UG-CBCS Syllabus- Bengali (General)

2018

SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN B.A.

(BENGALI GENERAL)

SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN B.A. (BENGALI GENERAL)

SEMESTER-I			
Course Code	Course Title	Course Nature	Credit
		Core (Language 1)	6
BENG-G-CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার ও বৈষ্ণব পদাবলী	Core	6
		Core	6
BENG-G-AECC-T-1	বাংলা	AECC	2
TOTAL	4 COURSES	Total	20
SEMESTER-II			
Course Code	Course Title	Course Nature	Credit
BENG-G-LCC-T-1	শাক্ত পদাবলী, কাব্য ও উপন্যাস	Core (Language 2)	6
BENG-G-CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	Core	6
		Core	6
BENG-G-AECC-T-1		AECC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-III			
Course Code	Course Title	Course Nature	Credit
		(Language 1)	6
BENG-G-CC-T-3	জীবনী আত্মজীবনী ও ভ্রমণকাহিনী	Core	6
		Core	6
BENG-G- SEC-T-1	সাহিত্য পাঠদান ও প্রয়োগবৈচিত্র্য (ব্যবহারিক)	SEC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-IV			
Course Code	Course Title	Course Nature	Credit
BENG-G-LCC-T-2	কবিতা, নাটক ও ছোটগল্প	Core (Language 2)	6
BENG-G-CC-T-4	বাংলা উপন্যাস, নাটক ও প্রবন্ধ	Core	6
		Core	6
BENG-G- SEC-T-2	প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি	SEC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G--DSE-T-1	সাহিত্যতত্ত্বও সাহিত্য সমালোচনা	DSE	6
		DSE	6
BENG-G—GE-T-1	বাংলা রঙ্গমঞ্চ ও নাটক	GE	6
BENG-G- SEC-T-3	লোকগান	SEC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-VI			
Course Code	Course Title	Course Nature	Credit

BENG-G--DSE-T-2	**বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য**	DSE	6
		DSE	6
BENG-G- GE -T-2	**বাংলা নাটকপাঠ**	GE	6
BENG-G- SEC-T-4	**আই.পি.এ, প্রুফ ও প্রবন্ধ রচনা**	SEC	2
TOTAL	4 COURSES	TOTAL	20
TOTAL	24 COURSES	TOTAL	120

বিস্তারিত পাঠক্রম

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

পর্ব-১ সাহিত্যের ইতিহাস:

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

পর্ব-২ ছন্দ ও অলংকার:

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

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

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

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

সহায়ক গ্রন্থাবলী :

১) বৈষ্ণব পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
১) ছন্দ পরিক্রমা – প্রবোধচন্দ্র সেন
২) ছন্দের মূলসূত্র - অমূল্যধন মুখোপাধ্যায়
৩) অলংকারচন্দ্রিকা - শ্যামাপদ চক্রবর্তী

৪) বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
৫) বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৬) সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ - কুন্তল চট্টোপাধ্যায়
৭) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৮) বাংলা মঙ্গলকাব্যের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বৈষ্ণব রসপ্রকাশ - ক্ষুদিরাম দাস

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SEMESTER-I			
Course Code	Course Title	Course Nature	Credit
BENG-G-AECC-T-1	Bengali	AECC	2

পর্ব- ১
বোধপরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি প্রবন্ধ):
শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর
বাংলা আর ইংরেজী - অন্নদাশঙ্কর রায়
পর্ব- ২
ক) পত্ররচনা (আবেদনপত্র)
খ) প্রতিবেদন (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)
গ) পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য।)
পর্ব- ৩
ছোটগল্প : (কল্যাণী বিশ্ববিদ্যালয়য় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি গল্প)
খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর
কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায়
কবিতা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি কবিতা)
নির্ঝরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর
শিকল পরার গান - কাজী নজরুল ইসলাম

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SEMESTER-II			
Course Code	Course Title	Course Nature	Credit

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

পর্ব-১ শাক্ত পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'শাক্তপদসংকলন' থেকে নির্বাচিত পদ		
১)	গিরি, এবার আমার উমা এলে	: রামপ্রসাদ সেন
২)	আমি কি হেরিলাম নিশি-স্বপনে	: কমলাকান্ত ভট্টাচার্য
৩)	ওরে নবমী নিশি	: কমলাকান্ত ভট্টাচার্য
৪)	যেয়ো না রজনী, আজি লয়ে তারাদলে	: মাইকেল মধুসূদন দত্ত
৫)	শুকনা তরু মুঞ্জরে না	: কমলাকান্ত ভট্টাচার্য
৬)	মা আমায় ঘুরাবি কত	: রামপ্রসাদ সেন
পর্ব-২ কাব্য		
মেঘনাদবধকাব্য (প্রথম ও ষষ্ঠ সর্গ)		
পর্ব-৩ উপন্যাস		
পদ্মানদীর মাঝি -- মানিক বন্দ্যোপাধ্যায়		

সহায়ক গ্রন্থাবলী :

১) শাক্ত পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
২) ভারতের শক্তি সাধনা ও শাক্ত সাহিত্য - ড. শশিভূষণ দাশগুপ্ত
৩) শাক্ত পদাবলী ও শক্তি সাধনা - জাহ্নবীকুমার চক্রবর্তী
৫) শাক্ত পদাবলী - ত্রিপুরাশঙ্কর সেনশাস্ত্রী
৬) মধুসূদনের কবি আত্মা ও কাব্য শিল্প – ক্ষেত্র গুপ্ত
৭) মধুসূদনের কাব্যবৃত্ত - জীবেন্দ্র সিংহরায়
৮) কবি শ্রীমধুসূদন – মোহিতলাল মজুমদার
৯) আধুনিকতা ও বাংলা উপন্যাস – অশ্রুকুমার শিকদার
১০) বাংলা উপন্যাসের কালান্তর - সরোজ বন্দ্যোপাধ্যায়
১১) বঙ্গসাহিত্যে উপন্যাসের ধারা - শ্রীকুমার বন্দ্যোপাধ্যায়
১২) দুই বিশ্বযুদ্ধের মধ্যকালীন বাংলা কথাসাহিত্য - গোপিকানাথ রায়চৌধুরী

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

পর্ব- ১ গদ্য ও প্রবন্ধও কাব্য-কবিতা:
গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়ম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর,বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশার্‌রফ হোসেন, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী।

কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, বিহারীলাল চক্রবর্ত্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও জীবনানন্দ দাশ।
পর্ব- ২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক
উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস),বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায়। **সাময়িক পত্র :** দিগ্‌দর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র। **নাটক :** মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্মথ রায়।
পর্ব- ৩ ভাষাতত্ত্ব
ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, নাসিক্যীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

বাংলাসাহিত্যের ইতিহাসের সহায়ক গ্রন্থাবলী :

১. বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
২. বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙালী ও বাঙালা সাহিত্য - আহমদ শরীফ
৪. বাংলা সাহিত্যের ইতিকথা (১ম-৪র্থপর্যায়) - ভূদেব চৌধুরী
৫. বাংলা সাহিত্যের সমগ্র ইতিহাস - ক্ষেত্র গুপ্ত
৬. পুরাতন বাংলা সাহিত্যের তথ্য ও কালক্রম - সুখময় মুখোপাধ্যায়

ভাষাতত্ত্বের সহায়ক গ্রন্থ:

১. ভাষার ইতিবৃত্ত - সুকুমার সেন
২. বাংলা ভাষা পরিক্রমা (১ম ও ২য় খণ্ড) - ড. পরেশচন্দ্র মজুমদার
৩. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা – ড. রামেশ্বর শ'
৬. প্রসঙ্গ বাংলা ভাষা (১ম ও ২য় খণ্ড) - ড. সুখেন বিশ্বাস
৭. ভাষাবিজ্ঞান : তাত্ত্বিক প্রসঙ্গ - ড. সুখেন বিশ্বাস
৮. বাংলা ভাষা : রূপে প্রয়োগে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

UG-CBCS Syllabus- Bengali (General)

SEMESTER-III			
Course Code	Course Title	Course Nature	Credit
BENG-G-CC-T-3	**জীবনী আত্মজীবনী ও ভ্রমণকাহিনী**	Core	6

