, 1854
- e. Hunter Commission, 1882
- f. Basic Education, 1937
- g. Sargent Committee Report, 1944

**Unit -II : Curriculum** (Class hour - 14)

- a. Concept of Curriculum: Meaning and definitions, Characterisation of Curriculum
- b. Curriculum as 'Currere'
- c. Curriculum, Text book and Syllabus
- d. Types of curriculums: Core, Hidden, Subject Cantered and Null Curriculum
- e. Concept and types of co-curricular activities, Importance of co-curricular activities

**Unit-III : Some Global issues in Indian Education** (Class hour - 20)

- a. Globalization: Concept and its impact on education
- b. Privatization: Concept and its impact on education
- c. Sustainable Development Goals 4 and Indian Education
- d. Peace Education: Concept, importance and strategies
- e. International Student Mobility and Indian Scenario

**Unit IV : Contemporary Issues and Systems of Indian Education** (Class hour - 22)

- a. Assessment ant Accreditation of Educational Institutions-NAAC-IQAC, Criteria Based Assessment and its impact on HEIs.
- b. MOOC: Concept and importance
- c. SWAYAM: Concept and Importance

- d. Open Book Examination (OBE) : Concept, Importance, merits and demerits.
- e. Education-Industry Link : Concept, importance and challenges

**ABILITY ENHANCEMENT COURSE**  
**Semester-II**  
**AECC-1: COMMUNICATIVE ENGLISH**  
**Credit 4. Full Marks 50**

**COMMON SYLLABUS**  
**SKILL ENHANCEMENT COURSE**  
**Semester-II**  
**EDU-SEC-P-2 (A): INSTITUTIONAL SURVEY**  
**Credit 3. Full Marks 45**

Course Learning Outcomes : After the completion of this course the learner will be able to

- Define the process of Institutional Survey
- Identify and explain the areas of Institutional Survey
- Analysis the different aspects of Institution with data
- Prepare a comprehensive report on an Institution

**Guidelines :**

In an Institutional Survey Researchers may cover any four of the following areas of the Institution and can follow either qualitative or quantitative or mix method of analysis for preparing the report of the Institution. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

**Areas of Institution :**

1. Leadership
2. Teacher Quality - Preparation, competence and commitment
3. Linkage and interface - communication with the environment
4. Students - academic and non -academic quality
5. Co-curricular activities - Non scholastic areas
6. Teaching - quality of instructions
7. Office Management - Support services
8. Relationship : corporate life in the institution support
9. Examination - purposefulness and methodology
10. Job Satisfaction - staff morale
11. Reputation

**Format for Report of Institutional Survey**

- a. Front page
- b. Certificate from Supervisor

- c. Student declaration
- d. Acknowledgement
- e. Preface
- f. Content
- g. **Chapter 1** : Introduction of Topic / theoretical framework of topic
- h. **Chapter 2** : Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
- i. **Chapter 3** : Review of Literature/Background of the study.
- j. **Chapter 4** : Methodology
- k. **Chapter 5** : Data Analysis and Interpretation
- l. **Chapter 6** : Conclusion and Suggestions/ Recommendation
- m. References / Bibliography

**SKILL ENHANCEMENT COURSE**  
**Semester-II**  
**EDU-SEC-P-2 (B): PROJECT WORK**  
**Credit 3. Full Marks 45**

**Course Learning Outcomes** : After completion of this course the learner will be able to :-

- Explain the process of conducting a Project.
- Prepare a Project Report.

**Guidelines** : Each student is required to complete anyone project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4) and to be submitted as per University Schedule :

- Title of the Project: To be selected from the syllabus specified for Core papers.
- Introduction
- Significance of the Study
- Review of Related Literature/ Background of the study
- Objectives of the Study
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion
- References

## **ENGLISH**

### **Semester-I**

#### **MAJ101 : READING, WRITING AND PRESENTATION**

**Credit 6. End Sem Marks - 60**

##### **Unit - I, Title - Literary Terms**

**Texts/ contents** : (i) persona (ii) genre (iii) image (iv) symbol (v) epic (vi) lyric (vii) novel (viii) comedy (ix) tragedy (x) character (xi) connotation and denotation, (xii) irony (xiii) narrative and narratology (xiv) point of view

**Prescribed Texts :**

*A Glossary of Literary Terms*. M.H. Abrams and Geoffrey Galt Harpham. New Delhi : Cengage, 2015.

**Type of Questions** : 2 x 5 (out of 8) + 5 x 3 (out of 6)

##### **Unit - II, Title - Academic Writing**

**Texts / contents** : (i) Writing process (ii) Conventions of academic writing (iii) Summarizing and paraphrasing (iv) Critical thinking in writing (v) Argument in writing (vi) Citing resources

**Prescribed Texts :**

“Academic Writing and Composition” by Sharmila Majumdar in *Introduction to Undergraduate English, Book 2* by Parthapratim Bandyopadhyay *et al.* Cambridge University Press, 2018. pp. 105-137.

**Type of Questions** : 5 x 4 (out of 8) + 15 x 1 (out of 3)

##### **Unit - III, Title - Presentation skills**

**Texts / contents** : (i) The audience and the objective (ii) Choice of medium of presentation (iii) Techniques of effective presentation (iv) Structuring the presentation and time management (v) Visual aids and use of technology (vi) Clarity and non-verbal communication

**Prescribed Texts :**

*How to Improve your Critical Thinking & Reflective Skills*. Kathleen McMillan and Jonathan Weyer. Pearson Education India, 2013.

**Type of Questions** : Students will be required to make a presentation as part of the internal assessment / students seminar.

#### **MIN101 : LANGUAGE AND LINGUISTICS**

**Credit 4. End Sem Marks - 40**

##### **Unit - I, Title - Language**

**Texts/ contents** : (i) Language and communication (ii) Language varieties: standard and non-standard language (iii) Language change.

##### **Unit - II, Title - Phonetics and Phonology**

**Texts / contents** : (i) Introduction to English vowel and consonant sounds (ii) Stress and phonemic transcription of connected speech (iii) Syllabic structure and consonant cluster

### **Unit - III, Title - Syntax and Semantics**

**Texts / contents :** (i) Categories and constituents (ii) Phrase structure (iii) Maxims of conversation

**Textbook :**

“Language and Linguistics” by Samrat Laskar, pp.197-218 of *Introduction to Undergraduate English*, Book 2 by Parthapratim Bandyopadhyay et al. Cambridge University Press, 2018.

**Type of Questions :** 2 x 5 (out of 8) + 5 x 2 (out of 4) + 10 x 2 (out of 4)

### **SEC101 : SOFT SKILLS**

#### **Credit 3. End Sem Marks - 35**

**Texts / contents :** (i) Teamwork (ii) Emotional intelligence (iii) Adaptability (iv) Leadership (v) Problem solving

**Prescribed Texts :**

Textbook: *Introduction to Undergraduate English: Book I*. Ed. by Keya Ghatak et al Cambridge University Press, 2018, is the only prescribed textbook for this course. pp. 61-84.

“Soft Skills” by Dhrubajyoti Sarkar

**Type of Questions :** 2 x 5 (out of 8) + 5 x 3 (out of 5) + 10 x 1 (out of 2)

### **MDS101 : WOMEN AND EMPOWERMENT**

#### **Credit 3. End Sem Marks - 35**

#### **Unit - I (Theory)**

**Texts / contents :** (i) Social construction of gender and patriarchy (ii) History of women’s movements (iii) Women, law and the Indian Constitution (iv) Women, environment and society

**Prescribed Texts :**

“Contemporary India: Women and Empowerment” by Chirantan Sarkar, pp. 139-170, *from Introduction to Undergraduate English, Bk 2*. by Parthapratim Bandyopadhyay et al, Cambridge University Press, 2018.

**Type of Questions :** 5 x 1 (out of 2) + 2 x 5 (out of 8) = 15

#### **Unit - II (Texts)**

**Texts / contents :** [A] (i) “Amar Jiban” by Rasasundari Debi (ii) “Daddy” by Sylvia Plath [B] (i) “The Intrusion” by Shashi Deshpande (ii) “Caged Bird” by Maya Angelou

**Prescribed Texts :**

[A](i) Rasasundari Debi. Excerpts from “Amar Jiban” in *Women’s Writing in India*. Vol.1. Eds. Susie Tharu and K. Lalita. New Delhi : OUP, 192-202. (ii) *The Collected Poems of Sylvia Plath*, edited by Ted Hughes, Harper, 1981. [B] (i) *The Intrusion and Other Stories* by Shashi Deshpande. Penguin, 2000. (ii) *The Complete Collected Poems of Maya Angelou*. Random House Inc., 1994.

**Type of Questions :** 10 x 1 (out of 2) + 5 x 2 (out of 4) = 20

\* Either a 5 or 10 marks question can be attempted from each group



**Semester - II**  
**MAJ201 : USES OF ENGLISH IN INDIA**  
**Credit 6. End Sem Marks - 60**

**Unit - I, Title - English in India**

**Texts / contents :** (A) British colonial period - (i) Exploration phase (pre 1813) (ii) Transportation phase (1813-1835) (iii) Consolidation and dissemination (post 1835) (B) Independent India – (i) English and the struggle for the Swadeshi and Indian Independence (ii) Language Riots The Official Language Commission and The Official Language Act (iii) Indians' English : errors and idiosyncrasies (iv) Perspectives on teaching English in independent India (v) English and Indian languages (vi) Neo-colonialism, globalization and English

**Prescribed Texts :**

(a) *The Story of English in India*. N. Krishnaswamy and Lalitha Krishnaswamy. New Delhi : Foundation Books, 2006 (b) *The Politics of Indians' English*. N. Krishnaswamy and Archana Burde. New Delhi : OUP, 2004.

**Type of Questions :** 1 (out of 2) x 15 marks + 2 (out of 4) x 5 = 10 [5 and 15 marks questions should be answered from two different groups]

**Unit - II, Title - Use of English**

**Texts / contents :** (A) Language and its features (B) Phonetics and Phonology (C) Syntax and Semantics

**Prescribed Texts :**

“Language and Linguistics” by Samrat Laskar in *Introduction to Undergraduate English*, Book 2 by Parthapratim Bandyopadhyay et al. Cambridge University Press, 2018. pp. 197-218.

