

PREFACE TO THE ACADEMIC CALENDER : 2024-2025

***“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 pre condition. 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 to wards this end. But I think it 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 members 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 Tuhin Kumar Saha, 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 September, 2024

CONTENTS

Responsibilities Towards our students	5
List of Holidays from 01.07.2024 to 30.06.2025 (Provisional)	7
Faculty List	8
Proposed Course Structure (NEP-2020)	10
SYLLABUS (NEP) FOR :-	
BENGALI	12
COMMERCE	16
DEFENCE STUDIES	22
ECONOMICS	29
EDUCATION	35
ENGLISH	54
ENVIRONMENTAL STUDIES	60
GEOGRAPHY	61
HISTORY	71
VALUE ADDED COURSE	75
LIBRARY & INFORMATION SCIENCE	76
PHILOSOPHY	77
PHYSICAL EDUCATION	86
POLITICAL SCIENCE	95
SANSKRIT	100
SOCIOLOGY	103

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 : 2024 - 2025

The Academic year (2024-25) 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
Total	73				Total	81			

OBSERVATION DAYS : 2024-25

- Independence Day : 15.08.2024
- Navin Baran Utsab :09.2024
- College Foundation Day : 01.09.2024
- Annual Social Function : In the third week of December, 2024
- Cultural Competition (Spandan) : December, 2024
- Netaji's Birth Day : 23.01.2025
- Republic Day : 26.01.2025
- Re-union / Alumni Meet : February, 2025
- Saraswati Puja : 03.02.2025
- Bhasa Divas : 21.02.2025
- Rabindra Jayanti : 09.05.2025
- Environment Day : 05.06.2025
- NCC & NSS Programmes**
- AIDS Day : 01.12.2024
- NSS Special Camp/s : Winter Camp - Last week of January, 2025

LIST OF HOLIDAYS FROM 01.07.2024 TO 30.06.2025 (PROVISIONAL)

Occasion	Date(s)	Day	No. of Days
Rathajatra	7 July	Sunday	0
Birthday of Poet Bhanu Bhakta (Restricted)	13 July	Saturday	0
Maharram	17 July	Wednesday	1
Independence Day	15 August	Thursday	1
Rakhi Bandhan	19 August	Monday	1
Janmastami	26 August	Monday	1
College Foundation Day	1 September	Sunday	0
Fateha-laj-Daham	16 September	Monday	1
Biswakarma Puja	17 September	Tuesday	1
Birthday of Mahatma Gandhi & Mahalaya	2 October	Wednesday	1
Durga Puja, Fateha-Dwaj-Daham & Lakshmi Puja	9 Oct.-19 Oct	Monday-Saturday	12
Kali-Puja, Bhatri-Dwitiya, Chhatt Puja, Jagadhatri Puja	31 Oct-11 Nov	Thursday-Monday	10
Birthday of Guru Nanak	15 & 16 Nov.	Friday & Saturday	2
Chirstmas Holiday	25 Dec-31 Dec	Tuesday-Tuesday	7
English New Years Day	1 January	Wednesday	1
Birthday of Swami Vivekananda	12 January	Sunday	0
Pous Parban	14 January	Tuesday	1
Birthday of Netaji	23 January	Thursday	1
Republic Day	26 January	Sunday	0
Day Before Saraswati Puja	2 Feb.	Sunday	0
Saraswati Puja, Birthday of Thakur Panchanan Barma	3 Feb.	Monday	1
Day After Saraswati Puja	4 Feb.	Tuesday	1
Bhim Ekadasi (Local Festival)	8 Feb.	Saturday	1
Shab-E-Barat & Thakur Panchanan Barma	14 Feb.	Friday	1
Shivaratri	26 Feb.	Wednesday	1
Dol Jatra	14 March	Friday	1
Holi	15 March	Saturday	1
Birthday of Shri Harichand Thakur	26 March	Thursday	1
Id-UI-Fitar	31 March	Monday	1
Day After Id-ul-Fitar	1 April	Tuesday	1
Ram Nabami	6 April	Sunday	0
Mahavir Jayanti	10 April	Thursday	0
Nil Puja	13 April	Sunday	0
Birthday of B.R. Ambedkar	14 April	Monday	0
Bengali New Year	15 April	Tuesday	0
Good Friday	18 April	Friday	1
Easter Saturday (Chirstians only)	19 April	Saturday	0
May Day	1 May	Thursday	1
Rabindra Jayanti	9 May	Friday	1
Buddha Purnima	12 May	Monday	1
Day Before Id-UI-Joha	6 June	Friday	1
Id-UI-Joha	7 June	Saturday	1
Rathajatra	27 June	Friday	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 |
| 4. | Dr. Ratna Saha | Assistant Professor |

Department of Commerce

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

Department of English

- | | | |
|----|---------------------------|---------------------------|
| 1. | Sri Shubhaiyu Chakraborty | Assistant Professor & HOD |
| 2. | Dr. 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. | Dr. 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. | Dr. Nema 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. 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			
Certificate	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				
Diploma	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 Outreach/ Internship= 2 Credits							
UG	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 (কৃত্তিবাস 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 আলাওল। শাক্ত পদাবলী-রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য

পর্ব - ৪ : বাংলা ভাষাতত্ত্ব-প্রথম ভাগ

১. ভাষার সংজ্ঞা ও বৈশিষ্ট্য, ২. প্রাচীন ভারতীয় আর্যভাষা-মধ্য ভারতীয় আর্যভাষা-নব্য ভারতীয় আর্যভাষা, 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-কৃত্তিবাসী 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 সংরূপের 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 সংরূপের 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 সংরূপ, 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 সেমিস্টারে 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

SEMESTER-III

Course Type : Major, Course Code : 301, Credit : 6

Course Title : ছন্দ, অলঙ্কার, কাব্যজিজ্ঞাসা — অতুলচন্দ্র গুপ্ত

পর্ব - ১ : (ক) ছন্দ সম্পর্কিত পরিভাষার সাধারণ পরিচয়—অক্ষর/দল, পর্ব, পর্বাদ্ব, যতি, ছেদ, লয়, মাত্রা, শ্বাসাঘাত, পঙ্ক্তি, চরণ, পদ। (খ) উদাহরণসহ সংজ্ঞা বৈশিষ্ট্য নিরূপণ—স্বরবৃত্ত, মাত্রাবৃত্ত, অক্ষরবৃত্ত, সনেট, অমিত্রাক্ষর, মুক্তকছন্দ, গদ্যকবিতার ছন্দ। (গ) ছন্দোলিপি নির্ণয় ও বিশ্লেষণ।

পর্ব - ২ : বাংলা অলঙ্কার ও সংজ্ঞা, বৈশিষ্ট্য, উদাহরণ। (ক) শব্দালঙ্কার : অনুপ্রাস, শ্লেষ, বক্রোক্তি, যমক। অর্থালঙ্কার : উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, সন্দেহ, বিরোধভাস, বিভাবনা, ব্যতিরেক, ব্যঙ্গস্তুতি, অপহুতি, অতিশয়োক্তি, নিশ্চয়। (খ) অলঙ্কার নির্ণয় ও ব্যাখ্যা।

পর্ব - ৩ : অতুলচন্দ্র গুপ্তের ‘কাব্যজিজ্ঞাসা’ : ধ্বনি ও রস।

Course Type : Minor, Course Code : 302, Credit : 4

Course Title : আধুনিক বাংলা সাহিত্যের ইতিহাস

(ক) গদ্য, প্রবন্ধ ও কাব্য কবিতা : ফোর্ট উইলিয়াম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর। কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ।

(খ) সাময়িক পত্র ও নাটক : দিগদর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র, কল্লোল, মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর।

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

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

Course Title : তুলনামূলক বিচার : সাহিত্য-চলচ্চিত্র-কমিক্স

পর্ব - ১ : মূলী 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-304, Credit : 3

১. সুভাষ মুখোপাধ্যায় : 'কাজের বাংলা'

২. নীরেদ্রনাথ চক্রবর্তী : 'বাংলা কি লিখবেন কেন লিখবেন'

৩. পবিত্র সরকার : 'বাংলা লেখার সহজ পাঠ'

Course Type : Value Added Course, Course Code : BENG-CC-304, Credit : 4

Course Title : ভারতবর্ষ : সমাজ, সংস্কৃতি, ইতিহাস

১. নালক - অবনীন্দ্রনাথ ঠাকুর, প্রথম পার্শ্ব - বুদ্ধদেব বসু

২. মহাপ্রস্থানের পথে - প্রবোধকুমার সান্যাল, করুণা তোমার কোন পথ দিয়ে - নবনীতা দেবসেন, (গ্রন্থ দুটির নির্বাচিত অংশ)

৩. অতিপ্রাকৃত (প্রথম প্রস্তাব) - রামেন্দ্রসুন্দর ত্রিবেদী

University of Kalyani
B. Com. Revised Syllabus 2024
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, Hertzberg'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.

SEMESTER III

Course Title- Financial Accounting-II

Course Code : UG BCOM-M-T-3

Credit: 6 ● Full Marks: 75 (60+15)

COURSE OBJECTIVE:

The objective of this paper is to help students to acquire specialized knowledge for recording various kinds of business transactions.

Course Content:

1) Partnership Accounts :

(a) Profit and Loss Appropriation Account ; Capital & Current A/c; Guarantee - by firm, by partner and both ; Correction of appropriation items with retrospective effect.