পর্ব- ১

জীবনী, আত্মজীবনী ও ভ্রমণসাহিত্য (সংজ্ঞা ও বৈশিষ্ট্য)
পর্ব-২
জীবনস্মৃতি -- রবীন্দ্রনাথ ঠাকুর
পর্ব-৩
পালামৌ -- সঞ্জীবচন্দ্র চট্টোপাধ্যায়

সহায়ক গ্রন্থ:

রবীন্দ্রজীবনী - প্রভাতকুমার মুখোপাধ্যায়

রবিজীবনী (১ম-৯ম খণ্ড) - প্রশান্তকুমার পাল

গুরুদেব ও শান্তিনিকেতন - সৈয়দ মুজ্‌তবা আলি

SEMESTER-III			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-1	**সাহিত্য পাঠদান পদ্ধতি ও প্রয়োগবৈচিত্র্য (ব্যবহারিক)**	SEC	2

৫০ ছাত্র-ছাত্রী পিছু একজন করে বিশেষজ্ঞ পরীক্ষক থাকবেন। ছাত্র-ছাত্রীর সংখ্যা বাড়লে পরীক্ষক অথবা দিনের সংখ্যা বাড়বে। জেনারেল কোর্সে অভ্যন্তরিণ অধ্যাপকেরা পরীক্ষা নেবেন।

পর্ব-১
শ্রেণীকক্ষে সাহিত্য পাঠদানের পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র
পর্ব-২
ছোটগল্পের নাট্যরূপদান : (রবীন্দ্রনাথ ঠাকুরের 'শাস্তি', শরৎচন্দ্র চট্টোপাধ্যায়ের 'মহেশ', বিভূতিভূষণ বন্দ্যোপাধ্যায়ের 'পুঁইমাচা')
পর্ব-৩
গ্রন্থ পর্যালোচনা : (রাসসুন্দরী দেবীর 'আমার জীবন', রবীন্দ্রনাথ ঠাকুরের 'ডাকঘর', শরৎচন্দ্র চট্টোপাধ্যায়ের 'শ্রীকান্ত – ১ম পর্ব')

বিভাজন :-

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

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

UG-CBCS Syllabus- Bengali (General)

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

পর্ব-১ কবিতা ও নাটক

ক) কবিতা:	
বঙ্গভূমির প্রতি	- মাইকেল মধুসূদন দত্ত
সোনার তরী	- রবীন্দ্রনাথ ঠাকুর
বনলতা সেন	- জীবনানন্দ দাশ
পর্ব-২ নাটক	
মুক্তধারা	- রবীন্দ্রনাথ ঠাকুর
পর্ব-৩ ছোটগল্প	
শাস্তি	- রবীন্দ্রনাথ ঠাকুর
অতিথি	- সত্যজিৎ রায়
খগেনবাবু	- শীর্ষেন্দু মুখোপাধ্যায়

সহায়ক গ্রন্থ:

১) রবীন্দ্রনাট্যে রূপান্তর ও ঐক্য - ড. অশ্রুকুমার শিকদার
২) রবীন্দ্রনাট্যপ্রবাহ - প্রমথনাথ বিশী
৩) রবীন্দ্রকাব্যপ্রবাহ - প্রমথনাথ বিশী
৪) রবীন্দ্রনাট্য পরিক্রমা - উপেন্দ্রনাথ ভট্টাচার্য
৫) আধুনিক কবিতার দিগ্‌বলয় - অশ্রুকুমার শিকদার
৬) আধুনিক বাংলা কাব্য পরিচয় - দীপ্তি ত্রিপাঠী
৭) রবীন্দ্রানুসারী কবিসমাজ - অরুণকুমার মুখোপাধ্যায়

SEMESTER-IV			
Course Code	Course Title	Course Nature	Credit
BENG-G-CC-T-4	**বাংলা উপন্যাস, নাটক ও প্রবন্ধ**	Core	6
পর্ব-১ উপন্যাস			
কৃষ্ণকান্তের উইল	- বঙ্কিমচন্দ্র চট্টোপাধ্যায়		
পর্ব-২ উপন্যাস			
ডাকঘর	- রবীন্দ্রনাথ ঠাকুর		

পর্ব-৩
প্রবন্ধ (নির্বাচিত) : বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
বিবেচনা ও অবিবেচনা - রবীন্দ্রনাথ ঠাকুর
পটুয়া শিল্প - যামিনী রায়
বাংলা সাহিত্যের প্রগতি - বিষ্ণু দে

সহায়ক গ্রন্থ :

১) বঙ্গসাহিত্যে উপন্যাসের ধারা - ড.শ্রীকুমার বন্দ্যোপাধ্যায়
২) বাংলা উপন্যাসের কালান্তর - ড. সরোজ বন্ধোপাধ্যায়
৩) উপন্যাসে সমাজরীতি : বঙ্কিমচন্দ্র ও রবীন্দ্রনাথ - জয়ন্ত বন্দ্যোপাধ্যায়
৪) আধুনিকতা ও বাংলা উপন্যাস - ড. অশ্রুকুমার শিকদার
৫) কালের প্রতিমা - অরুণকুমার মুখোপাধ্যায়
৬) উপন্যাসে সময় - ড. তপোধীর ভট্টাচার্য
৮) বাংলা উপন্যাস ও তার আধুনিকতা - ড. সত্যেন্দ্রনাথ রায়
৯) মধ্যাহ্ন থেকে সায়াহ্ন : বিশ শতকের বাংলা উপন্যাস - ড. অরুণকুমার মুখোপাধ্যায়
১০)রবীন্দ্রনাট্যে রূপান্তর ও ঐক্য - ড. অশ্রুকুমার শিকদার
১১) রবীন্দ্রনাট্যপ্রবাহ - প্রমথনাথ বিশী
১২) বঙ্কিম সরণী - প্রমথনাথ বিশী
১৩) বঙ্কিম উপন্যাস : শিল্পরীতি - ক্ষেত্র গুপ্ত

SEMESTER-IV			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-2	**প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি**	SEC	2

পর্ব-১
সংবাদ প্রতিবেদন রচনা
পর্ব-২

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

সহায়ক গ্রন্থ :

১) গবেষণাপত্র : অনুসন্ধান ও রচনা -- জগমোহন মুখোপাধ্যায়

২) গণজ্ঞাপন : তত্ত্ব ও প্রয়োগে -- পার্থ চট্টোপাধ্যায়

UG-CBCS Syllabus- Bengali (General)

SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G--DSE-T-1	**সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা**	DSE	6

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

সহায়ক গ্রন্থ :

১) কাব্য বিচার - সুরেন্দ্রনাথ দাশগুপ্ত

২) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার

৩) সাহিত্য বিবেক - বিমলকুমার মুখোপাধ্যায়

৮) নন্দনতত্ত্বে প্রাচ্য - সুখেন বিশ্বাস

৫) নন্দনতত্ত্ব প্রতীচ্য - সুখেন বিশ্বাস

৬) ধ্রুপদী নন্দনতত্ত্ব : প্লেটো অ্যারিস্টটল - সুখেন বিশ্বাস

UG-CBCS Syllabus- Bengali (General)

SEMESTER-V			
Course Code	Course Title	Course Nature	Credit

BENG-G—GE-T-1	**বাংলা রঙ্গমঞ্চ ও নাটক**	GE	6

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

সহায়ক গ্রন্থ :

১) বঙ্গীয় নাট্যশালার ইতিহাস - ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
২) বঙ্গ রঙ্গমঞ্চ ও বাংলা নাটক - পুলিন দাস
৩) বাংলা থিয়েটারের ইতিহাস - দর্শন চৌধুরী
৫) Persecution of Drama and Stage - P. Das
৬) রবীন্দ্রনাট্য প্রবাহ - প্রমথনাথ বিশী
৭) রবীন্দ্রনাট্য পরিক্রমা - উপেন্দ্রনাথ ভট্টাচার্য্
৮) বাংলা নাটকের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বাংলা নাটকের ইতিহাস - ড. অজিতকুমার ঘোষ
১১) বাংলা একাঙ্ক নাটক : রূপ ও রূপকার - ড. সনাতন গোস্বামী
১২) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার

SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-3	**লোকগান**	SEC	2

পর্ব-১ বিয়ের গান:
ক) ভূমিকা ও লোকগান প্রসঙ্গে সাধারণ আলোচনা
খ) বিয়ের গান
বরযাত্রী আসছে মাগো খাবো খাবো করে - বিয়ের গান
মেহেদির পাতা চিরল গোচারল - (মুসলিম বিবাহের গান)
পর্ব-২ তত্ত্বমূলক গান:
ক) তত্ত্বমূলক গান প্রসঙ্গে প্রাথমিক আলোচনা
খ) তত্ত্বমূলক গান :

সব লোকে কয় লালন কি জাত সংসারে - লালন সাঁই এই ধর্মের বিচার করো রে ভাই - কুবীর গোঁসাই।
পর্ব-৩ ভাওয়াইয়া , ভাটিয়ালি ও আলকাপের গান
ক) ভাওয়াইয়া , ভাটিয়ালি ও আলকাপের গানের বৈশিষ্ট্য ও প্রাথমিক আলোচনা **খ) ভাওয়াইয়া , ভাটিয়ালি ও আলকাপের গান--** ও বন্ধু কাজল ভোমরা রে ও ভাটিয়াল গাঙ্গের নাইয়া বড় দুঃখ পাইয়া বাংলার শিল্পী মরত্যাছে

সহায়ক গ্রন্থ :

১) আলকাপ - শক্তিনাথ ঝা
২) মুসলমান সমাজের বিয়ের গীত ও গোপ বিয়ের গান - শক্তিনাথ ঝা
৩) আলকাপ - মহঃ নুরুল ইসলাম
৪) বাংলার পল্লীগীতি - চিত্তরঞ্জন দেব
৫) সীমান্ত বাংলার লোকগান - সুধীরকুমার করণ
৬) প্রান্ত উত্তরবঙ্গের লোকসংগীত - নির্মলেন্দু ভৌমিক

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SEMESTER -VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-DSE-T-2	**বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য**	DSE	6

পর্ব- ১
ক) ঠাকুরমার ঝুলি (নির্বাচিত) : দক্ষিণারঞ্জন মিত্র মজুমদার সাতভাই চম্পা নীলকমল আর লালকমল শিয়াল পণ্ডিত **খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায়চৌধুরী** বিষ্ণুর অবতার ইন্দ্র হওয়ার সুখ গঙ্গা আনিবার কথা
পর্ব- ২
ক) আবোল তাবোল (নির্বাচিত) : সুকুমার রায় খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন, গন্ধবিচার **খ) পদিপিসির বর্মিবাক্স : লীলা মজুমদার**
পর্ব- ৩
ক) **সত্যজিৎ রায়ের গল্প (নির্বাচিত)** সমাদ্দারের চাবি অম্বর সেন অন্তর্ধান রহস্য প্রোফেসর শঙ্কু ও খোকা

খ) ব্যোমকেশের গল্প (নির্বাচিত) : শরদিন্দু বন্দ্যোপাধ্যায় সত্যান্বেষী রক্তমুখী নীলা ব্যোমকেশ ও বরদা

সহায়ক গ্রন্থ :

১) বাংলা সাহিত্যে সত্যজিৎ রায় - ড. সুখেন বিশ্বাস

২) সত্যজিতের কলমে ফেলুদা অ্যান্ড কোং – ড. সুখেন বিশ্বাস

৩) সত্যজিতের সাহিত্য - ড. ক্ষেত্র গুপ্ত

৪) সত্যজিতের ভাবনায় প্রোফেসর শঙ্কু - ড. সুখেন বিশ্বাস

SEMESTER-VI			
Course Code	Course Title	Course Nature	Credit
BENG-G- GE -T-2	**বাংলা নাটকপাঠ**	GE	6

পর্ব-১
কারাগার-মন্মথ রায়
পর্ব-২
পাগলা ঘোড়া- বাদল সরকার
পর্ব-৩
চাঁদ বণিকের পালা -শম্ভু মিত্র

সহায়ক গ্রন্থ :

১) বাংলা নাটকের ইতিহাস - ড. আশুতোষ ভট্টাচার্য

২) বাংলা নাটকের ইতিহাস - ড. অজিতকুমার ঘোষ

৩) বাংলা একাঙ্ক নাটক : রূপ ও রূপকার -ড. সনাতন গোস্বামী

৪) The Theatre of the Absurd - Martin Esslin

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SEMESTER-VI			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-4	**আই.পি.এ, প্রুফ ও প্রবন্ধ রচনা**	SEC	2

পর্ব-১
আই. পি. এ. (আন্তর্জাতিক ধ্বনিমূলক লিপিমালা)—সাধারণ জ্ঞান ও প্রয়োগ
পর্ব- ২
প্রুফ সংশোধন (নিয়ম ও চর্চা)
পর্ব-৩
প্রবন্ধ রচনা (ভাষা, সাহিত্য ও সমাজবিষয়ক)

প্রশ্ন ও নম্বর বিভাজন

প্রতিটি Core Course (CC), GE এবং DSE- প্রতিটির জন্য বরাদ্দ ৭৫ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ১০ নম্বর অভ্যন্তরিন মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৬০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :		
প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ১৫ টি প্রশ্ন থাকবে যে কোনও ১০ টির উত্তর করতে হবে	২০
২	৫ নম্বরের ৬ টি প্রশ্ন থাকবে যে কোনও ৪ টির উত্তর করতে হবে	২০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোনও ২ টির উত্তর করতে হবে	২০

প্রতিটি AECC এবং SEC প্রতিটির জন্য বরাদ্দ ৫০ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ৫ নম্বর অভ্যন্তরিন মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৪০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :		
প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ৮ টি প্রশ্ন থাকবে যে কোনও ৫ টির উত্তর করতে হবে	১০
২	৫ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোনও ২ টির উত্তর করতে হবে	১০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোনও ২ টির উত্তর করতে হবে	২০

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SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN B.A. (BENGALI HONOURS)

SEMESTER -I			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-1	বাংলা সাহিত্যের ইতিহাসও বাংলা ভাষাতত্ত্ব (১ম ভাগ)	CORE	6
BENG-H-CC-T-2	বাংলা সাহিত্যের ইতিহাসও বাংলা ভাষাতত্ত্ব (২য় ভাগ)	CORE	6
BENG-H-GE-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার ও বৈষ্ণব পদাবলী	GE	6
BENG-H-AECC-T-1		AECC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER -II			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-3	ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী	CORE	6
BENG-H-CC-T-4	অলঙ্কার, শাক্ত পদাবলী, অন্নদামঙ্গল ও বাংলা প্রুফ সংশোধন	CORE	6
BENG-H-GE-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) গদ্যের বিকাশ থেকে সাময়িক পত্র ও বাংলা ভাষাতত্ত্ব	GE	6
BENG-H-AECC-T-1	বাংলা	AECC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER -III			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-5	বাংলা কথাসাহিত্যের রূপভেদ ও ছোটগল্প	CORE	6
BENG-H-CC-T-6	বাংলা উপন্যাস	CORE	6
BENG-H-CC-T-7	বাংলা প্রবন্ধের রূপভেদ ও প্রবন্ধ পাঠ	CORE	6
BENG-H-GE-T-3	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার ও বৈষ্ণব পদাবলী	GE	6
BENG-H-SEC-T-1	সাহিত্য পাঠদান ও প্রয়োগবৈচিত্র্য (ব্যবহারিক)	SEC	2
TOTAL	5 COURSES	TOTAL	26
SEMESTER -IV			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-8	বাংলা সমালোচনা ও প্রবন্ধ সাহিত্য	CORE	6
BENG-H-CC-T-9	কাব্যের রূপভেদ, কাব্যজিজ্ঞাসা ও কাব্য পাঠ	CORE	6
BENG-H-CC-T-10	বাংলা কাব্য-কবিতা	CORE	6
BENG-H-GE-T-4	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) গদ্যের বিকাশ থেকে সাময়িক পত্র ও বাংলা ভাষাতত্ত্ব	GE	6
BENG-H-SEC-T-2	প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি	SEC	2
TOTAL	5 COURSES	TOTAL	26
SEMESTER -V			

Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-11	**বাংলা উপন্যাস**	CORE	6
BENG-H-CC-T-12	**বাংলা রঙ্গমঞ্চ ও নাটক**	CORE	6
BENG-H-DSE-T-1	**সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা**	DSE	6
BENG-H-DSE-T-2	**বাংলাদেশের সাহিত্য**	DSE	6
TOTAL	4 COURSES	TOTAL	24
SEMESTER -VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-13	**বাংলা নাটকপাঠ**	CORE	6
BENG-H-CC-T-14	**সংস্কৃত সাহিত্যের ইতিহাস, ইংরেজি সাহিত্যের ইতিহাস ও লোকসাহিত্য**	CORE	6
BENG-H-DSE-T-3	**বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য**	DSE	6
BENG-H-DSE-T-4	**বাংলা ও প্রাদেশিক সাহিত্য**	DSE	6
TOTAL	4 COURSES	TOTAL	24
Total (All Semester)	**Total Course-26**	Total	140

বিস্তারিত পাঠক্রম

UG-CBCS Syllabus B.A. Honours in Bengali

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SEMESTER -I			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-1	**বাংলা সাহিত্যের ইতিহাসও বাংলা ভাষাতত্ত্ব (১ম ভাগ)**	CORE	6

পর্ব-১
বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) : **প্রস্তাবনা ও প্রাথমিক আলোচনা :** সামাজিক ও রাজনৈতিক পটভূমিকায় বাংলা ভাষা, জাতি, সাহিত্য ও সংস্কৃতির সংক্ষিপ্ত পরিচয়। চর্যাপদ (দেশ-কাল-ভাষা-সাহিত্য-সমাজ-সংস্কৃতির চিত্র), তুর্কি আক্রমণ ও তাঁর প্রতিক্রিয়া (সমাজে ও সাহিত্যে), বড়ু চণ্ডীদাস ও শ্রীকৃষ্ণকীর্তন।
অনুবাদ সাহিত্য : ভাগবত (মালাধর বসু), রামায়ণ (কৃত্তিবাস) ও মহাভারত (কাশীরাম দাস)
বৈষ্ণব পদাবলী : বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস ও গোবিন্দদাস
শ্রীচৈতন্যজীবন ও জীবনীসাহিত্য : শ্রীচৈতন্যজীবনকথা, সাহিত্য ও সমাজে শ্রীচৈতন্যপ্রভাব, চৈতন্যজীবনীসাহিত্য (বিশেষ গুরুত্বসহ বৃন্দাবনদাসের 'চৈতন্যভাগবত' ও কৃষ্ণদাস কবিরাজের 'শ্রীচৈতন্যচরিতামৃত' সম্পর্কে আলোচনা
পর্ব- ২

বাংলা সাহিত্যের ইতিহাস (মধ্যযুগ) : **মঙ্গলকাব্যের** (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল) **উদ্ভব ও বিবর্তন :** সংজ্ঞা, বৈশিষ্ট্য, কাহিনি ও কবি নারায়ণদেব, বিজয়গুপ্ত, কবিকঙ্কণ মুকুন্দ চক্রবর্ত্তী, রূপরাম চক্রবর্তী,ঘনরাম চক্রবর্ত্তী সম্পর্কে বিশেষ গুরুত্বসহ আলোচনা।
মধ্যযুগের মুসলিম কবি ও কাব্য : দৌলত কাজী , সৈয়দ আলাওল, শাহ মহম্মদ সগির
পর্ব - ৩ (বাংলা ভাষাতত্ত্ব):
ক) ভাষা : সংজ্ঞা, বৈশিষ্ট্য, মানুষের ভাষা-মানবেতর প্রাণীর সংযোগ মাধ্যম। খ) প্রাচীন ভারতীয় আর্যভাষা-মধ্যভারতীয় আর্যভাষা-নব্যভারতীয় আর্যভাষা (সময়কাল, নিদর্শন, বৈশিষ্ট্য), প্রাচীন ও মধ্যভারতীয় আর্যভাষার স্বর ও ব্যঞ্জন। গ) বাঙালি জাতি ও বাংলা ভাষা, বাংলা ভাষার জন্ম ও ইতিহাস। ঘ) প্রাচীন বাংলা-মধ্য বাংলা-আধুনিক বাংলা-সাম্প্রতিক বাংলা (নিদর্শন, সময়কাল, বৈশিষ্ট্য)। ঙ) বাংলা লিপির উদ্ভব-বিকাশ। চ) বাংলা মৌলিক স্বরধ্বনি। ছ) আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (আই.পি.এ.) : নিয়মাবলী ও রূপান্তর।

বাংলাসাহিত্যের ইতিহাসের সহায়ক গ্রন্থাবলী :

১. বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
২. বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙালী ও বাঙালা সাহিত্য - আহমদ শরীফ
৪. বাংলা সাহিত্যের ইতিকথা (১ম-৪ম খণ্ড) - ভূদেব চৌধুরী
৫. বাংলা সাহিত্যের সমগ্র ইতিহাস - ক্ষেত্র গুপ্ত
৬. পুরাতন বাংলা সাহিত্যের তথ্য ও কালক্রম - সুখময় মুখোপাধ্যায়

ভাষাতত্ত্বের সহায়ক গ্রন্থ:

১. ভাষার ইতিবৃত্ত - সুকুমার সেন
২. বাংলা ভাষা পরিক্রমা - ড. পরেশচন্দ্র মজুমদার
৩. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা - ড. রামেশ্বর শ'
৪. বাংলা ভাষার ইতিবৃত্ত - ড. মুহম্মদ শহীদুল্লাহ্
৫) প্রসঙ্গ: বাংলা ভাষা (১ম ও ২য় খণ্ড) - ড. সুখেন বিশ্বাস
৬) ভাষাবিজ্ঞান: তাত্ত্বিক প্রসঙ্গ - ড. সুখেন বিশ্বাস
৭. বাংলা ভাষা : রূপে প্রয়োগে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

BENG-H-CC-T-2	**বাংলা সাহিত্যের ইতিহাসও বাংলা ভাষাতত্ত্ব (২য় ভাগ)**	CORE	6

পর্ব- ১
বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ):
গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়ম কলেজ (উইলিয়ম কেরি, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার), রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর,প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশার্‌রফ হোসেন, রবীন্দ্রনাথ ঠাকুর, স্বামী বিবেকানন্দ, প্রমথ চৌধুরী, অন্নদাশঙ্কর রায়।
সাময়িক পত্র : সাধারণ আলোচনা (দিগদর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী,সবুজপত্র)।
পর্ব -২
কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়,বিহারীলাল চক্রবর্ত্তী, রবীন্দ্রনাথ ঠাকুর, দ্বিজেন্দ্রলাল রায়, কামিনী রায়, মোহিতলাল মজুমদার, নজরুল ইসলাম, সুকুমার রায়,জীবনানন্দ দাশ, সুধীন্দ্রনাথ দত্ত, অমিয় চক্রবর্তী, বিষ্ণু দে, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়, শঙ্খ ঘোষ, জয় গোস্বামী।
নাটক : মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, বিজন ভট্টাচার্য, শম্ভু মিত্র, মনোজ মিত্র।
উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস),রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প) প্রভাতকুমার মুখোপাধ্যায় (ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রাজশেখর বসু (ছোটগল্প), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (গল্প-উপন্যাস), মানিক বন্দ্যোপাধ্যায় (গল্প-উপন্যাস), সতীনাথ ভাদুড়ি (উপন্যাস),সমরেশ বসু (উপন্যাস) অমিয়ভূষণ মজুমদার (উপন্যাস), মহাশ্বেতা দেবী (গল্প-উপন্যাস), সৈয়দ মুস্তাফা সিরাজ (গল্প ও উপন্যাস)।
পর্ব-৩ (বাংলা ভাষাতত্ত্ব) :
ক) বাংলা ব্যাকরণের সাধারণ ধারণা (মানোএল-হ্যালহেড-উইলিয়াম কেরি-ইয়েট্‌স-রামমোহন-রবীন্দ্রনাথ-সুনীতিকুমার)। খ) বাংলা উপভাষা : রাঢ়ী, বঙ্গালী, বরেন্দ্রী, ঝাড়খণ্ডী ও কামরূপী। গ) বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি। ঘ) শব্দার্থ পরিবর্তনের কারণ ও ধারা। ঙ) বাংলা ভাষার শব্দভাণ্ডার। চ) অভিধানতত্ত্ব (উদ্ভব, শ্রেণীবিভাগ, বিষয়বস্তু ও লক্ষ্য, বাংলা ভাষার অভিধান) ছ) ভাষা পরিকল্পনা : স্বরূপ, সাধারণ উদ্দেশ্য, বাংলা ভাষা ও ভাষা পরিকল্পনা