**Type of Questions :** 3 (out of 5) x 5 marks + 5 (out of 8) x 2 marks + { 10 marks in viva voce examination as part of the internal assessment for oral test of phonetics)

**Unit - III, Title - Rhetoric & Prosody**

**Texts / contents :** (A) ONLY the fourteen mentioned in the text book of the Unit II (B) Disyllabic measures - the four mentioned in the prescribed text of the Unit II (C) Trisyllabic measures - the three mentioned in the prescribed text of the Unit II

**Prescribed Texts :**

*Elements of English Rhetoric and Prosody* by Bose and Sterling. Kolkata: Chuckerverty, Chatterjee & Co, 2021.

**Type of Questions :** 4 (out of 6) x 2 marks - identification of figures of speech + 1 (out of 2) Disyllabic measures scansion + 1 (out of 2 ) Trisyllabic measures scansion

**SEC201 : BUSINESS COMMUNICATION**  
**Credit 3. End Sem Marks - 35**

**Unit - I, Title - Written Communication**

**Texts / contents :** (i) Writing a project/ fieldwork report (ii) Writing a report on business negotiations (iii) Summarizing annual report of a company (iv) Writing minutes of a meeting (v) Electronic correspondence

**Type of Questions :** 2 x 5 (out of 8) + 5 x 3 (out of 5) +10 x 1 (out of 2)

**Unit - II, Title - Verbal Communication**

**Texts / contents :** (i) Spoken English for Business communication (ii) Making a business presentation with suitable aids

**Prescribed Texts :**

“Business Communication” by Basudeb Chakrabarti in *Introduction to Undergraduate English* : Book I, Cambridge University Press, 2018, pp. 85-120.

**Type of Questions :** Oral component will be tested in viva voce examination as part of the internal assessment

**AEC201 : COMMUNICATIVE ENGLISH**

**Credit 4. End Sem Marks - 40**

**Unit - I, Title - Language and Communication**

**Texts / contents :** (a) History (b) Theory (c) Types (d) Modes (e) Barriers (f) Strategies

**Unit - II, Title - Reading and Writing**

**Texts / contents :** (a) Strategies (b) Literary texts (c) Content texts (d) Common writing requirements

**Unit - III, Title - Speaking Skills**

**Texts / contents :** (a) Dialogue (b) Group discussion (c) Interview (d) Public Speaking

**Prescribed Books :**

“English Communication” by Keya Ghatak , pp.1-31 in *An Introduction to Undergraduate English*, Book 1 by Keya Ghatak et al. Cambridge University Press, 2018.

**Type of Questions :** 2 x 10 (out of 15) + 5 x 4 (out of 6)

**MDS201 : Literature and Environment**

**Credit 3. End Sem Marks - 35**

**Unit - I, Title - Novel**

**Texts / contents :** *Dweepa* by Na D’Souza

**Prescribed Books :** Tr. by Susheela Punitha. Oxford UP.

**Type of Questions :** 5 x 1 (out of 2) + 10 x 1 (out of 2)

**Unit - II, Title - Poem and Essay**

**Texts / contents :** (a) Strategies (b) Literary texts (c) Content texts (d) Common writing requirements

**Prescribed Books :**

(i) *Selected Poems* of William Wordsworth, ed. by Stephen Gill. Penguin (ii) *Walden, Civil Disobedience and Other Writings* by Henry David Thoreau, ed. by William Rossi, Norton Critical Edition(iii) *The Complete Poems of John Keats*, Modern Library ed.

**Type of Questions :** 5 x 2 (out of 3) + 2 x 5 (out of 6)

**Value Added Course:**  
**Course Code: ENVS-VA-1**  
**Course Title: ENVIRONMENTAL EDUCATION**  
**Credits: 4, Full Marks: 40+10**

**Preamble:** The course examines the relationship between the environment and society enabling the students to understand and appreciate the role played by environment, society, and, their interface in shaping environmental decisions. The students will be enabled to think critically on environmental issues.

**Unit 1:** Humans and the Environment: The man-environment interaction; impact of anthropogenic activities on the environment; Population growth and natural resource exploitation; Environmental world views: ecocentric, bio-centric and anthropocentric perspectives.

**Unit 2:** Natural Resources: Definition of resource; Classification of natural resources, renewable and nonrenewable; Water resources; Soil/Land and mineral resources; Energy resources; Bioresources; Issues and challenges related to resource management.

**Unit 3:** Ecosystems and Biodiversity: Major types of ecosystem in India and their basic characteristics-forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services.

Definition, levels and types of biodiversity, biodiversity hotspots, importance of biodiversity: threats to biodiversity, Biodiversity loss; Conservation approaches, role of traditional knowledge, PBR.

**Unit 4:** Environmental Pollution and Degradation: Definition of pollution; point sources and non-point sources of pollution; sources, causes, health effects and control strategies of air pollution, water pollution, soil pollution, noise pollution and radioactive pollution, fire cracker pollution; land degradation, deforestation, desertification, urbanization.

**Unit 5:** Climate Change: Weather vs Climate, greenhouse gases, greenhouse effect and global warming; Natural vs anthropogenic radiative forcing; concepts of mitigation, adaptation, vulnerability and resilience (with reference to climate change); Impacts of climate change on: ocean and land systems, Sea level rise, marine and coastal ecosystems, forests and natural ecosystems, animal species, agriculture, health, urban infrastructure. Adaptation and mitigation measures; National and international policy instruments for mitigation, Climate justice; National Action Plan on Climate Change (NAPCC).

**Unit 6:** Environmental Treaties and Legislation: An overview of instruments of international cooperation; bilateral and multilateral agreements; conventions and protocols; Major International Environmental Agreements: Convention on Biological Diversity (CBD); Ramsar Convention on Wetlands of International Importance; Montreal Protocol; Basel Convention; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; Noise Pollution (Regulation and Control) Rules, 2000; The Plastic Waste Management Rules, 2016; The Bio-Medical Waste Management Rules, 2016; The Solid Waste Management Rules, 2016; The e-waste (Management) Rules, 2016; Major International organisations and initiatives for environmental protection: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN).

**Unit 7:** Environmental Ethics and Sustainable Development: Environmental ethics, Role of various religions and cultural practices in environmental conservation. Environmental communication and public awareness: (Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC); sustainability ethics and sustainable lifestyle. Concept of Sustainable development; overview of the United Nations Sustainable Development Goals (SDGs).

## **GEOGRAPHY - SEMESTER I**

**Type : Major**

**PAPER : I (Theory)**

**COURSE CODE : GEOG-M-T-1**

**COURSE TITLE : GEOTECTONICS AND GEOMORPHOLOGY**

**Total Marks : 75**

**Credits : 6**

**Course Evaluation : Semester End Examination (60 Marks) and Internal Assessment (15 Marks)**

### **Course Objectives:**

- To understand the fundamental concepts in Geotectonics and Geomorphology
- To study the earth's interior, tectonic and structural evolution and earth's movements
- To explain the theories of continental drift, sea floor spreading and plate tectonics
- To study the diverse earth surface processes, landforms and their evolution

### **Course Learning Outcomes :**

After the completion of course, the learners will have ability to :

- understand fundamental knowledge in Geotectonics and Geomorphology
- obtain adequate knowledge on the internal structure, tectonic and structural evolution of earth, concept of Isostasy and earth's movements
- acquire comprehensive knowledge of continental drift, sea floor spreading and plate tectonics theories
- understand the dynamic nature of the earth surface processes, landforms and their evolution

### **Professional Skill Development Opportunities of the Course :**

The obtained fundamental knowledge and concept of this course will increase the interest of the learners for further study and research in Physical Geography and Earth Sciences. This course is also effective in developing observational skills and critical thinking abilities of the learners.

### **Course Content:**

#### **UNIT I : GEOTECTONICS**

1. Earth's tectonic and structural evolution with reference to geological time scale
2. Earth's crust and interior: Internal structure with reference to seismological evidences
3. Theories of Isostasy: Airy and Pratt
4. Continental drift theory: Evidences and criticism; Concept of Sea Floor Spreading and Palaeomagnetism
5. Plate Tectonics : Mechanism and resultant landforms; Earthquakes and Vulcanicity
6. Folds and Faults: Origin and classification

#### **UNIT II : GEOMORPHOLOGY**

1. Fundamental principles of Geomorphology
2. Degradation processes: Weathering, Mass wasting and resultant landforms

3. Theories of landscape evolution: Davis, Penck and Hack
4. Slope development : Theories of King and Wood
5. Development of river network and landforms on uniclinal and folded structures
6. Processes and landforms : Fluvial, Glacial, Aeolian and Coastal

**SEMESTER I**

**Type : Minor**

**PAPER : I (Theory)**

**COURSE CODE : GEOG-MI-T-1**

**COURSE TITLE : PHYSICAL GEOGRAPHY**

**Total Marks : 50**

**Credits : 4**

**Course Evaluation : Semester End Examination (40 Marks) and Internal Assessment (10 Marks)**

**Course Objectives :**

- To obtain fundamental knowledge of Physical Geography
- To study continental drift and plate tectonics theories
- To study the earth surface processes, landforms and their evolution
- To understand the basic ideas of atmosphere
- To study the basic ideas of soil and biome.

**Course Learning Outcomes :**

After the completion of course, the learners will have ability to :

- understand fundamental knowledge in Physical Geography
- obtain knowledge on the earth's interior, theories of continental drift and plate tectonics
- understand fundamental knowledge of the earth surface processes, landforms and their evolution
- acquire basic knowledge of atmosphere
- obtain basic ideas of hydrological cycle, soil and biome

**Professional Skill Development Opportunities of the Course :**

The obtained knowledge of this course will increase the interest of the learners for further study in Physical Geography particularly in the fields of Geotectonics, Geomorphology, Soil Geography and Biogeography. This course will help the learners in developing analytical skills, observational skills and critical thinking abilities.

**Course Content:**

1. Internal structure of the earth
2. Continental drift theory : Mechanism, evidences and criticisms
3. Plate tectonics : Mechanism and resultant landforms
4. Geomorphic process : Weathering
5. Processes and landforms : Fluvial, Glacial, Aeolian and Coastal

6. Composition and structure of the atmosphere
7. Insolation, Heat budget, Horizontal and vertical distribution of temperature
8. Hydrological cycle
9. Definition of soil, concept of soil profile and soil forming factors; Types of soil : Zonal, Azonal and Intrazonal
10. Concept of ecology and ecosystem; Biome: Tropical rain forest and Taiga

### **SEMESTER I**

**Type: Multidisciplinary Course**

**PAPER: I (Theory)**

**COURSE CODE: GEOG-MU-T-1**

**COURSE TITLE: DISASTER MANAGEMENT**

**Total Marks: 45**

**Credits: 3**

**Course Evaluation: Semester End Examination (35 Marks) and Internal Assessment (10 Marks)**

#### **Course Objectives :**

- To acquire knowledge about basic concepts of disaster management
- To study the major natural and manmade disasters in India
- To learn disaster management strategies

#### **Course Learning Outcomes:**

After the completion of course, the learners will have ability to :

- learn the basic concepts in disaster management.
- understand the nature of natural and manmade disasters in India
- develop strategies for disaster management to sustain social development

#### **Professional Skill Development Opportunities of the Course:**

This course will help the learners in developing problem solving skills and observational skills. The acquired knowledge from this course will help the learners to develop effective strategies for management of disasters.