(b) Changes in constitution of firm – Change in profit sharing ratio, Admission, Retirement. Retirement cum Admission – treatment of Goodwill, revaluation of assets and liabilities, treatment of reserves and adjustment relating to capital ; treatment of Joint Life Policy, Death of a partner.

(c) Dissolution of Firm – including piecemeal distribution - Surplus Capital Basis and Maximum Possible Loss Basis.

2. Branch Accounting : Synthetic Method : Preparation of Branch account, Branch Trading and P/L account (at cost & at Invoice Price) - normal and abnormal losses. Analytical Method : Preparation of Branch stock adjustment account (at cost & at Invoice Price) - normal and abnormal losses. Independent branch – concept of wholesale profit.

3. Hire Purchase and Instalment Payment system :

Recording of Transactions in the books of buyer – Allocation of interest – Use of Interest Suspense Account – Partial and Complete Repossession. Books of seller – Stock and Debtor Account (with repossession). Book of Seller – H.P. Trading Account (with repossession). Basic Concept of Operating and Financial lease.

4. Department Accounts : Appropriation of common cost, Preparation of Departmental Trading and P/L Account. Consolidated Trading and P/L Account ; inter departmental transfer of goods at cost, cost plus and at selling price and elimination of unrealized profit.

5. Investment Accounts : Preparation of Investment Account for Shares (with Right Shares, Bonus Shares and Sale of Right) and Debentures – treatment of brokerage, cum & ex-interest and cum & ex-dividend, transfer of securities; Valuation of Investment.

6. Insurance claim for Loss of Stock and Loss of Profit (simple type).

Relevant Accounting Standards (ASs) issued by the Institute of Chartered Accountants of India are to be followed.

SEMESTER III

Course Title - Tax Returns and Filing of Tax Returns (Practical Paper)

Course Code : UG BCOM- SEC-P-2

Credit: 3 ● Full Marks: 45 (35+10)

COURSE OBJECTIVE:

To acquaint the students of the actual practice of filing Tax Returns so that in future they can opt for self-employment in Tax matters.

Course Content:

A. Returns under Income Tax (10 Marks)

1. PAN and TAN - Procedure for application of PAN/TAN.

2. (a) Payment of Advance Tax and Self-Assessment Tax.

(b) Interest - Interest u/s 234A, 234B, 234C. (simple problems).

3. Filing of Returns - Due dates of filing of Returns - Section 139(1); Section 139(4) [after due date]

Section 139(5) [Revised Return]; Section 139(9) [Defection Return]; Section 142(1) [Notice to submit Return], Different types of returns and Due dates for filing of those Returns.

4. Procedure of filing e-Return – ITR 1 only.

B. Returns under Goods and Services Tax (10 Marks)

1. Different types of Taxable Persons and Returns to be submitted by them; Due dates for filing of Returns.

2. Procedure of filing e-Return - GSTR 1 and GSTR 4 only.

C. Practical on hard copy of ITR 1 (15 Marks)

SEMESTER III

Course Title - HUMAN RESOURCE MANAGEMENT

Course Code : UG BCOM- Mi-T-3

Credit: 4 ● Full Marks: 50 (40+10)

COURSE OBJECTIVE:

The objective is to provide basic knowledge of concepts and principles of managing human resource of an organization.

Unit 1 : Nature and Scope

Concept and meaning of HR, Understanding the Nature, and Scope of HRM, Functions and importance of HRM.

Unit 2 : Human Resource Planning

Definition, Need and features of Human Resource Planning, Factors affecting Human Resource Planning.

Unit 3 : Recruitment and Selection

Definition of Recruitment, Source, need and importance of Recruitment, Recruitment Policy – process – sources of Recruitment. Definition of Selection, Steps in selection.

Unit 4 : Training and Development

Training and Development Meaning and purpose of training, Benefits of training to organization and employees – Training methods.

Unit 5 : Job Evaluation and Performance Appraisal

Job evaluation - objectives, scope, Job analysis, Job description, Job Specification - basic concept and significance, Performance Appraisal - Concept.

SEMESTER III

Course Title - VALUE ADDED

Course Code : UG BCOM- VA-T-2

Credit: 3 ● Full Marks: 50 (40+10)

Follow the syllabus provided by the Controller of Examination of University of Kalyani vide reference no. CE/009 dated 12.08.2024.

SEMESTER III

Course Title - Multidisciplinary Course

Course Code : UG BCOM- Mu-T-3

Credit: 3 ● Full Marks: 45 (35+10)

The same syllabus provided in semester 1 of B.Com under University of Kalyani following NEP 2020.

DEFENCE STUDY

SEMESTER-I

MAJOR COURSE

COURSE TITLE : Defence & Strategic Studies

Title of the Paper : Basics of Defence & Strategic Studies

Course Code : DSS-MJ-T-001

Total Credit: - 6 [Lecture Hour - 90]

Full Marks – 75

[Semester Examination – 60 marks, Internal Assessment – 15 marks]

Unit I : Meaning, definition and scope of Defence & Strategic Studies and its importance
Aims and objectives of studying Defence and Strategic studies, Relevance and significance of Defence & Strategic Studies

Unit II : Scope of studying Defence Studies, Correlation between Defence and Strategic Studies (DSS) with other disciplines like study of Geography, Economics, Political Science, History, Psychology and Sociology. Meaning and definition of National security and Relationship between National Security and studying defence studies in India - India's National Security Management for Future Challenges

Unit III : Concepts of National Defence, Defence Security, Battle operation, Conflict, War Campaign, War strategy, tactics and logistic etc.

Unit IV : Mechanism of India's National Security framework and Defence Training Centers in India - Army, Navy & Air Force -Recruitment methods for Defence Services and Career prospects in Indian Defence Service

SEMESTER-I

MINOR COURSE

COURSE TITLE : Defence & Strategic Studies

Title of the Paper : India's National & Internal Security : Issues & Problems

Course Code : DSS-MI-T-001

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 – Border problems of India, Cross border 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-I
SEC
COURSE TITLE : Defence & Strategic Studies
Title of the Paper : Human Rights
Course Code : DSS-SEC-001
Total Credit: - 3
[Lecture Hour - 45]
Full Marks – 45

Semester Examination – 35 marks, Internal Assessment – 10 marks

Unit I : Introduction to Human Rights and Human Duties - Aims and Objectives of Human Rights - Types of 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 Child and Women in India

Unit III : Human Rights Commission in India & its functions - Problems of implementation of Human rights

Unit IV : Human Rights and Environmental Policy in India - Role of NGO in Protecting Human Rights in India

SEMESTER-II
MAJOR COURSE
COURSE TITLE : Defence & Strategic Studies
Title of the Paper : A. Theory : Conceptual Aspects of war
COURSE CODE : DSS-MJ-T-002
Total Credit: - 4
[Lecture Hour - 60]
Full Marks – 55

Semester Examination – 40 marks, Internal Assessment – 15 marks

Unit I : Definition, meaning and basic concepts of war, objectives and causes of War, Implications of war

Unit II : Evolution of war - Primitive war, modern warfare, Principles of war of Jomini and Clausewitz - War in the 20th Century : World War I, World War II and Cold War

Unit III : Conventional - Landwar, Naval war and Air war and Definition, concept of Psychological warfare, Economic warfare and political warfare

Unit IV : Unconventional war - Guerilla warfare, Low intensity warfare, Modern warfare- Nuclear warfare, Biological & Chemical warfare (ABC warfare)

SEMESTER-II
MAJOR COURSE
COURSE TITLE : Defence & Strategic Studies
Title of the Paper : B. Practical : Military Geography-I
COURSE CODE : DSS-MJ-P-001
Total Credit: - 2
[Lecture Hour - 30]
Full Marks – 20 [Practical – 20 marks]

Unit I : Concept of Military Maps : Definition and Features, Classification, GRID System - Four Figure and Six figure Map References, 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

Unit II : Scale : Definition, Methods of representing Scale : Inter conversion of scale into Representative Fraction, construction of simple scale line and the comparative scale lines, Conventional Signs : Military and Geographical

Unit III : North : Types of North and finding out True North - The Pole Star Method, The equal altitude method, Watch method, Grid Method & Compass method

Unit IV : Representation of the above in Laboratory Note Book and Sand Model, Viva Voce in Examination

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 End 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 Thoughts 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-II

SEC

COURSE TITLE : Defence & Strategic Studies

Title of the Paper : Disaster Management

Course Code : DSS-SEC-002

Total Credit: - 3

[Lecture Hour - 45]

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

Unit III : Classification of Hazards, Vulnerability as unique factor of Disaster Risk - Interaction of Hazards, Vulnerability and Disaster Risk, Management of Disaster Risk : Components of Disaster Management

Unit IV : 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

Major Course

Subject : Defence & Strategic Studies

TITLE OF THE PAPER : A. Theory : Introduction to National Security of India

COURSE CODE : DSS-MJ-T-003

Total Credit: - 4

[Lecture Hour - 60]

Full Marks – 55

Semester Examination – 40 marks, Internal Assessment – 15 marks

Unit I : Concepts of State and Nation, Meaning, Nature and Scope of National Security - objectives of National Security, National security and National Solidarity, National values, national interest, Difference between National Security and National Defence

Unit II : Elements of Grand Strategy : National power, foreign and Defence Policies and National Security Measures

Unit III : Challenges and Threats to National Security : (a) Traditional and (b) Non-Traditional

Unit IV : Military Alliances and their role for National security in 21st century -Small arms Proliferation, Weapons of Mass Destruction (WMD) and their proliferation (NPT, CTBT, MTCR, NMD and FMCT) - India's approach to Balance of Power, Collective Security, Deterrence, and Arm Control

SEMESTER-III

Major

Subject : Defence & Strategis Studies

TITLE OF THE PAPER : A. Practical : Military Geography-II

COURSE CODE : DSS-MJ-P-002

Total Credit: - 2

[Lecture Hour - 30]

Full Marks – 20

Unit I : Concept Military Geography : Representation of Relief features in map - Short description of different methods - Contour Lines : Vertical interval (VI), Horizontal Equivalent (HE), Types of slopes & Gradient and their representation on the map - Uniform slope, Convex Slope, Conclave Slope, Reentrant, Spur, Cliff, Ridge, Knolletc.