বাংলাসাহিত্যের ইতিহাসের সহায়ক গ্রন্থাবলী :

১. বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
২. বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙালী ও বাঙালা সাহিত্য - আহমদ শরীফ
৪. বাংলা সাহিত্যের ইতিকথা (১ম-৪র্থপর্যায়) - ভূদেব চৌধুরী
৫. বাংলা সাহিত্যের সমগ্র ইতিহাস - ক্ষেত্র গুপ্ত
৬. পুরাতন বাংলা সাহিত্যের তথ্য ও কালক্রম - সুখময় মুখোপাধ্যায়

ভাষাতত্ত্বের সহায়ক গ্রন্থ:

১. ভাষার ইতিবৃত্ত - সুকুমার সেন
২. বাংলা ভাষা পরিক্রমা (১ম ও ২য় খণ্ড) - ড. পরেশচন্দ্র মজুমদার
৩. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা – ড. রামেশ্বর শ'
৪. প্রসঙ্গ: বাংলা ভাষা (১ম ও ২য় খণ্ড) - ড. সুখেন বিশ্বাস
৫. ভাষাবিজ্ঞান : তাত্ত্বিক প্রসঙ্গ - ড. সুখেন বিশ্বাস

৬. ভাষা : প্রয়োগে ব্যবহারে - ড. সুখেন বিশ্বাস
৭. বাংলা ভাষা : রূপে প্রয়োগে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

UG-CBCS SyllabusB.A. Honours in Bengali

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

পর্ব-১ সাহিত্যের ইতিহাস:
চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গল (বিজয়গুপ্ত ও নারায়ণদেব), চণ্ডীমঙ্গল (মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (কবি ভারতচন্দ্র), শাক্ত পদাবলী (রামপ্রসাদ ও কমলাকান্ত)
পর্ব-২ ছন্দ ও অলংকার:
ছন্দ: বাংলা ছন্দের ত্রিধারা (স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত)--- সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন। **অলংকার:**সংজ্ঞাসহ উদাহরণ—অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।
পর্ব-৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (কবিপ্রতিভা, পদ ও পর্যায় বিশ্লেষণ)
১) নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস ২) আমার শপতি লাগে - বলরাম দাস ৩) রাধার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস ৪) কণ্টক গাড়ি কমলসম পদতল - গোবিন্দদাস ৫) আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি ৬) এ সখি হামারি দুখের নাহি ওর - বিদ্যাপতি ৭) মাধব বহত মিনতি করি তোয় - বিদ্যাপতি

সহায়ক গ্রন্থাবলী :

১) বৈষ্ণব পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
১) ছন্দ পরিক্রমা – প্রবোধচন্দ্র সেন
২) ছন্দের মূলসূত্র - অমূল্যধন মুখোপাধ্যায়
৩) অলংকারচন্দ্রিকা - শ্যামাপদ চক্রবর্তী
৪) বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
৫) বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৬) সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ - কুন্তল চট্টোপাধ্যায়
৭) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৮) বাংলা মঙ্গলকাব্যের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বৈষ্ণব রসপ্রকাশ - ক্ষুদিরাম দাস

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SEMESTER -II			
Course Code	Course Title	Course Nature	Credit

BENG-H-CC-T-3	**ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী**	CORE	6

পর্ব- ১ (ছন্দ)

ক) ছন্দ : দল/অক্ষর/কলা/মাত্রা/যতি/ যতিলোপ/পর্ব/পংক্তি/চরণ/ছত্র/পদ।

বাংলা ছন্দের ত্রিধারা : অক্ষরবৃত্ত(পয়ার, অমিত্রাক্ষর, মুক্তক, গদ্যছন্দ), মাত্রাবৃত্ত, স্বরবৃত্ত (সংজ্ঞা,বৈশিষ্ট্য, উদাহরণসহ আলোচনা)।

ছন্দোলিপি : নির্ণয় ও বিশ্লেষণ।

পর্ব-২ কৃত্তিবাসী রামায়ণ (উত্তরাকাণ্ড) :

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

পর্ব-৩ বৈষ্ণব পদাবলী(নির্বাচিত)

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

১) আজু হাম কি পেখলুঁ নবদ্বীপচন্দ - রাধামোহন ঠাকুর
২) দাঁড়াইয়া নন্দের আগে - বলরামদাস
৩) সই কেবা শুনাইল শ্যামনাম - চণ্ডীদাস
৪) আলো মুঞি জানো না - জ্ঞানদাস
৫) মাধব কি কহব - গোবিন্দদাস
৬) গগনে অব ঘন - রায়শেখর
৭) পিরীতি সুখের সায়র - চণ্ডীদাস
৮) চির চন্দন উরে - বিদ্যাপতি
৯) যাঁহা পহু অরুণ - গোবিন্দদাস
১০) তাতল সৈকতবারিবিন্দুসম - বিদ্যাপতি

সহায়ক গ্রন্থাবলী :

১) বৈষ্ণব পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
২) রামায়ণ : প্রকৃতি, পর্যাবরণ সমাজ - ধুর্জটিপ্রসাদ চট্টোপাধ্যায়
৩) ছন্দ পরিক্রমা - প্রবোধচন্দ্র সেন
৪) বাংলা মঙ্গলকাব্যের ইতিহাস - ড. আশুতোষ ভট্টাচার্য্
৫) বৈষ্ণব রসপ্রকাশ - ক্ষুদিরাম দাস
৬) নতুন ছন্দ-পরিক্রমা - প্রবোধচন্দ্র সেন
৭) বাংলা ছন্দের মূল সূত্র - অমূল্যধন মুখোপাধ্যায়
৮) বাংলা ছন্দ - জীবেন্দ্র সিংহ রায়
৯) রামায়ণ চরিতমালা - বিষ্ণুপদ চক্রবর্তী
১০) রামায়ণের চরিতাবলী - সুখময় ভট্টাচার্য

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

পর্ব-১ (অলংকার ও বাংলা প্রুফ সংশোধন) :

প্রুফ সংশোধন : (সাধারণ জ্ঞান, নিয়মাবলী ও চর্চা)

অলঙ্কার (সংজ্ঞা, উদাহরণ, অলঙ্কার নির্ণয়) :

শব্দালঙ্কার : অনুপ্রাস, শ্লেষ, বক্রোক্তি, যমক।

অর্থালঙ্কার : উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, সন্দেহ, ব্যতিরেক, বিরোধ, ব্যাজস্তুতি, অপহ্নুতি, অতিশয়োক্তি।

পর্ব-২ অন্নদামঙ্গল (১ম ভাগ)

ভারতচন্দ্রেরঅন্নদামঙ্গল (১ম ভাগ) : কবি-পরিচিতি, কাব্য পাঠ, বিশ্লেষণ ও কবির প্রতিভা বিচার।

পর্ব-৩ শাক্ত পদাবলী

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

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

সহায়ক গ্রন্থ:

১) শাক্ত পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
২) অলঙ্কারচন্দ্রিকা - শ্যামাপদ চক্রবর্তী
৩) কবি ভারতচন্দ্র - শঙ্করীপ্রসাদ বসু
৪) বাংলা মঙ্গলকাব্যের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৫) ভারতের শক্তি সাধনা ও শাক্ত সাহিত্য - ড. শশিভূষণ দাশগুপ্ত
৬) শাক্ত পদাবলী ও শক্তি সাধনা - জাহ্নবীকুমার চক্রবর্তী
৭) শাক্ত পদাবলী - ত্রিপুরাশঙ্কর সেনশাস্ত্রী