#### **Course Content :**

1. Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification of hazards
2. Flood, drought, landslide: causes, impact and distribution in India
3. Earthquake: causes, effects and seismic zones of India; Tsunami: causes and effects
4. Tropical Cyclone: structure, formation and impact with reference to India
5. Manmade disasters in India: soil erosion and accidental release of toxic chemicals – causes and impact
6. Disasters - response and mitigation measures: Institutional set up - NDMA and NIDM; Indigenous knowledge and community-based Disaster Management; Do's and Don'ts during and post disasters

## **SEMESTER I**

**Type: Skill Enhancement Course (SEC)**

**PAPER: I (Practical)**

**CODE: GEOG-SEC-P-1**

**COURSE TITLE: Basics of Computer and Computer Applications**

**Total Marks: 45**

**Credits: 3**

**Course Evaluation: Semester End Examination (35 Marks) and Internal Assessment (10 Marks)**

### **Course Objectives :**

- To understand the basics of computer and computer applications
- To develop knowledge about the binary arithmetic numbering systems
- To develop ability and skills in data computation, storing, formatting, analysis and cartographic presentation
- To develop internet surfing skills

### **Course Learning Outcomes :**

After the completion of course, the learners will have ability to:

- gain knowledge of computer basics
- develop their ability and skills in data management, data computation, data analysis and cartographic presentation
- acquire internet surfing skills and enhance their ability to gain knowledge from the digital world

### **Professional Skill Development Opportunities of the Course :**

This course has the great potential to advance the learner's career. This course is highly effective to develop data analysis skills, observation skills, communications skills in particular and digital skills in general. This course has a wide scope of employment opportunity.

### **Course Content**

1. Basics of computer and its operation
2. Numbering Systems - Binary Arithmetic
3. Preparation of Annotated diagrams and its interpretation: Line graph, Bar and Pie diagrams, Histogram and Scatter diagrams
4. Data Computation, Storing and Formatting in Spreadsheets: Computation of Rank, Mean, Median, Mode, Standard Deviation, Moving Averages, Derivation of Correlation, Coefficient of Variation, Regression
5. Internet Surfing: Generation and Extraction of Information

\* A Project File of exercises consisting of each theme is to be submitted

## **SEMESTER II**

**Type: Major**

**PAPER: II (Theory)**

**CODE: GEOG-M-T-2**

**COURSE TITLE: POPULATION AND SETTLEMENT GEOGRAPHY**

**Total Marks: 75**

**Credits: 6**

**Course Evaluation: Semester End Examination (60 Marks) and Internal Assessment (15 Marks)**

### **Course Objectives :**

- To understand the fundamental concepts of Population and Settlement Geography
- To study population dynamics and theories of population growth
- To evaluate population policies of India and Sweden
- To study the nature and morphology of rural and urban settlements
- To study the spatial arrangement of settlements with their economic activities

### **Course Learning Outcomes :**

After the completion of course, the learners will have ability to:

- acquire clear knowledge on fundamental concepts of Population and Settlement Geography.
- familiarise with the development of Population and Settlement Geography.
- understand population dynamics, nature of population growth and migration
- acquire knowledge of population policies adopted in India and Sweden
- understand the nature and morphology of rural and urban settlements

### **Professional Skill Development Opportunities of the Course :**

The acquire knowledge will help the learners to build better foundation for further studies and research in Population Geography and Settlement Geography. This course will be efficient to develop analytical skills and data analysis skills. Learners will improve their employability skills from this course.

### **Course Content:**

#### **UNIT I : POPULATION GEOGRAPHY**

1. Development of Population Geography; Relation between Population Geography and Demography
2. Determinants of Population Dynamics: Fertility, Mortality and Migration
3. Population Composition (Age-Sex and Occupational Structure)
4. Theories of population growth: Malthus and Marx; Demographic Transition Theory (Thompson and Notestein)
5. Migration: types, causes and theories
6. Population Policies (India and Sweden)

#### **UNIT II : SETTLEMENT GEOGRAPHY**

1. Development of Settlement Geography



2. Rural settlement : Site, situation, types and pattern
3. Morphology of rural settlements: layout-internal and external
4. Urban settlements : Census definition, Urban agglomeration; Urban sprawl, Rural-urban continuum, Rurban and Periurban
5. Urban morphology : Classical Models of Burgess, Hoyt, Harris and Ullman
6. Central Place Theory and hierarchy of settlements

## **SEMESTER II**

**Type: Minor**

**PAPER: II (Theory)**

**CODE: GEOG-MI-T-2**

**COURSE TITLE: HUMAN GEOGRAPHY**

**Total Marks: 50**

**Credits: 4**

**Course Evaluation: Semester End Examination (40 Marks) and Internal Assessment (10 Marks)**

### **Course Objectives:**

- To acquire knowledge about the major themes of Human Geography
- To study the distribution and growth of population in India
- To study the changing nature of demographic regime
- To understand the nature of human migration and sectors of economy
- To study the types and pattern of rural settlements and functional classification of town
- To provide a comprehensive view of major ethnic groups in India
- To study the central themes in Cultural Geography and basic aspects of human development

### **Course Learning Outcomes :**

After the completion of course, the learners will have ability to :

- understand the key themes of Human Geography
- acquire knowledge of population in India with spatio-temporal context
- understand the changing nature of population dynamics in relation to economic growth, social development and cultural change
- build concrete ideas about human migration and different economic sectors
- gain knowledge about the nature of rural and urban settlements
- acquire knowledge about ethnic identity of major ethnic groups in India
- learn to measure the progress of a country in terms of economic and social development

### **Professional Skill Development Opportunities of the Course :**

This course will help the learners for further studies in different sub-branches of Human Geography. This course focuses on the development of critical thinking skills, analytical and data analysis skills.

**Course Content :**

1. Distribution and growth of population in India
2. Demographic Transition Theory
3. Migration : Concept, types and causes
4. Economic activities : Primary, Secondary and Tertiary
5. Types and patterns of rural settlements
6. Urban settlement : Census definition and characteristics
7. Functional classification of towns
8. Major ethnic groups in India: Santhal, Gond, Toda and Khasi
9. Concept of culture, Cultural hearths and Cultural diffusion
10. Human Development Index

**SEMESTER II****Type: Multidisciplinary Course****PAPER: II (Theory)****CODE: GEOG-MU-T-2****COURSE TITLE: RURAL DEVELOPMENT****Total Marks: 45****Credits: 3****Course Evaluation: Semester End Examination (35 Marks) and Internal Assessment (10 Marks)****Objectives of the Course:**

- Acquire basic knowledge about the Rural Development
- To study the needs and approaches of Rural Development
- To gain elementary knowledge about the Rural Economic Base
- To provide a comprehensive view of provision of services to rural areas

**Course Learning Outcomes :**

After the completion of course, the learners will have ability to:

- understand the basic themes of Rural Development
- understand the needs and approaches of Rural Development
- understand the nature of Rural Economic Base
- obtain knowledge about the provision of services to rural areas

**Professional Skill Development Opportunities of the Course:**

This course will motivate the learners for further studies in Rural Development. This course is beneficial for developing professional skill particularly critical thinking skills, analytical skills and observation skills.

**Course Content :**

1. Concept and scope of rural development; Need for Rural Development; Gandhian Approach of Rural Development; Inter-Dependence of Urban and Rural Sectors of the

Economy

2. Rural Economic Base: Panchayatiraj System, Agriculture and allied activities, Seasonal nature of Indian agriculture; need for expanding non-farm activities; Role of Co-operatives; PURA
3. Area based approach to rural development: Drought Prone Area Programmes, PMGSY
4. Target Group Approach to rural development: SGSY, MGNREG and PMJDY
5. Provision of Services – physical and socio-economic access to elementary education, primary health care and micro credit
6. NRHM and NRLM : objectives and approach

## **SEMESTER II**

**Type: Skill Enhancement Course (SEC)**

**PAPER: II (Practical)**

**CODE: GEOG-SEC-P-2**

**COURSE TITLE: FIELD WORK**

**Total Marks: 45**

**Credits: 3**

**Course Evaluation : Semester End Examination (35 Marks) and Internal Assessment (10 Marks)**

**Course Objectives :**

- To develop ability to identify region specific physical and socio-economic problems
- To increase the ability to learn field survey techniques and expertise in field survey instruments
- To develop expertise in quantitative and qualitative analysis of field-based data and information
- To learn data analysis techniques, data representation, mapping and field report writing

**Course Learning Outcomes:**

After the completion of course, the learners will have ability to:

- acquire knowledge, skills and expertise to identify geographical issues
- achieve skills and expertise to use various survey techniques and instruments
- expertise in field-based data collection, analysis and presentation
- prepare field report
- build capacity to interact with people of diverse culture

**Professional Skill Development Opportunities of the Course :**

This course is highly effective for professional skill development, particularly observation skills, data analysis skills, problem solving skills and cartographic skills.

**Course Content :**

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 title, problem statement, objectives, methodology and major findings. The text of the report

should not exceed 5000 words and 15-20 pages of illustrations (A4 Pages). The diagrams and illustrations should be prepared in computer using the standard format

**Guidelines for preparation of Field Report :**

The following methods are to be followed for framework :

1. Framing of relevant questionnaire/survey schedule for assessing the physical/cultural/environment/socio-economic components. A filled-in questionnaire used in the survey should be attached with the report signed by the concerned teacher and the student.
2. Drawing 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 Field supervisor.

## Course details of HISTORY for 1st & 2nd Semesters at the UG Level (NEP 2020)

### Semester 1

#### Major Course 1 (Credit 6)

##### *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.

#### Minor Course 1. (Credit 4)

To be chosen from subjects other than History

#### Multidisciplinary Course 1 (Credit 3)

To be chosen from prescribed multidisciplinary subjects.