Unit II : Determination of Gradient : Representation of Slopes by Contour

Unit III : Determination of inter-visibility in case of rise or fall of slope - Methods of determining inter - visibility - Mathematical method and its application

Unit IV : Representation of the above topics in Laboratory Note Book and Sand Model, VivaVoce in Examination

SEMESTER-III

MINOR COURSE

COURSE TITLE : Defence Organisation & Military History of India

Subject Code: (to be given here)

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-III

SEC

Subject : Defence & Strategis Studies

TITLE OF THE PAPER : Cyber Crime & Cyber Security

COURSE CODE : DSS-SEC-T-003

Total Credit: - 3

[Lecture Hour - 45]

Full Marks – 45 (Internal - 10, Semester End - 35)

Unit I : Introduction to Cyber Technologies - Information Systems - Networks / LAN / WAN -Military Sensors, Types of Cyber Crime - Hacking - Password Cracking - Insecure Network Connection - Theft at Tele Communication Services

Unit II : Impact of Cyber Crime on National Security - Impact on Armed Forces & Law enforcement Agencies' Information Systems - Impact on National Economy / Market - Impact on Citizen Security

Unit III : Detection and Prevention methodologies - Risk Identification - Levels of Protection - Cyber Defensive Measures, Cyber Laws - Indian Cyberspace, National Cyber Security Policy 2013, Impact of Cyber Crime on National Security - Impact on Armed Forces & Law enforcement Agencies' Information Systems - Impact on National Economy / Market - Impact on Citizen Security

Unit IV : Detection and Prevention methodologies - Risk Identification - Levels of Protection -Cyber Defensive Measures, Cyber Laws - Indian Cyber space, National Cyber Security Policy 2013

MDC COURSE
COURSE TITLE : Human Rights
Subject 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

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 III

Paper11 : MAC 3 (Major Course 3) : Mathematical Economics
Paper12 : MIC2 1 (Paper 2, Minor Course 1) : Principles of Macro economics
Paper13 : MDC 3 (Multi disciplinary Course 3)
Paper14 : SEC 3 (Skill Development Course 3) : Computer Applications in Economics
Paper 15: VAC (Value Added Course)

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)

Semester III

Paper 11 : MAC 3 (Major Course 3) : Mathematical Economics - 6 credits

COURSE OBJECTIVES :

After completion of the course the learner will be able to make economic analysis using mathematics.

COURSE CONTENT:

Applications of Matrix Algebra :

Matrix : Its elementary operations; different types of matrix; Rank of a matrix; Determinants and inverse of a square matrix; solution of system of linear equations; Input Output System (basic preliminaries of closed model and open model and of Hawkins Simon Condition).

Functions of several variables :

Continuous and differentiable functions; partial derivatives and Hessian matrix; Homogeneous and homothetic functions. Euler's theorem; implicit function theorem and its application to comparative static problems. Economic applications - theories of consumer behaviour and theory of production.

Multi variable optimization

Optimization of nonlinear functions : Convex, concave, and quasi - concave functions; Unconstrained optimization; Constrained optimization with equality constraints - Lagrangean multiplier method; Economic applications - consumer behaviour and theory of production.

Differential Equations

Solution of differential equations of first order and second order; Economic application - price dynamics in a single market. Qualitative graphic solution to 2×2 linear simultaneous differential equation system - phase diagram, fixed point and stability (just concept)

Paper 12 : MIC 21 (Paper 2, Minor Course 1) : Principles of Macro economics - 4 credits

COURSE OBJECTIVES :

After completion of this unit the learner will be able to learn the basic variables at the macro level to learn the concepts like national income and money in modern market economy. It also introduces students the concept of inflation, its relationship with unemployment.

COURSE CONTENT:

1. Introduction (6 classes)
What is macro economics ? Macro economic issues in an economy - Output, Employment (Unemployment), Inflation (Deflation), Economic Growth, Concept of closed and Open Economy; Monetary and Fiscal Policies.
2. National Income Accounting (16 classes)
Concepts of GDP and National Income; measurement of national income and related aggregates; National Income Accounting Identities; Concept of Per Capita Income, Personal and Personal Disposable Income; GDP deflator, nominal and real income; limitations of the GDP concept.
3. Determination of National income (16 classes)

Consumption function; investment function; aggregate expenditure; in a SKM in a closed economy; concepts of MPS, APS, MPC, APC; Government expenditure and taxes; concept of multiplier.

4. Money in a Modern Economy (6 classes)
Monetary system - definition and functions of money and determinants of money supply
5. Inflation (6 classes)
Concept of inflation; types and causes of Inflation; Effects of inflation: measures to combat inflation
6. Unemployment (6 classes)
Concepts of unemployment (including labour force, labour force participation rate, unemployment rate); different types of unemployment.

Paper 13 : MDC 3 (Multi disciplinary Course 3) : Basic Economics - 3 credits

Contents are the same as that of paper MDC 1

Paper 14 : SEC 3 (Skill Development Course 3) :

Computer Applications in Economics - 3 credits

COURSE OBJECTIVES : This course introduces the student to how to analyse primary and secondary data using computer software. The students will be introduced to important data sources that are available and will also be trained in the use of free statistical software to analyse data.

COURSE CONTENT : In this paper students will be taught MS Excel programme and how to use MS Excel programme for data analysis. Relevant mathematical and statistical functions using MS Excel will be taught. Evaluation of students in this paper will be done in terms of a practical examination. There will be no theoretical examination.

Unit 1 : Introduction to data analysis : Data types (primary and secondary) - Overview of data sources (Census, NSSO, etc.) - Importance of Data Analysis in Economics. (7 classes)

Unit 2 : Introduction to MS Excel for Data Analysis: Overview of MS Excel - Interface, cells, rows, columns - Basic operations: opening, saving, and entering data in Excel - Formatting tools in MS Excel: cell formatting, conditional formatting. (8 classes)

Unit 3 : Excel Formulas & Functions (Basic) - Using basic functions: SUM, AVERAGE, MIN, MAX - Conditional functions: IF, COUNTIF, SUMIF- Ranges and cell references - Text functions: CONCATENATE, LEFT, RIGHT. (10 classes)

Unit 4 : Descriptive Statistics using Excel - Mean, Median, Mode - Variance, Standard Deviation - Datasorting, filtering, and conditional formatting for descriptive analysis. Practical Applications : Conducting basic statistical analysis on economic data, such as household incomes, prices, or employment data. (10 classes)

Unit 5: Introduction to Data Visualization in Excel - Creating bar charts, pie charts, line charts - Scatter plots - Pivot tables and charts for data visualization. (7 classes)

Paper 15 : VAC (Value Added Course)

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 Centered 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 and 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

Semester-III

Course Code	Course title	Nature of Course	Credit of Course	Class hour/ week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-3	Sociological Foundation of Education	Major	6	6	15	60	75
EDU-MI-T-3	Educational Philosophy	Minor	4	4	10	40	50
EDU-MU-T-3	Educational Research	Multidisciplinary Course	3	3	10	35	45
EDU-SEC-P-3 (anyone)	A. Application of Educational/ Psychological Tools	Skill Enhancement Course	3	3	10	35	45
	B. Educational Excursion						
EDU-VA-T-2	Value and Peace Education	Value Added Course	4	4	10	40	50
Total	05		20	20	55	210	265

MAJOR COURSE

Semester-III

EDU-M-T-3: SOCIOLOGICAL FOUNDATION OF EDUCATION

Credit - 6 ● Full Marks - 75

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

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

Course Content:

Unit - I: Sociology and Educational Sociology (Class hour - 14)

- Sociology: Meaning, emergence, nature and scope
- Educational Sociology: Meaning, nature, scope and importance
- Relation between Education and Sociology
- Differences between Sociology and Educational Sociology.

Unit - II: Social Factors, Issues and Education (Class hour - 20)

- Culture:
 - Concept, nature and elements
 - Relation between individual and culture
 - Relation between culture and society
 - Role of education in culture
- Cultural lag: Concept, characteristics, causes, education

and cultural lag

c. Values: Concept, nature, types and role of education

d. Social issues :

- Unemployment : Concept, types, causes, role of education in eradication of unemployment
- Poverty : Concept, causes and role of education in eradication of poverty
- Inequality : Concept, causes and role of education in eradication of inequality

Unit - III : Social Groups and Education (Class hour - 15)

a. Social groups : Meaning and Nature

● Types:

- ◆ Primary Group: Meaning, characteristics and role
- ◆ Secondary Group: Meaning, characteristics and role
- ◆ Tertiary Group: Meaning, characteristics and role
- ◆ Comparison between primary group, secondary group and tertiary group

Unit - IV : Socialization (Class hour - 20)

a. Socialization:

- Meaning and characteristics
- Significance of Socialization
- Factors of socialization
- Role of the family and school

b. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion. a. Social Change: Definition, characteristics, factors, constraints and education as an instrument of social change

b. Social change in India : c. Social Stratification : Definition, characteristics, causes; education and social stratification

d. Social Mobility: Definition, characteristics, causes; education and social mobility

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

- Privatization: Concept and relationship with education
- Liberalization: Concept and relationship with education
- Globalization: Concept and relationship with education
- 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.