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

পর্ব- ১ গদ্য ও প্রবন্ধও কাব্য-কবিতা

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

কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, বিহারীলাল চক্রবর্ত্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও

জীবনানন্দ দাশ।
পর্ব- ২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক
উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায়। **সাময়িক পত্র :** দিগ্‌দর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র। **নাটক :** মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্মথ রায়।
পর্ব- ৩ ভাষাতত্ত্ব
ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, নাসিক্যীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

বাংলাসাহিত্যের ইতিহাসের সহায়ক গ্রন্থাবলী :

১. বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
২. বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙালী ও বাঙালা সাহিত্য - আহমদ শরীফ
৪. বাংলা সাহিত্যের ইতিকথা (১ম-৪র্থপর্যায়) - ভূদেব চৌধুরী
৫. বাংলা সাহিত্যের সমগ্র ইতিহাস - ক্ষেত্র গুপ্ত
৬. পুরাতন বাংলা সাহিত্যের তথ্য ও কালক্রম - সুখময় মুখোপাধ্যায়

ভাষাতত্ত্বের সহায়ক গ্রন্থ:

১. ভাষার ইতিবৃত্ত - সুকুমার সেন
২. বাংলা ভাষা পরিক্রমা (১ম ও ২য় খণ্ড) - ড. পরেশচন্দ্র মজুমদার
৩. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা - ড. রামেশ্বর শ'
৬. প্রসঙ্গ বাংলা ভাষা (১ম ও ২য় খণ্ড) - ড. সুখেন বিশ্বাস
৭. ভাষাবিজ্ঞান : তাত্ত্বিক প্রসঙ্গ - ড. সুখেন বিশ্বাস
৮. বাংলা ভাষা : রূপে প্রয়োগে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

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SEMESTER -II			
Course Code	Course Title	Course Nature	Credit
BENG-H-AECC-T-1	**Bengali**	AECC	2

পর্ব - ১
বোধপরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২ টি প্রবন্ধ) : শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর বাংলা আর ইংরেজী - অন্নদাশঙ্কর রায়
পর্ব - ২
ক) পত্ররচনা (আবেদনপত্র) **খ) প্রতিবেদন** (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)

গ) পরিভাষা (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য।)
পর্ব - ৩
ছোটগল্প : (কল্যাণী বিশ্ববিদ্যালয়য় কর্তৃক প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি গল্প)
খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর
কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায়
কবিতা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২ টি কবিতা)
নির্ঝরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর
শিকল পরার গান - কাজী নজরুল ইসলাম

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SEMESTER -III			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-5	**বাংলা কথাসাহিত্যের রূপভেদ ও ছোটগল্প :**	CORE	6

পর্ব- ১ (কথাসাহিত্যের রূপভেদ)
কথাসাহিত্যের রূপভেদ: উপন্যাস (ঐতিহাসিক, সামাজিক, আঞ্চলিক, মনস্তাত্ত্বিক), ছোটগল্প (সংজ্ঞা ও বৈশিষ্ট্য)।
পর্ব- ২ (রবীন্দ্রনাথের ছোটগল্প: গল্পগুচ্ছ)
মণিহারা, অনধিকার প্রবেশ, জীবিত ও মৃত, ক্ষুধিত পাষাণ ও স্ত্রীর পত্র
পর্ব- ৩ (আধুনিক বাংলা ছোটগল্প)
ক) প্রাক্-চল্লিশ বাংলা ছোটগল্প: বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
লম্বকর্ণ - পরশুরাম
নারী ও নাগিনী - তারাশঙ্কর বন্দ্যোপাধ্যায়
সিঁদুরচরণ - বিভূতিভূষণ বন্দ্যোপাধ্যায়
খ) উত্তর-চল্লিশ বাংলা ছোটগল্প : বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
শিল্পী - মানিক বন্দ্যোপাধ্যায়
তাসের ঘর - আশাপূর্ণা দেবী
কৌন্তেয় - সুবোধ ঘোষ

সহায়ক গ্রন্থ :

১) সাহিত্য সন্দর্ভ - শ্রীশচন্দ্র দাস
২) সাহিত্য-শিল্প ও নন্দনতত্ত্ব - ড. সুবোধ চৌধুরী
৩) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৪) রবীন্দ্রনাথের ছোটগল্প - প্রমথনাথ বিশী
৫) রবীন্দ্রনাথের ছোটগল্প ও উপন্যাস - উপেন্দ্রনাথ ভট্টাচার্য
৬) রবীন্দ্র-ছোটগল্পের শিল্পরূপ - তপোব্রত ঘোষ
৭) সাহিত্যে ছোটগল্প - নারায়ণ গঙ্গোপাধ্যায়
৪) বাংলা গল্প বিচিত্রা - নারায়ণ গঙ্গোপাধ্যায়
৯) ছোটগল্পের সীমারেখা - নারায়ণ গঙ্গোপাধ্যায়
১০) ছোটগল্পের কথা - রথীন্দ্রনাথ রায়
১১) বাংলা ছোটগল্প - ড. ভূদেব চৌধুরী
১২) বাংলা ছোটগল্প - শিশিরকুমার দাস

১৩) কালের পুত্তলিকা - ড. অরুণকুমার মুখোপাধ্যায়

১৪) বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ (১ম ও ২য় খণ্ড) - বীরেন্দ্র দত্ত

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SEMESTER -III			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-6	**বাংলা উপন্যাস :**	CORE	6

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

সহায়ক গ্রন্থ :

১) বঙ্গসাহিত্যে উপন্যাসের ধারা - ড.শ্রীকুমার বন্দ্যোপাধ্যায়

২) বাংলা উপন্যাসের কালান্তর - ড. সরোজ বন্ধোপাধ্যায়

৩) উপন্যাসে সমাজরীতি : বঙ্কিমচন্দ্র ও রবীন্দ্রনাথ - জয়ন্ত বন্দ্যোপাধ্যায়

৪) আধুনিকতা ও বাংলা উপন্যাস - ড. অশ্রুকুমার শিকদার

৫) কালের প্রতিমা - অরুণকুমার মুখোপাধ্যায়

৬) শরৎ সাহিত্যে ব্যক্তি ও সমাজ - জয়ন্ত বন্দ্যোপাধ্যায়

৭) উপন্যাসে সময় - ড. তপোধীর ভট্টাচার্য

৮) বাংলা উপন্যাস ও তার আধুনিকতা - ড. সত্যেন্দ্রনাথ রায়

৯) মধ্যাহ্ন থেকে সায়াহ্ন : বিশ শতকের বাংলা উপন্যাস - ড. অরুণকুমার মুখোপাধ্যায়

১০) রবীন্দ্রনাথের ছোটগল্প ও উপন্যাস - উপেন্দ্রনাথ ভট্টাচার্য

১১) দুই বিশ্বযুদ্ধ মধ্যবর্তী বাংলাসাহিত্য - ড. গোপিকানাথ রায়চৌধুরী

১২) বঙ্কিম সরণী - প্রমথনাথ বিশী

১৩) বঙ্কিম উপন্যাস : শিল্পরীতি - ক্ষেত্র গুপ্ত

১৪) শরৎচন্দ্র - সুবোধচন্দ্র সেনগুপ্ত

১৫) শরৎচন্দ্র : জীবন ও সাহিত্য - অজিতকুমার ঘোষ

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SEMESTER -III			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-7	**বাংলা প্রবন্ধের রূপভেদ, জীবনী ও প্রবন্ধ পাঠ**	CORE	6

পর্ব-১
প্রবন্ধ-নিবন্ধের রূপভেদ: (প্রবন্ধ, রম্যরচনা, পত্রসাহিত্য, জীবনীসাহিত্য ও ভ্রমণসাহিত্য)

পর্ব- ২
আমার জীবন -- রাসসুন্দরী দাসী
পর্ব- ৩
কমলকান্তের দপ্তর (নির্বাচিত) -- বঙ্কিমচন্দ্র চট্টোপাধ্যায় আমার মন, আমার দুর্গোৎসব, একা কে গায় ঐ, মনুষ্যফল, বাঙালীর মনুষ্যত্ব ('কমলাকান্তের পত্র' অংশে আছে)