#### Skill Enhancement Course 1 (Credit 3)

##### *Looking into Indian Heritage through Art & Architecture*

**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.

#### Value Added Course 1. (4)

To be chosen from prescribed V. A. Courses.

### Semester 2

#### Major Course 2 (Credit 6)

##### *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.

#### **Minor Course 2 (Credit 4)**

To be chosen from subjects other than History

#### **Multidisciplinary Course 2 (Credit 3)**

To be chosen from prescribed courses.

#### **Ability Enhancement Course 1 (Credit 4)**

*May be taken up from the specific category course. or*

#### **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 Course 2. (Credit 3)**

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

**Unit-1 :** Technologies and instruments of electronic communication - aspects of electronic communication.

**Unit-2.** 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-3 :** Internet - brief history, internet today - protocols and standards - reference models: OSI reference model, TCP/IP reference model, their comparative study.

**For students from other Major Subject Groups opting History as a minor subject**

#### **Semester 1**

#### **Minor Course 1 (Credit 4)**

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

**Unit-1 :** Sources and interpretation – broad survey of *paleolithic*, *mesolithic* and *neolithic* cultures – the *Harappan* Civilisation – journey from the Vedic state to the 16 *Mahajanapadas* – from the age of the Vedas to the age of Jainism and Buddhism.

**Unit-2 :** The Maurya rule in Magadha - Asoka's *Dhamma* and administration - The post-Maurya

India of the Kushanas, Satavahanas and Tamil powers - splits in Jainism and Buddhism - Vaishnavism, Saivism

**Unit-3:** Age of the Guptas - consolidation of the 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 of ancient India.

**Unit-4:** From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas – changes in Polity, Society, Economy, Religion and Culture - towards transition.

## Semester 2

### Minor Course 2 (Credit 4)

#### *History of Medieval India*

**Unit-1 :** Northern India under the Delhi Sultanate - consolidation of the Sultanate from 1206 to 1286 AD - the Khalji Revolution and the omnipotent state under the Khaljis - The Tughluq period of reforms and counter reforms - decline of the Delhi Sultanate - the successor states of Bijoyanagar, 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 - Making of the Mughal State from Akbar to Aurangzeb.

**Unit –3 :** Agrarian crisis and the decline of the Mughal Empire - regional polity – the Marathas under *Shivaji* and the *Peshwas* ; the Sikh challenge - emergence of successor states – Bengal, *Awadh*, Mysore and Hyderabad.

**Unit – 4 :** Mughal India in retrospect - state and religion - evolution of the administrative system– *mansab* and *jagir* - management of land and agriculture – features of urban economy, trade and industry - society and culture – religion of the masses - language, music and literature - art and architecture.

### Multidisciplinary Course (History) under Social Sciences (Credit 3)

#### *History*

**Unit 1.-** The lost civilizations of ancient India – the Vedic and post-Vedic Age – Unity in Diversity – Society and Polity in pre-Gupta and post-Gupta period.

**Unit 2.-** Growth of Muslim power in India – the Sultanate of Delhi – rise and fall of the Mughal State – society and culture of pre-colonial India.

**Unit 4.-** British ascendancy in India – growth of British administration and its impact – the Revolt of 1857 – the long road to freedom – creating 'New India' after 1947.

### Value Added Course (Credit 4)

#### *Understanding India*

**Unit 1.-** Discovering immortal India through Vedic and non-Vedic philosophies – wild life

and ethnic communities of rural India.

**Unit 2.-** Spiritual and Material Culture – Ajivikism, Vaishnavism, Jainism, Buddhism and Sufism.

**Unit 3.-** Culture and heritage of India – art & architecture of different ages.

**Unit 4.-** Evolution of different forms of music and dance as the performing art – (a) music of north and south Indian varieties – (b) dance of north, south and north-eastern varieties.



## **Multidisciplinary Courses (MDC) on Library & Information Science (LIS)**

**COURSE TITLE : Academic Libraries in Digital Environment**

**Nature of the Course : Multidisciplinary Courses (MDC) for UG Programme**

**Total Credit: - 3 (Theoretical = 2 & Practica-l/Tutorial = 1 or Theoretical = 3)**

**Duration = 45 Hours, Marks = 45**

### **Objective of Course**

- To understand the academic library system & service
- To acquire knowledge about various library resources like Print, Digital/E-resources
- To enhance the Information Search Skill/Information Literacy Skill and to make students efficient enough to identify information resources for their regular study and research.
- To know the concept of library access system or information access system

### **Course Structure & Module of the MED for UG Programme**

#### **Module - I**

**Topic & Content :** Academic Library Resources and Services (15 Hours) : Definition, aims, objectives, functions and services; Types of Libraries; Academic Library System. Sources of Information (Print & Digital including Open access) : Meaning, Definition, Nature, Evolution, Characteristics, Functions of different types of reference sources and their Importance. Browsing & Search techniques of different printed sources of information. Digital Resources : e-books, e-journals, e-theses, databases bibliographic databases, fulltext databases, citation databases, NDLI, Digital Libraries of reputed organizations.

#### **Module - II**

**Digital Information Retrieval (10 Hours) :** Searching Digital Sources including Open Educational Resources (OER); Searching information uses various strategies and filters : Internet using different Search Engines; WebOPAC; Databases, Meta Search Engines, Artificial Intelligence (AI) in information retrieval.

#### **Module - III**

**Research Support Tools (15 Hours) :** Research Writing, Referencing & Citation Style, Citation Management Tools, Plagiarism Tools, Research Profile Management Tools, Copyright Issues and IPR

**Continuous Evaluation (05 Hours)**

#### **Course Outcomes**

- Enabling students to enrich their credibility of library use in the digital environment
- Ability enhancement in indentifying and access the various sources of information
- Augmenting information literacy and digital literacy skills for access and application
- Ability to understand the basics of academic library activities in the digital scenario

#### **Resource Person :**

- Existing Full-time Librarian(s) in Colleges
- Librarian(s) will exchange faculty between MoU Colleges under the Faculty exchange programme

**B.A. PHILOSOPHY**  
**SEMESTER-I**  
**Multidisciplinary Course**  
**COURSE CODE : PHIL MDC – T1**  
**COURSE TITLE : Indian and Western**  
**Total Marks: 45 Credits: 03**

Section A : Indian Philosophy

Section B : Western Philosophy

**Section: A**  
**Indian Philosophy**

**Unit: I :** Meaning of the term ‘Darsana’, Basic concepts of Vedic and the Upanisadic World Views. *.ta* (The Cosmic Order); *.na*(Duty/Obligation) *atman; jagrat, svapna, su.upti, turiya; sreyas, preyas.*

**Unit-II Unit-III :** Pramana, Prameya, Pramata, Prama, Purusartha, Theory of Karma and Rebirth. Distinctive Features of Indian Philosophy, The different schools of Indian Philosophy.

**Section: A**  
**Western Philosophy**

**Unit: I :** Meaning of the term ‘Philosophy’, Main Branches of Philosophy: Epistemology, Metaphysics, Ethics, Logic, Social and Political Philosophy.

**Unit: II :** Nature of knowledge, the different uses of the verb ‘to know’, Propositional knowledge, Necessary and sufficient conditions of propositional knowledge.

**Unit: III :** Sources of Knowledge: Rationalism, Empiricism.

**TABLE-1 : SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN IN B.A.**

**(Major & Minor)**

**SEMESTER - I**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>Marks</b>
PHIL-Mj-T-01	Outline of Indian and Western Philosophy – 1	06	75
PHIL-Mi-T-01	Logic : Indian and Western	04	50
PHIL-SEC-T-01	Western Logic and Its Application	03	45

**SEMESTER - II**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
PHIL-Mj-T-02	Outline of Indian and Western Philosophy - 2	06 75
PHIL-Mi-T-02	Logic: Indian and Western	04 50
PHIL-SEC-T-02	Ethics: Theory & Practice (Indian and Western)	03 45

**B.A. PHILOSOPHY**

**SEMESTER-I**

**Major Course**

**COURSE CODE : PHIL-Mj-T-01**

**Course Title : Outline of Indian Philosophy – 1**

**Prescribed Course :**

**Total Marks: 75, Credits : 06**

Section : A	General Introduction
Section : B	Carvaka
Section : C	Jainism
Section : D	Buddhism

**Section : A (General Introduction)**

**Unit : I** Distinctive Features of Indian Philosophy.

**Unit : II** Basic concepts of Vedic and the Upani.adic World Views. *rta* (The Cosmic Order); *rna* (Duty/Obligation) *atman*; *jagrat*, *svapna*, *susupti*, *turiya*; *sreyas*, *preyas*, *karma*.

**Section : B (Carvaka)**

**Unit: I** Epistemology : Perception, Inference and Verbal testimony.

**Unit: II** Metaphysics : Materialism, *Dehatmavada*

**Section : C (Jainism)**

**Unit: I** Epistemology : Theory of Knowledge (*mati*, *sruta*, *avadhi*, *manaparyaya* and *kevela*).

**Unit: II** Metaphysics : Concepts of *sat*, *dravya*, *guna*, *paryaya*, *Jiva*, *ajiva*, *anekantavada*, *syadvada*, *saptabhanginaya*.

**Section: D (Buddhism)**

**Unit: I** Four Noble Truths, *pratityasamutpadavada*, *Karmavada*, *ksanabhangavada*, *nairatmyavada*.

**Unit: II** Schools of Buddhism: Vaibha.ika, Sautrantika, Jogacara ,Madhyamika.

**Group- B (Outline of Western Philosophy)**

Prescribed Course

Section : A Short Introduction of Western Philosophy

Section : B Plato

Section : C Aristotle

**Section : A (Short Introduction of Western Philosophy)**

**Unit: I** Distinctive features of Ancient, Medieval and Modern Periods

**Unit: II** Short Introduction of Pre-Socratic Philosophers : Thales, Anaxagoras, Anaximenes, Ionians, Pythagoras, Parmenides, Heraclitus and Democritus.