MINOR COURSE

Semester-III

EDU-MI-T-3: EDUCATIONAL PHILOSOPHY

Credit - 4 ● Full Marks - 50

Course Learning Outcomes: After completion of the course the learners will be able to
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. Child: Meaning, characteristics and importance of child centric education
- b. Teacher: Qualities and duties of a good teacher.
- c. Curriculum: Meaning, nature and importance
- d. Co-curricular activities: Meaning, nature and importance of co-curricular activity.

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 - 25)

- a. Indian schools of Philosophy
 - Meaning, nature and classifications in Indian schools of Philosophy
 - Atheistic schools of Indian Philosophy–Buddhism and Jainism in terms of knowledge, reality and value and educational implications
- b. Western schools of Philosophy
 - Meaning and Nature
 - Idealism, Pragmatism, Realism, Naturalism, (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

MULTIDISCIPLINARY COURSE
Semester-III
EDU-MU-T-3 : EDUCATIONAL RESEARCH
Credit - 3 ● Full Marks - 45

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

- Define and explain the meaning, and nature of Research.
- Discuss the meaning and nature of Educational Research.
- Identify sources of data for Research.
- Describe different types of Research.
- Describe the meaning of Research Problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data, Population, Sample and Sampling.
- Analyze the Qualitative and Quantitative data.
- Describe the process of collecting data and testing Hypothesis.
- Understand the meaning of Research Ethics.
- Apply basic statistics and graphical presentation in real life problem.

Course Content:

Unit-I: Research (Class hours-10)

- a. Meaning and nature of Research and scientific inquiry
- b. Research worthy problem- meaning and characteristics
- c. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- d. Importance of Research

Unit-II: Educational Research (Class hours-25)

- a. Meaning, nature & scope of Educational Research
- b. Types of Research :
 - Basic, Applied & Action Research;
 - Historical - meaning and nature.
 - Descriptive - meaning and nature.
 - Experimental research - meaning only.
- c. Importance of Educational Research.

Unit-III: Basic Ideas of Research (Class hours-22)

- a. Review of Related Literature - concept and purpose
- b. Variable - meaning and types (Dependent, Independent, and Intervening)
- c. Research Hypothesis - meaning, nature and types
- d. Population and Sample :
 - Concepts of Population, Sample and Sampling,
 - Need of Sampling
 - Types of Sampling techniques- Non-Probability, Probability- meaning and nature

Unit-IV: Research Data: (Class hours-18)

- a. Qualitative and Quantitative data- meaning and nature
- b. Tools and technique of data collection- characteristics, merits and demerits of questionnaire and observation.
- c. Descriptive statistics (Central tendencies, Dispersion- meaning, uses, and estimation- AD & SD only)
- d. Graphical representations- used in Research (Histogram, Frequency Polygon, Pie)
- e. Inferential Statistics-meaning, types- Parametric and non-Parametric (concept only)

SKILL ENHANCEMENT COURSE**Semester-III****EDU-SEC-P-3 (A): Application of Educational/Psychological Tools****Credit - 3 ● Full Marks - 45****Course Learning Outcomes :** After completion of the course the learners will be able to:

- Explain the Study Habit Inventory and Test Anxiety Scale.
- Apply the Study Habit Inventory and Test Anxiety Scale on sample group.

Hands on activities:

- Application of the standardized Study Habit Inventory or Test Anxiety Scale on the sample of home Institution
- Preparing report

Guideline of the practical activity:

- Apply on 50 students of home Institution
- Writing a report on A4 page and to be submitted as per University Schedule.
 - a. Acknowledgement
 - b. Content
 - c. Name of the Tool
 - d. Introduction
 - e. Objectives
 - f. Methodology:
 - i) Population, Sample and Sampling
 - ii) Description of tool : Name of inventor, Dimensions, No. of test item, Reliability, Validity, Scoring procedure.
 - g. Data Analysis
 - h. Conclusion
 - i. Reference

SKILL ENHANCEMENT COURSE

Semester-III

EDU-SEC-P-3 (B): EDUCATIONAL EXCURSION

Credit 3. Full Marks 45

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

- Explain the activities done during excursion.
- Prepare an Excursion Report.

Guidelines:

Each student is required to complete the report 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
- Objectives of the Study
- Description of the place visited
- Conclusion
- References
- Understand the concept and meaning of Value and Value Education.
- Become aware about the role of Educational Institutions in building a value-based society.
- Understand the meaning and concept of Peace and its importance in human life.
- Understand the meaning and importance of Peace Education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting Peace Education.
- Identify the strategies and skills in promoting Peace Education at Institutional level.
- Illustrate the role of different organizations for promoting Peace Education

VALUE ADDED COURSE

Semester-III

EDU-VA-T-2: VALUE AND PEACE EDUCATION

Credit 4. Full Marks 50

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

Course Content:

Unit-I: Meaning and Nature of Value and Value Education (Class hours-16)

- a. Concept of Value and meaning, objectives, need, characteristics and importance of Value Education
- b. Classification of values as proposed by NCERT
- c. Value education at different stages –Primary, Secondary, Higher Education.

Unit- II: Inculcate Values and Value Education (Class hours-17)

- a. Values enshrined in Indian Constitution
- b. Value Education through Co-Curricular Activities.
- c. Role of teacher and family in imparting Value Education

Unit- III: Concept of Peace and Peace Education (Class hours-19)

- a. Concept, need and characteristics of Peace and Peace Education
- b. Curricular contents of peace education at different levels – Primary, Secondary and Higher Education with reference to Tagore and Aurobindo.
- c. Relevance of Peace Education in National and International context

Unit- IV: Challenges of Peace Education and Role of Different Organizations (Class hours-23)

- a. Various challenges of Peace Education
- b. Role of National and International organizations for promoting Peace Education:
 - International Institute for Peace (IIP),
 - UNESCO, UNO, UNICEF
 - International Peace Bureau (IBP),
 - Global Peace Foundation (GPF),
 - Mahatma Gandhi Institute of Education for Peace and Sustainable Development

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) Rasundari 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) × 15 marks + 2 (out of 4) × 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) × 5 marks + 5 (out of 8) × 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) × 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)

Semester - III
MAJ301 : ENGLISH ESSAY AND SHORT STORY
Credit 6. End Sem Marks - 60

Unit - I, Title - Fiction

Texts : [A] (i) "A Journal of Forty-eight Hours of the year 1945" by Kylaash Chunder Dutta (ii) "The Tell - tale Heart" by Edgar Allan Poe (iii) "A Scandal in Bohemia" by A.C Doyle [B] (i) "Bliss" by Katherine Mansfield (ii) "An Englishman's Home" by Evelyn Waugh (iii) "The White Stocking" by D. H. Lawrence

Type of Questions : 2 x 3 (out of 6 - one from each text) + 5 x 2 (out of 3) + 15 x 1 [out of 3] [5 and 15 marks questions should be answered from two different groups]

Unit - II, Title - Non-Fiction

Texts : [A] (i) "Of Empire" by Francis Bacon (ii) "The Great Fire" Samuel Pepys (iii) The Spectator no. 10 by Joseph Addison (iv) "On Idleness" [The Idler no. 31] by Samuel Johnson (v) "Knowledge its own end" by John Henry Newman [B] (i) "Letter to Lord Amherst, 11 Dec 1823" (iii) "On Familiar Style" by William Hazlitt (iii) "The Gettysburg Address" by Abraham Lincoln (iv) "I Have a Dream" by Martin Luther King Jr. (v) "Two Cheers for Democracy" by E. M. Forster.

Type of Questions : 2 x 2 (out of 4) + 5 x 2 (out of 4) + 15 x 1 [out of 3] [5 and 15 marks questions should be answered from two different groups]

Unit - III, Title - History of English Prose

Texts : (i) "The Advancement of Learning : Francis Bacon" (ii) "Pepys, Evelyn, and Seventeenth-Century Autobiographical Writing" (iii) "Other Pleasures of Imagination : Dennis, Addison, and Steele" (iv) "Johnson and his Circle" (v) "The 'Romantic' Essayists" (vi) Mystery and History : Conan Doyle, Stoker, and Stevenson (vii) 'Rotten Elements' : MacDiarmid, Upward, Koestler, and Orwell

Type of Questions : No direct question will be set from this section, but as far as practicable the 15 marks questions in the above two units should be set with explicit reference to the contents of this unit.