সহায়ক গ্রন্থ :

১) সাহিত্য সন্দর্ভ - শ্রীশচন্দ্র দাস
২) সাহিত্য-শিল্প ও নন্দনতত্ত্ব - ড. সুবোধ চৌধুরী
৩) সাহিত্যের রূপ-রীতি ও অন্যান্য প্রসঙ্গ - ড. কুন্তল চট্টোপাধ্যায়
৪) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৫) বাংলা প্রবন্ধ সাহিত্যের ধারা - ড. অধীর দে
৬) চিন্তানায়ক বঙ্কিমচন্দ্র - ভবতোষ দত্ত
৭) বাঙালি মেয়ের ভাবনামূলক গদ্য - সুতপা ভট্টাচার্য

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

পর্ব-১ সাহিত্যের ইতিহাস:
চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গলবিজয়গুপ্ত ও নারায়ণদেব), চণ্ডীমঙ্গল (মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (কবি ভারতচন্দ্র) শাক্ত পদাবলী (রামপ্রসাদ ও কমলাকান্ত)
পর্ব-২ ছন্দ ও অলংকার:
ছন্দ: বাংলা ছন্দের ত্রিধারা (স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত)--- সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন। **অলংকার:** সংজ্ঞাসহ উদাহরণ—অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।
পর্ব-৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত'বৈষ্ণবপদ সংকলন' গ্রন্থের নির্বাচিত পদ (কবিপ্রতিভা, পদ ও পর্যায় বিশ্লেষণ)
১) নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস ২) আমার শপথি লাগে - বলরাম দাস ৩) রাধার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস ৪) কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস ৫) আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি ৬) এ সখি হামারি দুখের নাহি ওর - বিদ্যাপতি ৭) মাধব বহত মিনতি করি তোয় - বিদ্যাপতি

সহায়ক গ্রন্থাবলী :

১) বৈষ্ণব পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
১) ছন্দ পরিক্রমা – প্রবোধচন্দ্র সেন
২) ছন্দের মূলসূত্র - অমূল্যধন মুখোপাধ্যায়
৩) অলংকারচন্দ্রিকা - শ্যামাপদ চক্রবর্তী
৪) বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
৫) বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৬) সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ - কুন্তল চট্টোপাধ্যায়
৭) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৮) বাংলা মঙ্গলকাব্যের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বৈষ্ণব রসপ্রকাশ - ক্ষুদিরাম দাস

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SEMESTER -III			
Course Code	Course Title	Course Nature	Credit
BENG-H-SEC-T-1	**সাহিত্য পাঠদান ও প্রয়োগ-বৈচিত্র্য (ব্যবহারিক)**	SEC	2

পর্ব-১
শ্রেণীকক্ষে সাহিত্য পাঠদানের পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র
পর্ব-২
ছোটগল্পের নাট্যরূপদান : (রবীন্দ্রনাথ ঠাকুরের 'শাস্তি', শরৎচন্দ্র চট্টোপাধ্যায়ের 'মহেশ', বিভূতিভূষণ বন্দ্যোপাধ্যায়ের 'পুঁইমাচা')
পর্ব-৩
গ্রন্থ পর্যালোচনা (রবীন্দ্রনাথ ঠাকুরের 'ডাকঘর', শরৎচন্দ্র চট্টোপাধ্যায়ের 'শ্রীকান্ত : প্রথম পর্ব' রাসসুন্দরী দাসীর 'আমার জীবন' (আত্মজীবনীগ্রন্থ)

বি. দ্র. এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত পরীক্ষক হিসেবে সংশ্লিষ্ট কলেজে এসে পরীক্ষা নেবেন ।

বিভাজন :

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

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

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EMESTER -IV			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-8	**বাংলা সমালোচনা সংকলন ও প্রবন্ধ সংকলন**	CORE	6

পর্ব- ১ বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
সমালোচনা প্রবন্ধ :

কাব্যের উপেক্ষিতা - রবীন্দ্রনাথ ঠাকুর পড়ুয়ার নোট - সতীনাথ ভাদুড়ী উত্তমর্ণ-অধমর্ণ-সংবাদ - ড. অসিতকুমার বন্দ্যোপাধ্যায়
পর্ব- ২ বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
প্রবন্ধ : বর্তমান সমাজ ও সংস্কৃতি - নীরদ সি. চৌধুরী বাঙ্গালির আত্মপরিচয় - আনিসুজ্জামান রবীন্দ্রনাথ ও বাংলাদেশ - সন্‌জিদা খাতুন
পর্ব- ৩ সাহিত্যের পথে (নির্বাচিত প্রবন্ধ) : রবীন্দ্রনাথ ঠাকুর
তথ্য ও সত্য, সাহিত্যতত্ত্ব ও সাহিত্যের তাৎপর্য

সহায়ক গ্রন্থ :

১) সাহিত্যতত্ত্বে রবীন্দ্রনাথ - সত্যেন্দ্রনাথ রায়
২) সাহিত্য জিজ্ঞাসায় রবীন্দ্রনাথ - অসিতকুমার বন্দ্যোপাধায়
৩) সাহিত্য-শিল্প ও নন্দনতত্ত্ব - ড. সুবোধ চৌধুরী
৪. রবীন্দ্র নন্দনতত্ত্বে সাহিত্যের পথে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

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SEMESTER -IV			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-9	**কাব্যের রূপভেদ, কাব্যজিজ্ঞাসা ও কাব্য পাঠ**	CORE	6

পর্ব- ১ কাব্যের সংজ্ঞা ও রূপভেদ:
কাব্যের সংজ্ঞা ও রূপভেদ : মহাকাব্য, গীতিকাব্য, সনেট, ক্ল্যাসিসিজম্ ও রোমান্টিসিজম্ **কাব্যজিজ্ঞাসা - অতুলচন্দ্র গুপ্ত :** ধ্বনি ও রস
পর্ব- ২ বীরাঙ্গনা(নির্বাচিত পত্র) : মাইকেল মধুসূদন দত্ত
দুষ্মন্তের প্রতি শকুন্তলা, সোমের প্রতি তারা, দশরথের প্রতি কেকয়ী ও নীলোধ্বজের প্রতি জনা
পর্ব- ৩ যতীন্দ্রনাথ সেনগুপ্তের কবিতা (নির্বাচিত)
দুঃখবাদী, কচি ডাব, বাইশে শ্রাবণ ১৩৪৮ ও ফেমিন রিলিফ

সহায়ক গ্রন্থ:

১) সাহিত্য সন্দর্শন - শ্রীশচন্দ্র দাশ
২) সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ - কুন্তল চট্টোপাধ্যায়
৩) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৪) কাব্যালোক - সুধীরকুমার দাশগুপ্ত
৫) কবি শ্রীমধুসূদন - মোহিতলাল মজুমদার
৬) বীরাঙ্গনা কাব্য চর্চা - উজ্জ্বলকুমার মজুমদার

৭) যতীন্দ্রনাথ ও আধুনিক বাংলা কবিতার প্রথম পর্যায় - শশিভূষণ দাশগুপ্ত
৮) নন্দনতত্ত্বে প্রতীচ্য - ড. সুখেন বিশ্বাস

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SEMESTER -IV			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-10	**বাংলা কাব্য-কবিতা**	CORE	6

পর্ব-১ সঞ্চয়িতা (নির্বাচিত) : রবীন্দ্রনাথ ঠাকুর
জীবনদেবতা (চিত্রা কাব্য), প্রার্থনা (নৈবেদ্য কাব্য), ভারততীর্থ (গীতাঞ্জলি কাব্য), ঐকতান (জন্মদিনে কাব্য) ও শুভক্ষণ (খেয়া কাব্য)
পর্ব -২ সঞ্চিতা (নির্বাচিত) : কাজী নজরুল ইসলাম
কাণ্ডারী হুশিয়ার, সাম্যবাদী (গাহি সাম্যের গান/যেখানে আসিয়া এক হ'য়ে গেছে সব বাধা ব্যবধান), নারী (সাম্যবাদী) আমার কৈফিয়ৎ ও জীবনবন্দনা।
পর্ব- ৩ বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)
আধুনিক বাংলা কবিতা : দুঃখের কবি - মোহিতলাল মজুমদার আট বছর আগে একদিন – জীবনানন্দ দাশ তোমাকে পাওয়ার জন্য হে স্বাধীনতা - শামসুর রহমান সংসারে সন্ন্যাসী লোকটা - শক্তি চট্টোপাধ্যায় ফিরে এসো চাকা - বিনয় মজুমদার আমার নাম ভারতবর্ষ - অমিতাভ দাশগুপ্ত