**Unit: III** Short Introduction of the Sophists and Socrates

**Section: B (Plato)**

**Unit: I** Theory of Knowledge, Opinion and Belief

**Unit: II** Theory of Ideas or form

**Section: C (Aristotle )**

**Unit: I** Refutation of Plato's Theory of Ideas

**Unit: II** Theory of Causation, Form and Matter.

**MINOR COURSE**

**COURSE CODE : PHIL-Mi-T-01**

**COURSE TITLE : Logic : Indian and Western**

**Prescribed Course : Total Marks : 50, Credits:04**

**Group - A** Indian Logic (Nyaya)

**Group - B** Western Logic

**Group - A**

**Unit : I** Definition of Inference, Concepts of *paksa*, *sadhya* and *hetu*

**Unit : II** *Paramarœa*, *Vyapti*, *Vyaptigraha*

**Unit : III** Classification of Anumana, *Hetvabhasa*

**Group - B**

**Prescribed Course :**

Section : A Basic Concepts of Western Logic

Section : B Deductive Logic

Section: C Inductive Logic

**Section : A (Basic Concepts of Western Logic)**

**Unit: I** Sentence, Proposition, Logical form, Truth, Argument, Validity and Soundness

**Unit:II** Deductive and Inductive argument

**Unit:III** Laws of Thought

**Section: B (Deductive Logic)**

**Unit: I** Aristotelian Classification of Categorical Propositions; Distribution of terms, Square of Opposition, Conversion, Obversion, Contraposition, Existential Import.

- Unit:II** Categorical Syllogism : Figures and Moods; Rules of Validity; Fallacies  
**Unit III** Boolean interpretation of propositions; Venn diagram technique for testing the validity of syllogisms

**Section : C (Inductive Logic)**

- Unit: I** Cause and Effect  
**Unit: II** Mills Methods of Experimental Enquiry  
**Unit: III** Scientific Hypothesis  
**Unit: IV** Elementary Probability Calculus

**SKILL ENHANCEMENT COURSE**

**COURSE CODE : PHIL-SEC-T-01**

**COURSE TITLE : Western Logic and Its Application**

**Prescribed Course : Total Marks : 45, Credits : 03**

- Section A Basic Concepts of Western Logic  
 Section B Deductive Logic  
 Section C Inductive Logic

**Section - A (Basic Concepts of Western Logic)**

- Unit: I** Sentence, Proposition, Logical form, Truth, Argument, Validity and Soundness.  
**Unit: II** Deductive and Inductive argument.  
**Unit: III** Laws of Thought.

**Section - B (Deductive Logic)**

- Unit: I** Aristotelian Classification of Categorical Proposition; Distribution of terms, Square of Opposition, Conversion, Obversion, Contraposition, Existential Import.  
**Unit: II** Categorical Syllogism : Figures and Moods; Rules of Validity; Fallacies.  
**Unit: III** Boolean interpretation of propositions; Venn diagram technique for testing the validity of syllogisms.

**Section - C (Inductive Logic)**

- Unit: I** Cause and Effect  
**Unit: II** Mills Methods of Experimental Enquiry  
**Unit : III** Scientific Hypothesis  
**Unit : IV** Elementary Probability Calculus

**VALUE ADDED COURSE**

**ENVIRONMENTAL EDUCATION**

**SEMESTER II**

**COURSE CODE : PHIL-Mj-T-02**

**COURSE TITLE : Outline of Indian and Western Philosophy – 2**

**Prescribed Course: Total Marks : 75, Credits : 6**

**Group - A (Outline of Indian Philosophy)**

- Section A Nyaya – Vaisesika  
 Section B Sankhya  
 Section C Yoga

### Section A (Nyaya – Vaisesika)

**Unit : I Nyaya:** Four *pranama*-s : 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 the existence of God.

**Unit : II Vaisesika:** *Paramanuvada*, Seven Categories (*dravya, gunakarma, samanya visesa, samavaya* and *abhava*).

### Section: B (Sankhya)

**Unit : I Sankhya Duality :** *Prakrti* and its constituents, proofs for the existence of *Prakrti, Satkaryavada*

**Unit : II Purusa :** Its nature and arguments for its existence. Plurality of *Purusa*.

### Section: C (Yoga)

**Unit : I Definition of Yoga,** *citta, cittabhumi, cittavatti*

**Unit : II Eightfold Path (astanga yoga),** Nature and Proofs for the existence of *Isvara*

### Group-B (Outline of Western Philosophy)

**Section : A** Descartes

**Section : B** Spinoza

**Section : C** Leibnitz

### Section - A (Descartes)

**Unit : I Cartesian Method, Cogito Ergo Sum,** Types of Ideas, Criterion of Truth, substance

**Unit: II Proofs for the existence of God, Mind-Body Relation.**

### Section - B (Spinoza)

**Unit: I The Doctrine of Substance, Attributes and Modes, The Concept of God or Nature, Intellectual Love of God, Pantheism.**

**Unit: II Mind - Body Relation. Degrees of Knowledge.**

### Section C (Leibnitz)

**Unit: I Doctrine of Monads, Pre-established Harmony, God : Nature and Proofs for the Existence of God.**

**Unit: II Truths of Reason and Truths of Fact, Theory of Knowledge : Principles of Non-contradiction, Sufficient Reason and the Identity of Indiscernible.**

### COURSE CODE : PHIL-Mi-T-02

### COURSE TITLE : Logic : Indian and Western

**Prescribed Course: Total Marks : 50, Credits : 04**

Group A Indian Logic (Nyaya)

Group B Western Logic

### Group A

**Unit: I Definition of Inference, Concepts of paksa, sadhya and hetu**

**Unit: II Paramarœa, Vyapti, Vyaptigraha**

**Unit: III Classification of Anumana, Hetvabhasa**

## **Group B**

### **Prescribed Course:**

Section : A Basic Concepts of Western Logic

Section : B Deductive Logic

Section : C Inductive Logic

### **Section: A (Basic Concepts of Western Logic)**

**Unit: I** Sentence, Proposition, Logical form, Truth, Argument, Validity and Soundness

**Unit:II** Deductive and Inductive argument

**Unit:III** Laws of Thought

### **Section: B (Deductive Logic)**

**Unit: I** Aristotelian Classification of Categorical Proposition; Distribution of terms, Square of Opposition, Conversion, Obversion, Contraposition, Existential Import.

**Unit:II** Categorical Syllogism: Figures and Moods; Rules of Validity; Fallacies

**Unit III** Boolean interpretation of propositions; Venn diagram technique for testing the validity of syllogisms

### **Section: C (Inductive Logic)**

**Unit: I** Cause and Effect

**Unit: II** Mills Methods of Experimental Enquiry

**Unit: III** Scientific Hypothesis

**Unit: IV** Elementary Probability Calculus

## **COURSE CODE : PHIL-SEC-T-02**

### **COURSE TITLE : ETHICS : THEORY & PRACTICE (Indian and Western)**

**Prescribed Course : Total Marks: 45, Credits: 03**

Section A Indian Ethics

Section B Western Ethics

### **Section : A (Indian Ethics)**

**Unit: I** Basic Concepts: Presuppositions, Theory of *Karma*, *Purusartha*.

**Unit-II** Carvaka Ethics, Buddhist Ethics: *Pancasila* and *Asta.gika Marga*; Jaina Ethics: *Triratna*, *Anuvrata* and *Mahavrata*; Yoga Ethics : Eight fold means in Yoga Philosophy.

### **Section : B (Western Ethics)**

**Unit: I** Basic Concepts: Meaning, Nature and Scope of Ethics, Rights, Duties and Justice

**Unit II** Practical Ethics : Killing, Euthanasia, Suicide, Abortion, Theories of Punishment.

**DETAILED SYLLABUS STRUCTURE IN PHYSICAL EDUCATION AND SPORT  
SEMESTER- I**

**MAJOR COURSE**

**COURSE TITLE : Introduction and History of Physical Education and Sport**

**COURSE CODE : PEDS-M-T-1**

**Total number of Classes – 90 (60 Th + 60 Pr)**

**Unit – I : Introduction LH - 12**

- 1.1 Meaning and Definition of Physical Education
- 1.2 Aim and Objectives of Physical Education
- 1.3 Nature of Physical Education
- 1.4 Misconception and Modern Concept of Physical Education
- 1.5 Relation of Physical Education with General Education
- 1.6 Importance of Physical Education in modern society

**Unit – II : History of Physical Education in Greece LH - 20**

- 2.1 Homeric Sports of the Heroic Age
- 2.2 The City States
- 2.3 Sparta – Women at Sparta, Education in Sparta, Physical Education in Sparta
- 2.4 Athens – Education, The Palestra, The Ephebos, Gymnasium, The Greek Teachers
- 2.5 Greek National Games and Festivals : Pythian Games, Isthmian Games, Nemean Games, Ancient Olympic Games, Modern Olympic Games

**Unit – III : History of Physical Education in Rome LH - 12**

- 3.1 Education in Rome
- 3.2 The Field of Mars, The Public Games, The Circus Maximus, The Colosseum, Gladiatorial Combats, The Thermae
- 3.3 The Roman Contribution

**Unit-IV : History of Physical Education in India LH - 16**

- 4.1 Historical Development of Physical Education and Sports in India- Ancient Period, Medieval Period, Pre- Independence and Post-Independence Period
- 4.2 Brief historical background of Asian Games, Commonwealth Games, and SAF Games
- 4.3 National Sports Awards-Arjuna Award, Major Dhyan Chand Khel Ratna Award, Dronacharya Award and Dhyan Chand Award

**Unit-V : Field Practical: Development of physical fitness through Callisthenics, Marching, and Dumbbell activities LH –60**

- 5.1 Callisthenics:** Attention, Preparation, Four and Eight count exercises involving different body parts done to command/music, Standing Exercise, Jumping Exercise, Moving Exercise and Combination of above all
- 5.2 Marching:** Fall In, Attention, Stand at ease, Stand Easy, Eyes right, Eyes front, Right Turn, Left Turn, Half Right Turn, Half Left Turn, About Turn, Mark Time Mark, Forward March. Salute.
- 5.3 Dumbbell:** Grip and Attention with Light apparatus, Stand-at-ease with the dumbbell,



and exercise with verbal command, drum, whistle, and music – Two counts, Four counts, Eight counts and Sixteen counts. Standing Exercise, Jumping Exercise, Moving Exercise and a Combination of above all

### **MINOR COURSE**

**COURSE TITLE : Foundation and History of Physical Education**

**COURSE CODE : PEDS-MI-T-1**

**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 Misconception and Modern concept of Physical Education
- 1.4 Importance of Physical Education in modern society

#### **Unit – II : Biological and Sociological Foundations of Physical Education**

**LH - 18**

- 2.1 Biological Foundation- meaning and definition of growth and development, Factors affecting growth and development, Differences of growth and development, Principles of growth and development
- 2.2 Age-Chronological age, anatomical age, physiological age and mental age
- 2.3 Sociological Foundation - meaning and definition of Sociology, Society, Socialization and Physical Education
- 2.4 Role of games and sports in National and International Harmony

#### **Unit-III : History of Physical Education**

**LH - 18**

- 3.1 Historical Development of Physical Education and Sports in India- Pre-Independence
- 3.2 Olympic Movement-Ancient and Modern Olympic Games
- 3.3 Brief historical background of Asian Games, Commonwealth Games and SAFF Games
- 3.4 National Sports Awards- Arjuna Award, Major Dhyan Chand Khel Ratna Award, Dronacharya Award and Dhyan Chand 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 Ashtanga Yoga
- 4.4 Hatha Yoga

## **Political Science**

### **SEMESTER-1**

#### **MULTIDISCIPLINARY COURSE (MDC)**

##### **Course Title : Local-self Government in India (3 Credits)**

**Course Description :** The course has been framed in such a way that Students are to be acquainted with grassroots levels of administrative functioning in a decentralized Government system. The course is easily graspable for other interdisciplinary students also.