Semester - III
MIN301 : ESSAY AND PROSE FICTION
Credit 4. End Sem Marks - 40

Unit - I, Title - Essay

Texts : (i) "Of Friendship" by Francis Bacon (ii) "Recollections of Childhood" by Richard Steele (iii) "Poor Relations" by Charles Lamb (iv) "Lilies of Queen's Garden" ["This, I say, is the most foolish of all errors ... leading him, with rebuke upon rebuke, from star to star."] by John Ruskin

Type of Questions : 2 x 3 (out of 6 * two from each essay) + 5 x 2 (out of 4* one from each essay)

Unit - II, Title - Short Story

Texts : (i) “The Lotus Eaters” by Somerset Maugham (ii) “The Doll’s House” by Katherine Mansfield (iii) “A Retrieved Reformation” by O’Henry (iv) “The Free Radio” by Salman Rushdie

Type of Questions : 2 x 2 (out of 4 - one from each text) +10 x 1(out of 4* one question from each short story)

Unit - III, Title - Novel

Texts : (i) A Journal of Forty-Eight Hours of 1945 by Kyalash Chunder Dutt (ii) The Old Man and the Sea by Ernest Hemmingway

Type of Questions : 10 x 1(out of 2) * Questions will be set from both the novels

Semester - III

SEC301 : ENGLISH LANGUAGE TEACHING

Credit 3. End Sem Marks - 35

Unit - I, Title - Basics

Texts : [A] Knowing the learner [B] Structure of English language

Unit - II, Title - Methods and Tools

Texts : [A] Methods of language teaching [B] Materials for language teaching [C] Technology in language classroom

Unit - III, Title - Assessment

Texts : Assessment of language Skills

Type of Questions : 2 x 5(out of 8) + 5 x 3(out of 6)* All units must be tested with only internal choice of questions from a single unit + 10 x 1 (out of 3)

Semester - III

MDS301 : LITERATURE AND OTHER ARTS

Credit 3. End Sem Marks - 35

Unit - I, Title - Visual Narrative

Texts : Where the Wild Things are by Maurice Sendak

Unit - II, Title - Film

Texts : “Devi” short story by Prabhat Kumar Mukhopadhyay and film directed by Satyajit Ray

Unit - III, Title - Poem

Texts : (i) “Ode on a Grecian Urn” by John Keats (ii) “Musée des Beaux Arts” by W.H. Auden

Type of Questions : 2 x 5(out of 8) [film excluded] + 5 x 3 (out of 4) +10 x 1(out of 2)

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 acquired 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: 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.

SEMESTER III

Type : Major PAPER : III (Theory)

COURSE CODE : GEOG-M-T-3

COURSE TITLE : FUNDAMENTALS OF REMOTE SENSING, GIS AND GNSS

TOTAL MARKS : 75, CREDITS: 6

Semester End Examination (60 Marks) and Internal Assessment (15 Marks)

Course Content:

UNIT I : FUNDAMENTALS OF REMOTE SENSING

1. Definition and stages of remote sensing; EMR and its spectral ranges
2. Remote sensing platforms, satellites and sensors
3. Sensor resolutions and their applications with reference to IRS and LANDSAT missions
4. Concept of FCC; Principles of image interpretation (visual and digital)
5. Aerial Photographs: types, geometry and photo interpretation keys
6. Applications of remote sensing in managing agriculture, water and forest resources; Monitoring urban growth and environmental degradation

UNIT II : FUNDAMENTALS OF GIS AND GNSS

1. Definition, components and applications of GIS
2. GIS data structures types: spatial and non-spatial, raster and vector
3. Principles of preparing attribute tables, data manipulation and overlay analysis
4. Principles and significance of buffer preparation
5. Basic concept of GPS
6. Principles of GNSS positioning and waypoint collection; GIS- GNSS integration

SEMESTER III
Type: Minor PAPER: II (Theory)
COURSE CODE: GEOG-MI-T-2
COURSE TITLE: HUMAN GEOGRAPHY
Total Marks : 50, Credits: 4

Semester End Examination (40 Marks) and Internal Assessment (10 Marks)

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 III
Type : Multidisciplinary Course, PAPER : III (Theory)
COURSE CODE : GEOG-MU-T-1
COURSE TITLE : DISASTER MANAGEMENT
TOTAL MARKS : 45, CREDITS: 3

Semester End Examination (35 Marks) and Internal Assessment (10 Marks)

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 III

Type : Skill Enhancement Course (SEC)

PAPER: III (Practical)

CODE : GEOG-SEC-P-3

COURSE TITLE : APPLICATIONS OF REMOTE SENSING AND GIS

TOTAL MARKS : 45, CREDITS: 3

Semester End Examination (25+10* = 35 Marks) and Internal Assessment (10 Marks)

*Laboratory Note Book + Viva-voce : 5+5 = 10

COURSE CONTENT

1. Acquisition procedure of free geospatial data from NRSC /Bhoonidhi and USGS
2. Georeferencing of maps and images; Digitisation of features: Point, Line and Polygon
3. Data attachment and preparation of thematic map (bargraph, pie-chart and choropleth); Overlay analysis
4. Preparation of FCC using IRS LISS-III/IV and/or LANDSAT (ETM+) data; Image enhancement
5. Preparation of LULC map by Supervised Image Classification (Maximum Likelihood) using IRS LISS-III/IV or LANDSAT (ETM+) data

[Note: Using Q-GIS (open access) software]

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

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 Bijaynagar, Bahmani and Bengal - society, economy, art, architecture and literature.

Unit-2: Delhi on the eve of the Mughal ascent - Timur's invasion - the Sayyids and Lodis - Babur's adventure - Babur's central Asian connection - Humayun's misfortune - Sher Shah Sur and Afghan rule in India - 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.

Semester 3
Course details for B.A. 3rd Semester (NEP 2020) 2024-25
Major Course (History), No.3 [6 credits / marks -60+15=75]
Ancient India from the Post-Vedic to Late Gupta period

Unit-1 : Features of post-Vedic Polity in India - The Maurya rule in Magadha - Asoka's Dhamma and administration - the policy of cultural conquest.

Unit-2 : The post-Maurya India - the Kushanas, Satavahanas and Tamil powers : Chera, Chola and Pandya - peasantization of tribes and changes in the caste system - spread of megalithic culture - splits in Jainism and Buddhism - Vaishnavism, Saivism and Tantricism.

Unit - 3 : Consolidation of the Gupta Empire - debates on the golden age - decline of the Gupta power - decentralized India - regional states in North, South and East India - debate on feudalism in Ancient India

Unit - 4 : Early India in retrospect - society, culture and environment - literature and philosophy - art and architecture - science and technology - trade, industry and guild - beginning of new urbanization.

Minor Course [4 credits / marks - 40 + 10 = 50]

For those students of other Disciplines who studied History(Minor) paper 1 (History of India from the Earliest Times to the Early Medieval Period) in the 1st Semester, paper 2 of History (Minor) entitled 'History of Medieval India' is prescribed. Course details are already circulated.

Multi disciplinary Course (MDC) [3 credits / marks - 35+10 = 45]

To be chosen from the prescribed multi disciplinary subjects already notified with course details.

Skill Enhancement Course (SEC) [3 credits / marks - 35+10 = 45]

Studies in Museum and Archaeology

Unit 1 : Origin, definition and purpose of - museum development in India - functions of a museum - classification of museums according to collection, scope and management.

Unit II : Acquisition and procedure of collection in a museum - documentation, accession, indexing, cataloguing and digitization - presentation and exhibition with outreach activities - museum and tourism

Unit III : Definition of archaeology and ethno-prehistoric, historic, rural-urban and underwater archaeology - history of Indian archaeology - important archaeological sites of India.

Unit IV : Methods of archaeological explorations and site discoveries - horizontal and vertical excavation - concepts of stratigraphy and stratification - dating methods and techniques - dendrochronology, radio carbon dating (C-14), thermoluminescence dating, electron spin resonance dating, optically stimulate microscopy dating and fission track dating.

U.G. 3rd Semester (NEP 2020)
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			
Course Code	Course Title	Credit	Marks
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			
Course Code	Course Title	Credit	Marks
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 *Paramaræa*, *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 – Vaishesika
 Section B Sankhya
 Section C Yoga

Section A (Nyaya – Vaishesika)

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 Vaishesika: *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)3

Group B Western Logic

Group A

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

Unit: II *Paramaræa*, *Vyapti*, *Vyaptigraha*

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

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.

SEMESTER:III

TABLE 8 : DETAILED CONTENT OF THE COURSE : PHIL-Mj-T-03

Outline of Indian and Western Philosophy - 3

Total Marks : 75, Credits : 06

Prescribed Course :

Group : A Outline of Indian Philosophy - 3

Group : B Outline of Western Philosophy - 3

Group : A

Outline of Indian Philosophy - 3

Section : A PuṛvaMiṃsa

Section : B Various Schools of Vedānta Advaita

Section : C Vedānta

Section : D Viśiṣṭadvaita Vedānta

Section:A

Puṛva Miṃsa

Unit I : vidhi, nivedha, pramāṇa-with special reference to arthapatti and anupalabdhi.

Unit II : Theories of error : akhyativāda (Prabhākara), anyathakhyativāda (Bhaṭṭa)

Section : B

Various Schools of Vedānta

Unit:I Short Introduction of Different Schools of Vedānta : Advaita Vedānta, Viśiṣṭadvaita Vedānta,

Dvaita Vedānta, Dvaitavāda Vedānta, Suddhādvaita Vedānta.

Section:C

Advaita Vedānta

Unit I : Nature of Brahman, Adhyāsa, vivartavāda.

Unit II : māyā, three grades of satta, jīva and jagat.

Section : D

Viśiṣṭadvaita Vedānta

Unit I : Distinction between advaitavāda and viśiṣṭadvaitavāda, Ramanuja's Criticism of Sankara's doctrine of māyā.

Unit II : Relation between jīva and jagat, Nature of Brahman.