**Course Objectives :** To give an overall understanding of local self-governance in India. Students will be aware about decentralization and how Indian governance has been divided into three tier governance. To make students acquainted with local Administration and functionaries both in Rural and Urban areas.

**Course Outcome :** Students shall gain-

- An understanding of the importance of local self-governance and how its proper functioning can shape a greater social interest of local people.
- Understanding Prospects and Consequences of choosing right Local Representatives in grass root politics.
- It will create more interest by learning both theoretically and practically as grassroots level governance is the closest to people.

1. Evolution of Local Self Government in India and its Importance
2. The 73rd and 74th Constitutional Amendment of India
3. Formation, Tenure, Powers and Functions of local self-government : Urban (Municipality and Municipal Corporation), Rural (Gram Panchayat, Panchayat Samiti and Zilla Parishad).
4. Compositions and Functions of Grass Root Level Institutions - Gram Sabha, Gram Sansad, Ward Committee, Borough Committee.
5. Role of Administrative Staff Related to Local Self Bodies in India : BDO, SDO and DM
6. Pancyati Raj in West Bengal : An Overview

##### **Reading Lists:**

R.N. Prasad, Urban Local self-Govt. in India, Mittal Publications, New Delhi,  
S.R. Maheswari, Local Government in India, Lakshmi Narain Agarwal, Agra, 2010  
R.P. Joshi and G.S. Narwani, Panchayati Raj in India, Rawat Publication, Jaipur, 2002  
M.P. Dube and M. Padalia (ed.), Democratic Decentralization and Panchayati Raj in India, Anamika Publishers, M.P. Sharma, Local Self Government

### **SEMESTER-II**

#### **Multidisciplinary Course Course (MDC)**

##### **Course Title : Politics and Environment in India**

**Objectives and Learning Outcomes :** This course intends to introduce the learners on the significance of environment and politics evolved thereof on this issue at the global level. It traces the origin of Politics on Environment at international level and the response of the

Indian State on it. The students will also learn about India's constitutional and legal perspective about the environment. They will also learn about judicial activism and civil society activism.

**Unit-I :** Relationship between Politics and Environment : From Stockholm to Paris; Global Environmental Issues and Challenges-Global Warming, El-Nino, La Nina, Global Water Crisis, Food Security

**Unit-II :** Environment Legislations in India; Constitutional and Legal Perspectives in India; Environmental Activism : The Role of Judiciary; National Action Plan on Climate Change, Public Interest Litigation related to Environment, Green Tribunal

**Unit-III :** Civil Society Activism and Environment; Civil Society Activism in India : Chipko & Silent Valley Movement, Anti-Dam Movement in India : A case study of Narmada Bachao Andolan, Ganga Action Plan.

**Syllabus for Sanskrit  
Major Sanskrit**

**Semester - 01**

**Classical Sanskrit (Poetry)**

**06 Credits ● Marks 75 (60 + 15)**

**Unit - 01 :** *Raghuvamsa* (Canto – I)

**Unit - 02 :** *Kiratarjuniya* (Canto I)

**Unit - 03 :** Origin and Development of *Mahakavya* with special reference to Asvaghosa, Kalidasa, Magha, Bharavi, Bhatti, and Sriharsa.

**Semester - 02 Classical Sanskrit (Prose-Romance)**

**06 Credits ● Marks 75 (60 + 15)**

**Unit -01 :** *Sukanasopadesa*

( तात! चन्द्रापीड! विदित वेदितव्यस्य ..... प्रीतिहृदयो मुहूर्तं स्थित्वा स्वभवनमाजगाम । )

**Unit -02 :** *Rajavahanacarita*

**Unit -02 :** Origin and Development of Prose-Romance Dandin, Subandhu and Banabhatta

**Minor Sanskrit**

**Semester Name of the Paper Credits**

**Semester - 01 or 02**

**History of Sanskrit Literature (Vedic & Classical)**

**04 Credits ● Marks 50 (40 + 10)**

**Unit - I (Vedic) :** Brief Introduction of *Samhita, Brahmana, Aranyaka & Upanisad*

**Unit – II (Classical) :** *Ramayana, Mahabharata* and *Purana* (Time, Subject matter and Cultural Importance)

**Skill Enhancement Course (SEC)**

**Semester Name of the Paper Credits**

**SEC – 01 General Grammar and Composition**

**03 Credits ● Marks 45 (35 + 10)**

**Unit - I :** *Sandhi, Karaka, Pratyaya (krt & taddhita)* [According to *Paniniyam* of Lahiri & Shastri]

**Unit – II :** Translation from English or Bengali to Sanskrit based on *Sandhi, Karaka, Pratyaya*

**Unit – III :** Comprehension test

**SEC – 02 Sanskrit Metre (Chandas) & Sanskrit**

**Figure of Speech (Alankara)**

**03 Credits ● Marks 45 (35 + 10)**

**Unit - I :** *samavrtta-chandas* only according to *Chandomañjari* of Gangadasa

**Unit – II :** *Sabdalanakara* and *Arth.alankara* according to *Sahityadarpana* of Visvanatha (Chapter X)

**Multidisciplinary Course**  
**Multidisciplinary Course – MDC 01**  
**(Evaluation shall be carried out by the college)**  
**MDC – 01 - History of Scientific and Technical Literature**  
**03 Credits ● Marks 45 (35 + 10)**

**Unit - I : *Ayurveda Literature*** : Introduction to Ayurveda, History of Indian Medicine in the Pre-Caraka Period, Two Schools of Ayurveda, Dhanvantari & Punarvasu, Main Acarya's of Ayurveda – Caraka and Suçeruta)

**Unit - II : Music (*Sangita-sastra*)** : Introduction to *Sangita-sastra*, Sangitaratnakara of Sarngadeva, and Sangitadamodara of Subhamkara

**Unit - III : Political Science (*Rajaniti-sastra*)** : Introduction to *Rajaniti* and *Dandaniti*, *Arthasastra* of Kautilya, *Kamandakianitisara*, *Sukranitisara*

**Unit - IV : Mathematics (*Ganita-sastra*)** : Introduction to *Ganita-sastra*, Vedic Sulvasutra, Barahamihita, Aryabhata, Bhaskaracarya, Brahmagupta, Sridharacarya, Lilavati, Decipherment of Mathematical Chronogram

**MDC – 02 Epic and Wisdom:**  
**Exploring *Valmiki-Ramayana* and *Srimadbhagavadgita***  
**03 Credits ● Marks 45 (35 + 10)**

**Unit - I : *Ramayana*** (Ayodhyakanda 67/1-38)

**Unit - II : *Srimadbhagavadgita*** 1st Adhyaya (*Arjuna-visadayoga*)

## **SOCIOLOGY**

### **SEMESTER-I**

#### **Major Course**

**Title of the Course : Introduction to Sociology-I ● Course Code: SOC-M-T-1**

**Contact Periods per week: 6L + 1 ● Tutorial Per Course Credits: 06**

**Marks: 60 + 15 (For internal Assessment) = 75**

#### **Course Objective :**

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

#### **Outline:**

1. Sociology as Discipline (2 Credits)
  - 1.1 Thinking Sociologically
  - 1.2 Emergence of Sociology: Social and Intellectual Background
  - 1.3 Scope and Subject-matter of Sociology
2. Sociology and Other Social Sciences (2 Credits)
  - 2.1 Sociology and Anthropology
  - 2.2 Sociology and Economics
  - 2.3 Sociology and History
  - 2.4 Sociology and Psychology
  - 2.5 Sociology and Political Science
3. Basic Concepts (2 Credits)
  - 3.1 Society, Community, Institution, Association, Organization
  - 3.2 Social group and its forms
  - 3.3 Culture: Meaning, elements and the concept of cultural lag
  - 3.4 Social Process : Meaning and its types

#### **COURSE CONTENTS AND ITINERARY**

1. Sociology as Discipline
  - 1.1 Thinking Sociologically
    - 1.1.1 Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter-1, 'The Forest, the Trees and One Thing', Pp.1-36.
    - 1.1.2 Beteille, Andre, 2002, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter-1, 'Sociology and Common Sense', Pp.13-27.
    - 1.1.3 Giddens, Anthony, 2009, Sociology, 6th Edition. London: Polity Press. Pp. 3-30.
  - 1.2 Emergence of Sociology: Social and Intellectual Background

- 1.2.1 Ritzer, George, 1996, *Classical Sociological Theory*, 2nd ed. New York: McGraw Hill, Chapter 1, *A Historical Sketch of Sociological Theory: The Early Years*, Pp. 1-39.
- 1.2.2 Zeitlin, Irving M. 1968, *Ideology and the Development of Sociological Theory*, Englewood Cliffs, NJ: Prentice-Hall, Inc. Pp. 35-42.
- 1.3 Scope and Subject-matter of Sociology
  - 1.3.1 Elias, Norbert, 1978. *What is Sociology?* London: Hutchinson & Co. (Publishers) Ltd. Chapter-2, 'The sociologist as a destroyer of myths', Pp. 50-70.
  - 1.3.2 Inkeles, Alex, 1964. *What is Sociology?* New Delhi: Prentice-Hall of India Ltd. Pp. 1-17.
- 2. Sociology and Other Social Sciences
  - 2.1 Sociology and Anthropology
    - 2.1.1 Bêteille, André, 1974, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20.
    - 2.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54.
  - 2.2 Sociology and Economics
    - 2.2.1 Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter-9, 'Economics and Sociology', Pp.175-195.
    - 2.2.2 Portes, Alejandro, 2010, *Economic Sociology: A Systematic Inquiry*. Princeton, NJ : Princeton University Press. Chapter -1, 'Economic Sociology : Past Achievements and Present Challenges', Pp. 1-9.
  - 2.3 Sociology and History
    - 2.3.1 Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30.
    - 2.3.2 Ogburn, William Fielding, and Alexander Goldenweiser, 1927, *The Social Sciences and Their Interrelations*. London: George Allen and Unwin Ltd. Chapter-XIX, 'History and Sociology', by Franz Oppenheimer, Pp. 221-234.
  - 2.4 Sociology and Psychology
    - 2.4.1 Bottomore, T. B. 1970, *Sociology: A Guide to Problems and Literature*, London : George Allen and Unwin Ltd. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 57-75.
    - 2.4.2 Beattie, John, 1966, *Other Cultures: Aims, Methods and Achievements in Social Anthropology*. London: Routledge, Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 15-32.
  - 2.5 Sociology and Political Science
    - 2.5.1 Stuckenberg, J. H. W. 1898. *Introduction to the Study of Sociology*. New York: A. C. Armstrong and Son. Pp. 78-83.
    - 2.5.2 Beteille, Andre, 2002, *Sociology: Essays in Approach and Method*, Delhi:

Oxford University Press, Chapter-8, 'Politics as a Subject for Sociology', Pp.151-174.