Group: B

Outline of Western Philosophy- 3

Section : A Locke

Section : B Berkeley

Section : C Hume

Section : D Kant

Section : A

Locke

Unit I : Refutation of Innate Ideas, Classification of Ideas, Theory of Substance, Distinction between Primary and Secondary Qualities, Theory of Knowledge.

Section : B

Berkeley

Unit I : Rejection of the Distinction between Primary and Secondary Qualities, Esse Est Percipi, The Problem of Solipsism.

Unit II : Refutation of Abstract Ideas.

Section : C

Hume

Unit I : Impressions and Ideas, Association of Ideas, Judgments Concerning Relations of Ideas and Matters of Fact.

Unit II : Theory of Causality, Theory of Self and Personal Identity, Skepticism.

Section : D

Kant

Unit I : Critical Philosophy, Copernican Revolution.

Unit II : Classification of Judgments : Analytic, Synthetic, a-priori, a-posteriori; Possibility of Synthetica-priori Judgments.

Unit III : Space and Time

TABLE 9 : DETAILED CONTENT OF THE COURSE : PHIL-Mi-T-03

PHIL-Mi-T-03

Indian Epistemology & Metaphysics

Total Marks : 50, Credits : 04

Unit I : Carvaka Epistemology : Carvaka's Position on Perception, Inference and Testimony. Carvakamaterialism.

Unit II : Jaina view of saptabhanginaya and sy?dv?da.

Unit III : Buddhist view of pratity asamudp?dav?da (theory of dependent-origination), kyanikatvaveda (theory of momentariness), nair?tmav?da (doctrine of no-self).

Unit IV : Nyaya Epistemology : Perception, Inference, Verbal Testimony and Comparison.

Unit V : Vaisesika Metaphysics : Seven padarthas, paramanuveda.

Unit VI : Vedanta Metaphysics : Brahman, maya?, Relation between Jiva and Brahman (Sankara & Ramanuja).

TABLE 10 : DETAILED CONTENT OF THE COURSE : PHIL-SEC-T-03
PHIL-SEC-T-03

Philosophy in Practice

Total Marks : 45, Credits : 03

Prescribed Course :

Section : A Philosophical Counselling

Section : B Management of Everyday Problems

Section : A

Philosophical Counselling

Unit I : Nature and scope of Counselling, Its aim and Methods, Distinction between Psychological and Philosophical Counselling.

Section : B

Management of Everyday Problems

Unit I : Vipassanā in Buddhism, Practice of Non-Violence in Jainism, Jñāna-Bhakti-Karmayoga in Srimadbhagavat Gita.

**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, Gladitorial 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 Dhyanchand 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

Skill Enhancement Course
COURSE TITLE : Gymnastics
COURSE CODE : PEDS-SEC-P-1
Total number of classes – 90

Unit – I : Compulsory **LH - 40**

- 1.1 Forward Roll
- 1.2 T-Balance
- 1.3 Backward Roll
- 1.4 Forward Roll with Split leg
- 1.5 Cart-Wheel

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

Unit – II : Optional (Any two) **LH -50**

- 2.1 Hand Spring
- 2.2 Head Spring
- 2.3 Neck Spring
- 2.4 Hand Stand and Forward Roll
- 2.5 Summersault

Multidisciplinary Course
COURSE TITLE : Health and Wellness
COURSE CODE : PEDS-MU-T-1
Total number of classes – 45

Unit – I : Introduction **LH - 10**

- 1.1 Health and Wellness - Definition, Meaning and Concept
- 1.2 Dimensions of Health and Wellness. Factors affecting health and wellness
- 1.3 Importance of health and wellness Education
- 1.4 Determinants of healthy behaviour

Unit – II : Nutritional value of Health and Wellness **LH - 10**

- 2.1 Diet and nutrition for health & wellness.
- 2.2 Malnutrition, under-nutrition and over-nutrition
- 2.3 Processed foods and unhealthy eating habits
- 2.4 Essential components of a balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals.

Unit – III : Mental Health and Wellness **LH - 10**

- 3.1 Mental health - Definition and meaning. Relationship between mental health and wellness
- 3.2 Factors affecting mental health.
- 3.3 Management of Stress, anxiety and depression
- 3.4 Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counseling and rehabilitation

Unit – IV : Physical Fitness, Health and Wellness **LH - 15**

- 4.1 Physical Fitness - Definition and Meaning. Relationship among Physical Fitness, Health and Wellness
- 4.2 Types of Physical Fitness and its Health Benefits.
- 4.3 Physical activity, Lifestyle management and Hypokinetic diseases prevention
- 4.4 Weight management and the role of Yoga, asanas, and meditation in maintaining health and wellness.

**DETAILED SYLLABUS STRUCTURE IN PHYSICAL EDUCATION AND SPORT
SEMESTER- II
MAJOR COURSE**

COURSE TITLE : Biological Basis of Physical Education and Sport

COURSE CODE : PED-M-T-2

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

Unit – I : Introduction **LH - 12**

- 1.1 Evolution of Locomotion from Quadruped to Biped
- 1.2 Advantages and Disadvantages
- 1.3 Biological Basis of Life
- 1.4 Biological Basis of Physical Education
- 1.5 Exercise and its Types

Unit – II : Growth and Development **LH - 14**

- 2.1 Meaning and definition of Growth and Development
- 2.2 Differences between Growth and Development
- 2.3 Stages of Growth and Development
- 2.4 Characteristics of Growth and Development at Different Stages
- 2.5 Principles of Growth and Development
- 2.6 Factors Affecting Growth and Development

Unit – III : Age and Sex Differences in Physical Education **LH - 12**

- 3.1 Age – Chronological age, Anatomical age, Physiological age and Mental age
- 3.2 Anatomical Differences and Physiological Differences
- 3.3 Hereditary Traits
- 3.5 Major Neurotransmitters and Their Effects
- 3.6 Principles of Activity and its implications

Unit – IV : Age and Sex Differences in Physical Education **LH - 12**

- 4.1 Somatotype – Meaning and Definition
- 4.2 Classification of Somatotype
- 4.3 Methods in the Assessment of Physique : Violo's Method ; Kretschmer's Method; Sheldon's Method; Parnell's Method; Heath-Carter Method
- 4.4 Factors affecting Somatotype

- 4.5 Posture – Meaning and Definition, Importance of Good Posture, Causes of Poor Posture, Postural Deformities and Remedial Measures

Unit – V : Field Practical

LH - 60

- 5.1 Standing Posture : Ardhashandrasana, Bhujangasana, Padmasana
5.2 Sitting Posture : Ardhamatsya, Paschimottasana, Gomukhasana
5.3 Supine Posture : Setubandhasana, Halasana, Matsya
5.4 Prone Posture : Bhujangasana, Salasana, Dhanurasana
5.5 Inverted Posture : Sarvangasana, Shirshasana, Bhujangasana (One Asana is compulsory from each posture)

MINOR COURSE

COURSE TITLE : Foundation and History of Physical Education

COURSE CODE : PED-MI-T-2

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 - 12

- 3.1 Historical development of Physical Education and Sports in India – Pre-Independence period and Post-Independence period
3.2 Olympic Movement – Ancient and Modern Olympic Games
3.3 Brief historical background of Asian Games, Commonwealth Games and SAF Games
3.4 National Sports Awards – Arjuna Award, Major Dhyan Chand Khel Ratna Award, Dronacharya Award and Dhyanchand Award

Unit – IV : Yoga Education

LH - 12

- 4.1 Meaning and definition of the term Yoga, types, aim, objectives and importance of Yoga
4.2 History of Yoga
4.3 Astanga Yoga
4.4 Hatha Yoga

SKILL ENHANCEMENT COURSE
COURSE TITLE : Track Event and Ball Games
COURSE CODE : PED-SEC-P-2
Total number of Classes – 90

Unit – I : Track Events **LH - 20**

- 1.1 Starting Techniques : Standing Start and Crouch Start (its variations), use of Starting Block
- 1.2 Acceleration with proper running techniques
- 1.3 Finishing technique : Run Through, Forward Lunging and Shoulder Shrug
- 1.4 Relay Race : Starting, Baton Holding/Carrying, Baton Exchange in between zone, and Finishing

Unit – II : Football **LH - 35**

- 2.1 Kicking : kicking the ball with inside of the foot, kicking the ball with full instep of the foot, kicking the ball with inner instep of the foot, kicking the ball with outer instep of the foot and lofted kick
- 2.2 Trapping : trapping – the Rolling ball, and the Bouncing ball with sole of the foot
- 2.3 Dribbling : Dribbling the ball with Instep of the foot, Dribbling the ball with Inner and Outer step of the foot
- 2.4 Heading : In standing, running and jumping condition
- 2.5 Throw-in : Standing throw-in and Running throw-in
- 2.6 Feinting : With the lower limb and upper part of the body
- 2.7 Tackling : Simple Tackling, Slide Tackling
- 2.8 Goal Keeping : Collection of Ball, Ball clearance – kicking, throwing and deflecting
- 2.9 Game practice with application of Rules and Regulations

Unit – III : Handball **LH - 35**

- 3.1 Catching, Throwing and Ball Control
- 3.2 Goal Throws : Jump Shot, Center Shot, Dive Shot, Reverse Shot
- 3.3 Dribbling : High and Low
- 3.4 Attack and counter attack, simple counter attack, counter attack from two wings and center
- 3.5 Blocking, Goal Keeping and Defensive skills
- 3.6 Game practice with application of Rules and Regulations

Semester III
Major Course : Sociological & Psychological Basis of Physical Education & Sport
Course Code : PED-M-T-3
Total number of Classes - 90 (60 Th + 60 Pr)

Unit – I : Sociology of Sport **LH - 16**

- 1.1 Sociology of Sport - introduction and definition
- 1.2 Importance of studying sociology of sport – A part of people's live, Connection with important ideas and meanings of life, Connection to major spheres of social life, Sport and politics, Sport and religion, Sport and education
- 1.3 Social functions of sport : Socio-emotional function, Socialization function, Integrative function, Political function, Social mobility function.
- 1.4 Social Theories of Sport : The functional theory, The conflict theory, The critical theory, The interactionist theory, The feminist theory, The figurational theory

Unit – II : Sport and Socialization **LH - 14**

- 2.1 Sport and Socialization : Learning individual to participate in sport, The social learning model of sport and exercise, Role of transition within sport and exercise.
- 2.2 Children in Sport : Origin of organized youth sport, Social change and the growth of organized youth sport, Major trends in youth sport, Adult controlled vs player controlled sport, Recommendations for improving youth sport
- 2.3 Gender and Sport : Participation and equity issues, Ideology and culture
- 2.4 Race and Sport : Creating race, racial ideology and sport, racial ideology and shortcomings, prospect for change
- 2.5 Sport and Deviance
- 2.6 Sport and Economy : Conditions for emergence and growth of commercial sport, changes in sport due to commercialization
- 2.7 Sport and Media : Characteristics of media, functions of media, two-way relationship of sport and media, media representations of sport

Unit – III : Introduction to Sports Psychology **LH - 14**

- 3.1 Sports Psychology : Meaning and definition
- 3.2 Scope and role of Sports Psychology
- 3.3 Motivation : Meaning, definition and types
- 3.4 Motivation in sport, achievement motivation

Unit – IV : Psychological Traits **LH - 16**

- 4.1 Instinct and Emotion : Meaning, definition and types; Physical Education and Sport for emotional development
- 4.2 Stress : Meaning, Definition, Types and Causes; Relaxation procedures - autogenic training, Progressive relaxation, meditation, biofeedback, hypnosis
- 4.3 Personality : Meaning, definition, types and traits; structure of personality, developmental effects of athletic participation upon personality, personality sport type
- 4.4 Treating anxiety and depression

Unit – V : Field Practical

LH - 60

5.1 Development of physical fitness through Wand Drill and Lezim activities

Wand Drill : 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

Lezim : 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

5.2 Kabaddi

5.2.1 Skills in Raiding : Touching with hands, Use of leg-toe touch, squat leg thrust, sidekick, mule kick, arrow fly kick, crossing of baulk line, crossing of Bonus line

5.2.2 Skills of holding the raider : Various formations, catching from particular position, different catches, catching formation and techniques

5.2.3 Additional skills in raiding : Escaping from various holds, techniques of Escaping from chain formation, offense and defence

5.2.4 Game practice with application of Rules and Regulations

Minor Course : Management in Physical Education and Sport

Course Code : PED-MI-T-3

Total number of Classes - 60

Unit – I : Introduction

LH - 12

1.1 Concept and definition of Sports Management

1.2 Importance of Sports Management

1.3 Principles of Sports Management

1.4 Sports Manager and his duties.

Unit – II : Tournaments

LH - 18

2.1 Tournaments : Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge)

2.2 Procedure of drawing fixture

2.3 Methods of organizing Annual Athletic Meet and Play Day

2.4 Methods of organization of Intramural and Extramural competition

Unit – III : Facilities and Equipments

LH - 18

3.1 Method of Standard Athletic Track marking

3.2 Care and maintenance of play ground and gymnasium

3.3 Importance, care and maintenance of sports equipments

3.4 Time Table : Meaning, importance and factors affecting school's Physical Education Time Table

Unit – IV : Leadership**LH - 12**

- 4.1 Meaning and definition of leadership
- 4.2 Qualities of good leader in Physical Education
- 4.3 Types of Leadership
- 4.4 Principles of leadership activities

Skill Enhancement Course : Track Event and Ball Games**Course Code : PED-SEC-P-3****Total number of Classes - 90****Unit – I : Athletics (Jump and Throw)****LH - 30**

- 1.1 Long Jump : Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing
- 1.2 High Jump : Approach Run, Take-off, Bar Clearance (Straddle) and Landing
- 1.3 Shotput : Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique)
- 1.4 Discus Throw : Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle)
- 1.5 Javelin Throw : Grip, Carry, Release and Recovery (3/5 Impulse stride)

Unit – II : Aerobics**LH - 30**

- 2.1 Warm-up and cool down
- 2.2 On the spot stepping
- 2.3 Forward and backward stepping
- 2.4 Sideward stepping
- 2.5 Double sideward stepping
- 2.6 Cross over stepping
- 2.7 V Shape stepping
- 2.8 Slow and high intense aerobic dance
- 2.9 Individual and group aerobic dance
- 2.10 Sequence of exercise

Unit – III : Kho-Kho**LH - 30**

- 3.1 Skills in Chasing : Sit on the box (Parallel & Bullet tow method), Get up from the box (Proximal & Distal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Hammering, Rectification of foul
- 3.2 Skills in running : Chain Play, Ring Play and Chain & Ring mixed play
- 3.3 Game practice with application of Rules and Regulations
- 3.4 Rules and the interpretations and duties of the officials

Political Science
B.A. Political Science (Major)
SEMESTER-I
POL-M-T-1: Understanding Political Theory : Concepts
Core Course; Credit-6; Full Marks-75

Course Objective :

After completion of the course the learners will be able to :

- Understand certain key aspects of conceptual analysis in political theory
- Develop the skills required to understand and assess the critical concepts in Political Theory.

Unit 1 : What is Politics?

Unit 2 : Key concepts I: State; Nation; Sovereignty (Monistic and Pluralistic); Power and Authority - types and linkages;

Unit 3 : Key concepts II : Law. Liberty, Equality .

Unit 4 : Key concepts III : Rights; Justice (with special reference to Rawls); Freedom.

Unit 5 : Key concepts IV : Democracy (with special reference to David Held); Authoritarianism.

Unit 6 : Key concepts V: Citizenship.

B.A. Political Science (Minor)
SEMESTER-I
POL-MI-T-1: Indian Constitution
Minor Course; Credit-4; Full Marks-50

Course Objectives :

After completion the course the learners will be able to :

- Develop a basic understanding about the structure of the Indian Constitution.
- Understand the nature of federalism in India.
- Get an idea about the Fundamental rights of the Indian citizens' and the role that the Indian judiciary play in protecting and upholding these rights.

Unit 1 : Framing of the Indian Constitution: Role of the Constituent Assembly, the Preamble and Philosophy of Indian Constitution.

Unit 2 : Rights and Duties: Fundamental Rights and Duties, Directive Principles of State Policy.

Unit 3 : Federalism and Decentralization in India : Nature of Indian Federalism: Union-State Relations – Nature and Evolving Trends of Federalism in India, 5th and 6th Schedules, Panchayati Raj and Municipalities.

Unit 4 : Union Executive: President and Vice President. Prime Minister and Council of Ministers, Relationship between President and Prime Minister

Unit 5 : Union Legislature: Rajya Sabha and Lok Sabha: Composition and Functions, Speaker.

Unit 6 : The Judiciary: Supreme Court and High Courts – Composition and Functions, Judicial Activism & Public Interest Litigation (PIL).

B.A. Political Science
SEMESTER-I
POL-SEC-P-1: Legislative Practices and Procedures
Skill Enhancement Course; Credit-3. Full Marks-45

Course Objectives :

- After completion the course the learners will be able to:
- To Identify the legislative process in India at various levels,
- To understand the basic requirements of peoples' representatives in policy making process.
- To understand the basic skills required for understanding the political process.

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

Unit 2 : Legislative Process - How a Bill becomes a Law, Role of the Standing Committee in reviewing a Bill, Legislative Consultations, amendments to a Bill, the framing of Rules and Regulations.

Unit 3 : Legislative Committees: Types and role – Types of committees, Role of committees in reviewing government finances, policy, programmes, and legislation.

Unit 4 : Budget Document : Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

Semester II
B.A. Political Science (Major) SEMESTER-II
POL-M-T-2: Understanding Political Theory : Approaches and Debates
Core Course; Credit-6; Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:

- Understand the contemporary approaches to the study of politics. .
- Develop a critical and reflective analysis and interpretation of social practices through the use of relevant conceptual too kit.
- Assess the critical and contemporary debates in Political Theory.

Unit 1 : Approaches I : Normative; Legal-Institutional; Empirical-Behavioural---Systems Analysis; Structural - Functionalism.

Unit 2 : Approaches II : Liberalism; Social Welfarism; Neo-Liberalism.

Unit 3 : Approaches III : Feminist.

Unit 4 : Marxian approach - Dialectical Materialism and Historical Materialism.

Unit 5 : Key ideas : State; Class and Class Struggle; Surplus Value .

Unit 6 : Party - Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution - Lenin and Mao. Hegemony and Civil Society : Gramsci.

SEMESTER-II
B.A. Political Science (Minor)
POL-MI-T-2 : Politics in India
Core Course; Credit-4; Full Marks-50

After completion the course the learners will be able to:

- Develop a basic understanding about the Indian party system and electoral politics.
- Identify the major challenges to the process of Nation-building in India.