### 3. Basic Concepts

#### 3.1. Society, Community, Institution, Association, Organization

3.1.1 MacIver, Robert M, and Charles Hunt Page. 1957. Society, New York: Macmillan & Co. Ltd. Chapter 1, 'Primary Concepts', Pp. 3-22.

3.1.2 Horton, Paul B., Chester L. Hunt. 1980, Sociology. New Delhi: Tata McGraw-Hill, Chapter 9, Chapter 10, Pp. 174-212.

3.1.3 Firth, Raymond, 1956, Human Types: An Introduction to Social Anthropology, New York : Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97.

3.1.4 Rawat, H. K. 2007, Sociology: Basic Concepts. Jaipur: Rawat Publications. Pp. 57-74.

3.1.5 Newman, David M. 1997, Sociology : Exploring the Architecture of Everyday life. New Delhi : Sage Publications India Pvt. Ltd. Pp. 279-316.

#### 3.2 Social group and its forms

3.2.1 Rawat, H. K. 2007, Sociology: Basic Concepts. Jaipur: Rawat Publications. Chapter-6, 'Social Groups', Pp. 99-116.

3.2.2 MacIver, Robert M, and Charles Hunt Page. 1957. Society, New York: Macmillan & Co. Ltd. Chapter 10, 'Types of Social Groups', Pp. 213-237.

#### 3.3 Culture: Meaning, elements and the concept of cultural lag

3.3.1 Chattopadhyay, Kaushik, 2021, The Sociology of Culture. New Delhi: Rubric Publishing. Pp. 7-27.

3.3.2 Ogburn, William Fielding, 1922. Social Change with Respect to Culture and Original Nature. New York: B. W. Huebsch, Inc. Part- IV, 'Social Maladjustment', Pp. 199-280.

#### 3.4 Social Process: Meaning and its types

3.4.1 Rawat, H. K. 2007, Sociology : Basic Concepts. Jaipur: Rawat Publications. Chapter -13, 'Processes of Social Interaction', Pp. 227-266.

3.4.2 Cooley, Charles Horton, 1918, Social Process. New York: Charles Scribner's Sons. Chapter-18, 'Process, Biological and Social', Pp. 197-208.

### **Minor Course**

**Title of the Course :** Introductory Sociology-I Course Code: SOC-MI-T-I

**Contact Periods per week :** 4L + 1

**Tutorial Per Course Credits :** 4

**Marks :** 40 + 10 (For internal Assessment) = 50

**Course Objective :** The course introduces the students to the basic sociological knowledge. The mandate of the course is to introduce the discipline to minor students and it is intended to introduce the students to a sociological way of thinking.



**Outline :**

1. Introducing Sociology (2 credits)
  - 1.1 Sociology and its Emergence
  - 1.2 Scope and Subject-matter of Sociology
2. Practicing Sociology (2 credits)
  - 2.1 Practicing Sociologist
  - 2.2 Introduction to Research Methodology (Meaning of social research, its types and steps)

**COURSE CONTENTS AND ITINERARY**

1. Introducing Sociology
  - 1.1 Sociology and its Emergence
    - 1.1.1 Ritzer, George, 1996, *Classical Sociological Theory*, 2nd ed. New York : McGraw Hill, Chapter 1, A Historical Sketch of Sociological Theory : The Early Years, Pp. 1-39.
    - 1.1.2 Rawat, H. K. 2007, *Sociology : Basic Concepts*. Jaipur : Rawat Publications. Pp. 1-30.
  - 1.2 Scope and Subject-matter of Sociology
    - 1.2.1 Inkeles, Alex, 1964. *What is Sociology ?* New Delhi : Prentice-Hall of India Ltd. Pp. 1-17.
    - 1.2.2 Ritzer, George, 1980, *Sociology : A Multiple Paradigm Science*. Boston : Allyn and Bacon Inc. Pp. 1-34.
    - 1.2.3 Gisbert, Pascal, 2010, *Fundamentals of Sociology*, New Delhi : Orient BlackSwan. Chapter-I, Pp. 1-30.
2. Practicing Sociology
  - 2.1 Practicing Sociologist
    - 2.1.1 Johnson, Allan G. 2008, *The Forest and the Trees : Sociology as Life Practice and Promise*, Philadelphia : Temple University Press, Introduction and Chapter-1, 'The Forest, the Trees and One Thing', Pp.1-36.
  - 2.2 Introduction to Research Methodology (Meaning of social research, its types and steps)
    - 2.2.1 Ahuja, Ram, 2001, *Research Methods*, New Delhi, Rawat Publication. Chapter-I, Pp.15-51.
    - 2.2.2 Kothari, C.R, 2004, *Research Methodology: Methods & Techniques*, New Delhi: New Age International (P) Limited. Chapter-I, Pp. 1-23.

### **Multidisciplinary Course**

**Title of the Course :** Fundamentals of Sociology-I                      **Course Code :** SOC-MLT-T-I

**Contact Periods per week :** 3L + 1                                      **Tutorial Per Course Credits :** 3

**Marks :** 35 + 10 (For internal Assessment) = 45

**Course Objectives :** The course introduces two basic objectives to the students. Firstly, it helps to acquaint the students with sociology as a social science and the distinctiveness of its approach among other social sciences. Secondly, it provides knowledge to the students in such a way that even if the student is without any previous exposure to sociology then he/she could acquire an interest in the subject and follow it.

#### **Outline :**

1. Sociological Orientation-I (3 Credits)
  - 1.1 Basic Orientation to Sociology
    - 1.1.1 Meaning and Concepts
    - 1.1.2 Relations of Sociology with other Social Sciences
  - 1.2 Scientific Nature of Sociology.
  - 1.3 Scope and Subject-Matter of Sociology
  - 1.4 Applied View of Sociology: Research Methods (Survey Research)

#### **COURSE CONTENTS AND ITINERARY**

1. Sociological Orientation-I
  - 1.1 Gisbert, Pascal, 2010, Fundamentals of Sociology, New Delhi: Orient BlackSwan. Chapter-I, Pp. 1-30.
  - 1.2 Rawat, H. K. 2007, Sociology: Basic Concepts. Jaipur: Rawat Publications. Pp. 1-30.
  - 1.3 Inkeles, Alex, 1964, What is Sociology? New Delhi: Prentice-Hall of India Ltd. Pp. 1-17.
  - 1.4 Ward, Lester Frank, 1906, Applied Sociology: A Treatise on the Conscious Improvement of Society by Society, Boston: Ginn and Company. Pp. 3-10.
  - 1.5 Ahuja, Ram, 2001, Research Methods, Jaipur: Rawat Publications. 'Survey Research' Pp.46-47, 137-139, 266-267.
  - 1.6 Kothari, C.R, 2004, Research Methodology: Methods and Techniques, New Delhi: New Age International (P) Limited. Chapter-I (Pp. 1-23), and also 120-121.

### **Skill Enhancement Course**

**Title of the Course :** Practicing Sociology-I

**Course Category :** Skill Enhancement

**Course Code :** SOC-SEC-P-I

**Contact Periods per week :** 3L + 1

**Tutorial Per Course Credits :** 3

**Marks:** 35 + 10 (For internal Assessment) = 45

**Course Objectives :** The course provides the opportunity and knowledge for a student of

'sociology major' to develop and strengthen the necessary skills to gain, maintain, and advance in the field of Sociology. This course caters towards the holistic development of students' capability to become a practicing sociologist. It provides a way to observe the world and to think about and make sense of it. It is also a way to be in the world and of the world, to play a meaningful role in the life of our species as it shapes and reshapes itself into the mystery of what's going on and what it's got to do with us.

**Outline:**

1. Active Participation and Preparation (3 Credits)
  - 1.1 Identification of a Social Problem
  - 1.2 Preparation and Presentation in class about that problem
  - 1.3 Evaluation of Work by other Students and Teachers.

**COURSE CONTENTS AND ITINERARY**

1. Active Participation and Preparation
  - 1.1 Robert King Merton and Robert Nisbet (eds.), (1976). Contemporary Social Problems. New York: Harcourt Brace Jovanovich. Introduction, Pp. 3-40.
  - 1.2 Ahuja, Ram, 1992. Social Problems in India. Jaipur: Rawat Publications. Chapter-1, Pp. 1-27.
  - 1.3 Rajendra K. Sharma, (1998). Social Problems and Welfare. New Delhi: Atlantic Publishers & Distributors. Pp. 1-5.

**B. A. SEMESTER-II**

**Major Course**

**Title of the Course :** Introduction to Sociology-II

**Course Code :** SOC-M-T-2

**Contact Periods per week :** 6L + 1

**Tutorial Per Course Credits :** 06

**Marks :** 60 + 15 (For internal Assessment) = 75

**Course Objectives :** The Course aims to provide a general introduction to sociological thoughts and theories. The focus is on studying from the original texts to give the students a flavour of how over a period of time thinkers have conceptualized various aspects of society by constructing different theories. This course also provides a foundation for thinkers in the field of Sociology.

- 1. Plurality of Sociological Perspective and Theory Building** (1 Credit)
  - 1.1 Plurality of sociological perspective
  - 1.2 Meaning and Characteristics of Sociological theory
  - 1.3 The Basic Building Blocks of Theory
- 2. Functionalism** (1 Credit)
  - 2.1 Emile Durkheim
  - 2.2 Alfred Reginald Radcliffe-Brown
- 3. Interpretive Sociology** (0.5 Credit)
  - 3.1 Max Weber

<b>4. Conflict Perspectives</b>	(1 Credit)
4.1 Karl Marx	
4.2 Ralf Dahrendorf	
<b>5. Exchange Perspective</b>	(1 Credit)
5.1 George Caspar Homans	
5.2 Peter Blau	
<b>6. Symbolic Interactionism</b>	(0.5 Credit)
6.1 George Herbert Mead	
<b>7. Structuralism</b>	(0.5 Credit)
7.1 Edmund Leach	
<b>8. Feminist Perspective</b>	(0.5 Credit)
8.1 Liberal Feminism	

### **COURSE CONTENTS AND ITINERARY**

1. On the Plurality of Sociological Perspective and Theory Building
  - 1.1 Plurality of sociological perspective
    - 1.1.1 Bottomore, T.B. 1971, *Sociology: A Guide to Problems and Literature*, London : Allen and Unwin, Chapter 2, Pp. 29-47.
    - 1.1.2 Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp.13-17.
  - 1.2 Meaning and Characteristics of Sociological theory
    - 1.2.1 Abraham, M. Francis, 1982, *Modern Sociological Theory: An Introduction*. New Delhi : Oxford University Press. Pp. 1-19.
  - 1.3 The Basic Building Blocks of Theory
    - 1.3.1 Turner. Jonathan H. 2001, *The Structure of Sociological Theory*. New Delhi: Rawat Publications. Pp. 1-33.
2. Functionalism
  - 2.1 Emile Durkheim
    - 2.1.1 Durkheim, Emile, 1984, *The Division of Labour in Society*, London: The Macmillan Press, (Edited and translated by W. D. Halls, Lewis Coser). Pp. 149-174.
  - 2.2 Alfred Reginald Radcliffe-Brown
    - 2.2.1 Radcliffe-Brown, A.R., 1976, *Structure and Function in Primitive Society*, London: Free Press Chapter-IX & X, Pp. 178-204.
3. Interpretive Sociology
  - 3.1 Max Weber Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, California: University of California Press, Chapter-1, 'Basic Sociological Terms', Pp. 4-28.
4. Conflict Perspectives
  - 4.1 Karl Marx

- 4.1.1 Marx, Karl, 1990, Selected Writings in Sociology and Social Philosophy, London: Penguin Books Limited, Pp. 88-101.
- 4.2 Ralf Dahrendorf
  - 4.2.1 Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150.
- 5. Exchange Perspective
  - 5.1 George Caspar Homans
    - 5.1.1 Homans, George Caspar, 1961, Social Behaviour: Its Elementary Forms. New York : Harcourt, Brace & World, Inc. Pp. 51-82.
  - 5.2 Peter Blau
    - 5.2.1 Blau, Peter M. 1964, Exchange and Power in Social Life. New York: John Wiley and Sons, Inc. Chapter- Introduction, Pp. 1-11.
- 6. Symbolic Interactionism
  - 6.1 George Herbert Mead Mead, George Herbert, [1934] 1962, Mind, Self, and Society: From the Standpoint of a Social Behaviorist. Chicago: The Chicago University Press. Pp. 337-389.
- 7. Structuralism
  - 7.1 Edmund Leach
    - 7.1.1 Leach, Edmund, 1973. "Structuralism in Social Anthropology", in David Robey (ed.), Structuralism: An Introduction. 1st Ed. Oxford: Clarendon Press. Pp. 37-56.
- 8. Feminist Perspective
  - 8.1 Liberal Feminism
    - 8.1.1 Donovan, Josephine, 2006. Feminist Theory: The Intellectual Traditions. New York: The Continuum International Publishing Group Inc. Pp. 17-45.

### **Minor Course**

**Title of the Course :** Introductory Sociology-I

**Course Code :** SOC-MI-T-2

**Contact Periods per week :** 4L + 1

**Tutorial Per Course Credits :** 4

**Marks :** 40 + 10 (For internal Assessment) = 50

**Course Objective :** The course introduces the students to the basic sociological knowledge. The mandate of the course is to introduce the discipline to minor students and it is intended to introduce the students to a sociological way of thinking.

#### **Outline :**

1. Introducing Sociology (2 credits)
  - 1.1 Sociology and its Emergence
  - 1.2 Scope and Subject-matter of Sociology
2. Practicing Sociology (2 credits)
  - 2.1 Practice Sociology
  - 2.2 Introduction to Research Methodology (Meaning of social research, its types and steps)

## **COURSE CONTENTS AND ITINERARY**

### **1. Introducing Sociology**

#### **1.1 Sociology and its Emergence**

- 1.1.1 Ritzer, George, 1996, Classical Sociological Theory, 2nd ed. New York: McGraw Hill, Chapter 1, A Historical Sketch of Sociological Theory: The Early Years, Pp. 1-39.
- 1.1.2 Rawat, H. K. 2007, Sociology: Basic Concepts. Jaipur: Rawat Publications. Pp. 1-30.

#### **1.2 Scope and Subject-matter of Sociology**

- 1.2.1 Inkeles, Alex, 1964. What is Sociology? New Delhi : Prentice-Hall of India Ltd. Pp. 1-17.
- 1.2.2 Ritzer, George, 1980, Sociology : A Multiple Paradigm Science. Boston: Allyn and Bacon Inc. Pp. 1-34.
- 1.2.3 Gisbert, Pascal, 2010, Fundamentals of Sociology, New Delhi : Orient BlackSwan. Chapter-I, Pp. 1-30.

### **2. Practicing Sociology**

#### **2.1 Practicing Sociology**

- 2.1.1 Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter-1, 'The Forest, the Trees and One Thing', Pp.1-36.

#### **2.2 Introduction to Research Methodology (Meaning of social research, its types and steps)**

- 2.2.1 Ahuja, Ram, 2001, Research Methods, New Delhi, Rawat Publication. Chapter-I, Pp.15-51.
- 2.2.2 Kothari, C.R, 2004, Research Methodology: Methods & Techniques, New Delhi: New Age International (P) Limited. Chapter-I, Pp. 1-23.

## **MULTIDISCIPLINARY COURSE**

**Title of the Course: Fundamentals of Sociology-II Course Code: SOC-MLT-T-2**

**Contact Periods per week: 3L + 1 Tutorial Per Course Credits: 03**

**Marks: 35 + 10 (For internal Assessment) = 45**

### **Course Objectives :**

The course introduces a meticulous development in previous basic objectives. It helps students to understand the basic concepts of sociology with a theoretical knowledge. This course also helps them to apply scientific principles to recognize the social world after realizing the historical roots of sociological thoughts.

### **Outline :**

#### **1. Sociological Orientation-II**

##### **1.1 Perspectives in Sociology (1.5 Credits)**

- 1.1.1 Functional perspectives
- 1.1.2 Conflict perspectives

- 1.2 Sociological Thoughts: (1.5 Credits)
  - 1.2.1 Auguste Comte
  - 1.2.2 Herbert Spencer
  - 1.2.3 Emile Durkheim
  - 1.2.4 Max Weber

## **COURSE CONTENTS AND ITINERARY**

### **1. Sociological Orientation-II**

#### **1.1 Perspectives in Sociology**

- 1.1.1 Cuff, E. C.; W. W. Sharrock and D. W. Francis, 1979, Perspectives in Sociology (1st Edition), London: George Allen & Unwin (Publishers) Ltd. Chapter-1, 'The Nature of Sociological Perspectives', Pp. 1-21.
- 1.1.2 Haralambos, Michael and Robin M. Heald, 1985, Sociology: Themes and Perspectives, 2nd Edition. London: Unwin Hyman Limited. Pp. 1-23.
- 1.1.3 Abraham, M. Francis, 1982, Modern Sociological Theory: An Introduction. New Delhi : Oxford University Press. Pp. 72-113.

#### **1.2 Sociological Thoughts:**

- 1.2.1 Lewis, Coser, 1977, Master of Sociological thought: Ideas and Historical Context, New Delhi: Rawat Publications. Pp. 3-42; 89-128; 129-176; and 217-262.
- 1.2.2 Aron, Raymond, 1982, Main Currents in Sociological Thoughts, Vol-1, New York : Penguin Books. Pp. 63-110.
- 1.2.3 Aron, Raymond, 1982, Main Currents in Sociological Thoughts, Vol-2, New York: Penguin Books. Pp. 21-108; and 185-258.
- 1.2.4 Ritzer, George, 1996, Classical Sociological Theory, 2nd ed. New York: McGraw Hill, Pp. 87-148; and Pp. 183-263.
- 1.2.5 Abraham, Francis, and John Henry Morgan, 1985, Sociological Thought. Jaipur: Macmillan India Ltd. Pp. 1-20; 51-71; 99-130; 153-189.

### **Skill Enhancement Course**

**Title of the Course: Practicing Sociology-II Course Code: SOC-SEC-P-T-2**

**Contact Periods per week: 4L + 1Tutorial Per Course Credits:03**

**Marks: 35 + 10 (For internal Assessment) = 45**

#### **Course Objectives:**

The course provides the opportunity for a student of 'sociology major' to develop his/her research skills in the field of Sociology. This course caters towards the holistic development of students' capability to become an efficient researcher. It renders a way to become a researcher with empirical mind and an ability to look at things from a systematic perspective.

#### **Outline:**

- 1. Active Participation and Preparation of a Pilot Work

- 1.1 Selecting a Research Problem
- 1.2 Research Design
- 1.3 Defending Research Title with a Pilot Study

#### COURSE CONTENTS AND ITINERARY

##### 1. Active Participation and Preparation of a Pilot Work

- 1.1 Ahuja, Ram, 2001, Research Methods, New Delhi, Rawat Publication. Chapter-5&6, Pp.103-119 and 120-154.
- 1.2 Kothari, C.R, 2004, Research Methodology: Methods & Techniques, New Delhi: New Age International (P) Limited. Chapter-2,3 &14. Pp. 24-30; 31-54; and 344-360.
- 1.3 Young, Pauline V. 1966, Scientific Social Surveys and Research. Englewood Cliffs, N.J.: Prentice-Hall, Inc. Pp. 3-33.