It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Unit 1 : The Indian Party System – Main Features - Major National Political Parties – Major Regional Political Parties - From the Congress System to Multi-Party Coalitions.

Unit 2 : Identity Politics and Social Cleavages in India - Role of Caste, Class and Religion in politics.

Unit 3 : Electoral Politics in India : The Election Commission - Electoral Reforms in India – Voting Behaviour in India - Its major determinants - Defection Politics in India – Crime and Politics in India.

Unit 4 : Nation Building in India – Major Challenges - Regionalism in India - Main Components - Regionalism versus Nationalism Debate - Major Regional movements in India – Gorkhaland and Bodoland movement.

B.A. Political Science (Skill Enhancement Course)
SEMESTER-II
POL-SEC-P-2 : Nationalism in India
Core Course; Credit-3 Full Marks-45
Course Objectives:

After end of this course learner will able to-

Understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it.

Engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.

Unit 1 : Colonial Rule in India and its impact: On agriculture, land relations, industry and administration system.

Unit 2 : Reform and Resistance: a. The Revolt of 1857 b. Major social and religious movements c. Education and the rise of the new middle class in India.

Unit 3 : Nationalist Politics and Expansion of its Social Base: a. Phases of the Nationalist Movement: Birth of INC & Liberal constitutionalist phase , Swadeshi and the Radicals, Formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements c. Socialist alternatives: Congress socialists, Communists.

Unit 4 : Partition and Independence : Communalism in Indian Politics – The Two-Nation Theory, Negotiations over Partition. socialists, Communists.

3RD SEMESTER (NEP : 2020)

Pol -M-T-3 : Indian Political Thought (Ancient and Medieval)

Core Course; Credit - 6; Full Marks - 75

Unit 1 : Ancient Indian Political ideas : overview, Ideas on Brahmanic and Shramanic traditions.

Unit 2 : Shantiparva with special reference to Rajdharm.

Unit 3 : Buddhist political thought : Kingship and the relations between politics and Ethics.

Unit 4 : Kautilya's Political Thought : Saptanga Theory of State - Mandala Theory and Diplomacy.

Unit 5 : Medieval Political Thought in India : A broad outline - Zia Barani: Good Sultan and Ideal Polity. Principle of Syncretism.

TKS-Unit 6 : Abul Fazl : Governance and Administration, Kabir: Syncretism

Pol -MI-T-3 : India's Foreign Policy in a Globalizing World.

Core Course; Credit - 4; Full Marks - 50

Unit 1 : India's Foreign Policy : From a Postcolonial State to an Aspiring Global Power

Unit 2 : India's Relations with the USA and USSR/Russia

Unit 3 : India's Engagements with China

Unit 4 : India in South Asia : Debating Regional Strategies

Unit 5 : India's Negotiating Style and Strategies: Trade, Environment, Energy and Security Regimes.

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

Skill Enhancement Course; Credit - 3. Full Marks - 45

Unit 1 : Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution

Unit 2 : Laws relating to criminal jurisdiction - Provision relating to filing of an FIR, arrest, bail, search seizure- Understanding the question of evidence procedure in Cr.P.C. and related laws - dowry, sexual harassment and violence against women - laws relating to consumer rights - Juvenile Justice- Prevention of atrocities on Scheduled Castes and Scheduled Tribes.

Unit 3 : Anti-terrorist laws: Implication for security and human rights. Laws relating to cyber crimes.

Unit 4 : System of courts/ tribunals and their jurisdiction in India - criminal and civil courts,

writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals - Alternate dispute such as Lokadalats, non-formal mechanisms.

Unit 5 : Critical Understanding of the Functioning of the Legal System - Legal Service Authorities Act and Right to Legal aid, ADR system - Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice - Fair Comment under Contempt Law.

Unit 6 : Human Rights - emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and Civil liberties groups- Role of Police and Executive in criminal law administration

MULTI DISCIPLINARY COURSE (MDC)

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

Unit 1 : Evolution of Local Self Government in India and its Importance

Unit 2 : The 73rd and 74th Constitutional Amendment of India

Unit 3 : Formation, Tenure, Powers and Functions of local self-government : Urban (Municipality and Municipal Corporation), Rural (Gram Panchayat, Panchayat Samiti and Zilla Parishad).

Unit 4 : Compositions and Functions of Grass Root Level Institutions - Gram Sabha, Gram Sansad, Ward Committee, Borough Committee.

Unit 5 : Role of Administrative Staff Related to Local Self Bodies in India : BDO, SDO and DM

Unit 6 : Panchayati Raj in West Bengal : An Overview

Value Added Course (Credit 4)

Course Name : Understanding India

Unit 1 : Discovering immortal India through Vedic and non-Vedic philosophies- wildlife 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.

**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 : *Sabdalankara* and *Arth.alankara* according to *Sahityadarpana* of Visvanatha (Chapter X)

Semester - III

Major

Paper Code : SANS-MJ-T-03

Classical Sanskrit (Drama)

[06 Credits Marks (60 + 15) = 75]

Unit - 01 : Abhijñana Sakuntalam (Act I-VII)

For Translation and Sanskrit Explanation and Amplification (Act I, II, IV, V)

Unit - 02 : Svapnavasavaduttam (Act-I-VI)

For Translation and Sanskrit Explanation and Amplification (Act - I, IV, V)

Minor

Paper Code : SANS-MN-T- 02

Ethics in Sanskrit Literature

[04 Credits, Marks (40 + 10) = 50]

Unit - I : Nitinataka (1-20)

Unit - II : Hitopadesa (prastavika portion only)

Multidisciplinary Course

(Evaluations shall be carried out by the college)

Paper Code : SANS-MDC-T-01

(Same as Semester I)

History of Scientific and Technical Literature in Sanskrit

[03 Credits, Marks (35 + 10) = 45]

Unit-I : Ayurveda Literature

Introduction to Ayurveda, History of Indian Medicine in the Pre-Caraka Period, Two Schools of Ayurveda, Dhanvantari & Punarvasu, Main Acharya's of Ayurveda - Caraka and Susruta

Unit-II : Music (Sangita-Sastra) Introduction to Sangita-Sastra, Sangitaratnakara of Sarāṅgadeva, and Sangitadamodara of Subhankara

Unit-III : Political Science (Rajani-Sastra) Introduction to Rajaniti and Dandaniti, Arthasastra of Kautilya, Kamandakiyanitisara, Sukranitisara

Unit - IV : Mathematics (Ganita-Sastra)

Introduction to Ganita-Sastra, Vedic Sulvasutra, Barahamihita, Aryabhatta, Bhaskaracharya, Brahmagupta, Sridharacharya, Lilavati, Decipherment of Mathematical Chronogram

Ability Enhancement Courses

X

X

[04 Credits, Marks (40 + 10) = 50]

Skill Enhancement Course

Paper Code : SANS-SEC-T- 03

Evolution of the Indian Script

[03 Credits, Marks (35 + 10) = 45]

Unit-I : Antiquity of Writing

Unit-II : Early Brahmi Script

Value Added Course

Paper Code : SANS-VAC- T- 02

Understanding India

[04 Credits, Marks (40+10) = 50]

Summer Course

Total Credits / Course

20 Credits

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 Meanings 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
- 4. Conflict Perspectives** (1 Credit)
 - 4.1 Karl Marx
 - 4.2 Ralf Dahrendorf
- 5. Exchange Perspective** (1 Credit)
 - 5.1 George Caspar Homans
 - 5.2 Peter Blau

- | | |
|-----------------------------------|--------------|
| 6. Symbolic Interactionism | (0.5 Credit) |
| 6.1 George Herbert Mead | |
| 7. Structuralism | (0.5 Credit) |
| 7.1 Edmund Leach | |
| 8. Feminist Perspective | (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.

Semester-III

U.G 3rd Sem (Major) in Sociology - 2024

Scheme of Courses and Syllabus Under New Education Policy (NEP)

Course Code : SOC-M-T-3 (Indian Society : Structure and Process)

- 1) Indian Society : An Overview
 - The Colonial Discourse
 - The Nationalist Discourse
 - The Subaltern Discourse
- 2) Indian Society : Structure and process
 - Rural Social Structure
 - Village : Structure and Change
 - Caste : Concept, Feature and Change (Sanskritization, Westernization)
 - Family & Kinship : Concept, Structure and Change
 - Tribe : Concept, Pattern of Distribution and Change
 - Urban Social Structure : Concept, Feature and Change
 - Town, City and Metropolis : Concept and Development
 - Industrialization and Class Structure

U.G 3rd Sem (Minor)

Course Code : SOC-MI-T-3 (Introductory Sociology - II)

- 1) Plurality of Sociological Perspectives
 - Positivism-Auguste Comte
 - Functionalism : Emile Durkheim
 - Conflict : Karl Marx
 - Interpretive Sociology : Max Weber

SOC-MLT-T-3 : Fundamentals of Sociology - III

- 1) Sociological Orientation-III
 - Perspectives in Sociology
 - Functional perspectives
 - Conflict perspectives
 - Sociological Thoughts:

- Auguste Comte
- Herbert Spencer
- Emile Durkheim
- Max Weber

**1st Sem MLT course will be repeated in 2nd Semester MLT course and 2nd Sem MLT course will be repeated in 3rd Semester.

SOC-SEC-P-3 : Practising Sociology - III

1) Orientation to Research Work

- Finalization of Research Problem
- Research Design : How to implement
- Application of any one research design in your project