সহায়ক গ্রন্থ :
১) আধুনিক কবিতার দিগ্‌বলয় - অশ্রুকুমার শিকদার
২) আধুনিক বাংলা কাব্য পরিচয় - দীপ্তি ত্রিপাঠী
৩) রবীন্দ্রানুসারী কবিসমাজ - অরুণকুমার মুখোপাধ্যায়
৪) বাংলা কবিতার কালান্তর - সরোজ বন্দ্যোপাধ্যায়
৫) রবিরশ্মি (১ম ও ২য় খণ্ড) - চারুচন্দ্র ভট্টাচার্য
৬) রবীন্দ্র কাব্য প্রবাহ - প্রমথনাথ বিশী

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SEMESTER -IV			
Course Code	Course Title	Course Nature	Credit
BENG-H-GE-T-4	**বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব**	GE	6

পর্ব- ১গদ্য ও প্রবন্ধও কাব্য-কবিতা:
গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়ম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর,বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশার্‌রফ হোসেন, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী। **কাব্য-কবিতা :** ঈশ্বরচন্দ্র গুপ্ত, মাইকেল মধুসূদন দত্ত, বিহারীলাল চক্রবর্ত্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও জীবনানন্দ দাশ।
পর্ব- ২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক
উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায়। **সাময়িক পত্র :** দিগ্‌দর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র। **নাটক :** মাইকেল মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্মথ রায়।
পর্ব- ৩ ভাষাতত্ত্ব
ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, নাসিক্যীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

বাংলাসাহিত্যের ইতিহাসের সহায়ক গ্রন্থাবলী :

১. বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
২. বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙালী ও বাঙালা সাহিত্য - আহমদ শরীফ
৪. বাংলা সাহিত্যের ইতিকথা (১ম-৪র্থপর্যায়) - ভূদেব চৌধুরী
৫. বাংলা সাহিত্যের সমগ্র ইতিহাস - ক্ষেত্র গুপ্ত
৬. পুরাতন বাংলা সাহিত্যের তথ্য ও কালক্রম - সুখময় মুখোপাধ্যায়

ভাষাতত্ত্বের সহায়ক গ্রন্থ:

১. ভাষার ইতিবৃত্ত - সুকুমার সেন
২. বাংলা ভাষা পরিক্রমা (১ম ও ২য় খণ্ড) - ড. পরেশচন্দ্র মজুমদার
৩. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা - ড. রামেশ্বর শ'
৬. প্রসঙ্গ বাংলা ভাষা (১ম ও ২য় খণ্ড) - ড. সুখেন বিশ্বাস
৭. ভাষাবিজ্ঞান : তাত্ত্বিক প্রসঙ্গ - ড. সুখেন বিশ্বাস
৮. বাংলা ভাষা : রূপে প্রয়োগে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

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SEMESTER -IV			
Course Code	Course Title	Course Nature	Credit
BENG-H-SEC-T-2	**প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি**	SEC	2

পর্ব-১
সংবাদ প্রতিবেদন রচনা
পর্ব-২

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

সহায়ক গ্রন্থ :

১) গবেষণাপত্র : অনুসন্ধান ও রচনা -- জগমোহন মুখোপাধ্যায়

২) গণজ্ঞাপন : তত্ত্ব ও প্রয়োগে -- পার্থ চট্টোপাধ্যায়

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SEMESTER -V			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-11	**বাংলা উপন্যাস**	CORE	6

পর্ব-১
হাঁসুলিবাঁকের উপকথা - তারাশঙ্কর বন্দ্যোপাধ্যায়
পর্ব- ২
ইছামতী - বিভূতিভূষণ বন্দ্যোপাধ্যায়
পর্ব- ৩
মায়ামৃদঙ্গ - সৈয়দ মুস্তাফা সিরাজ

সহায়ক গ্রন্থ :

১) বঙ্গসাহিত্যে উপন্যাসের ধারা - ড.শ্রীকুমার বন্দ্যোপাধ্যায়

২) বাংলা উপন্যাসের কালান্তর - ড. সরোজ বন্দ্যোপাধ্যায়

৩) মধ্যাহ্ন থেকে সায়াহ্ন : বিশ শতকের বাংলা উপন্যাস- ড. অরুণকুমার মুখোপাধ্যায়

৪) দুই বিশ্বযুদ্ধ মধ্যবর্তী বাংলাসাহিত্য - ড. গোপিকানাথ রায়চৌধুরী

৫) তারাশঙ্কর - হরপ্রসাদ মিত্র

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SEMESTER -V			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-12	**বাংলা রঙ্গমঞ্চ ও নাটক**	CORE	6

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

সহায়ক গ্রন্থ :

১) বঙ্গীয় নাট্যশালার ইতিহাস - ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
২) বঙ্গ রঙ্গমঞ্চ ও বাংলা নাটক - পুলিন দাস
৩) বাংলা থিয়েটারের ইতিহাস - দর্শন চৌধুরী
৫) Persecution of Drama and Stage - P. Das
৬) রবীন্দ্রনাট্য প্রবাহ - প্রমথনাথ বিশী
৭) রবীন্দ্রনাট্য পরিক্রমা - উপেন্দ্রনাথ ভট্টাচার্য্
৮) বাংলা নাটকের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বাংলা নাটকের ইতিহাস - ড. অজিতকুমার ঘোষ
১০) বাংলা একাঙ্ক নাটক : রূপ ও রূপকার - ড. সনাতন গোস্বামী
১১) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার

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SEMESTER -V			
Course Code	Course Title	Course Nature	Credit
BENG-H-DSE-T-1	**সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা**	CORE	6

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

সহায়ক গ্রন্থ :

১) কাব্য বিচার - সুরেন্দ্রনাথ দাশগুপ্ত
২) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৩) নন্দনতত্ত্বে প্রাচ্য - সুখেন বিশ্বাস
৪) নন্দনতত্ত্ব প্রতীচ্য - সুখেন বিশ্বাস
৫) সাহিত্য বিবেক - বিমলকুমার মুখোপাধ্যায়
৬) ধ্রুপদী নন্দনতত্ত্ব : প্লেটো অ্যারিস্টটল - সুখেন বিশ্বাস

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SEMESTER –V			
Course Code	Course Title	Course Nature	Credit
BENG-H-DSE-T-2	**বাংলাদেশের সাহিত্য**	DSE	6

পর্ব-১ কবিতা ও ছোটগল্প
ক) বাংলাদেশের কবিতা (রণজিৎ দাস ও সাজ্জাদ সফি সম্পাদিত) :
স্বাধীনতা তুমি - শামসুর রহমান
মানুষ - নির্মলেন্দু গুণ
তোমার দূরত্ব নিত্য আমার ক্রোধের দিনে - দাউদ হায়দার
খ) ছোটগল্প (বাংলাদেশের গল্প—সেলিনা হোসেন সম্পাদিত)
কেরায়া - সৈয়দ ওয়ালীউল্লাহ্
জননী - হাসান আজিজুল হক
নিরুদ্দেশ - আখতারুজ্জামান ইলিয়াস
পর্ব- ২ প্রবন্ধ (বাঙালি ও বাংলাদেশ----অরুণ সেন ও আবুল হাসনাৎ সম্পাদিত)
বাঙ্গালির আত্মপরিচয়ের সূত্রপাত -আবু জাফর সামসুদ্দিন
ভাষা সংস্কার ও বাঙালিচেতনার বিকৃতি - আহমদ শরীফ
মার্চের স্বপ্ন - মুনতাসীর মামুন
পর্ব-৩ নাটক
কবর - মুনীর চৌধুরী

সহায়ক গ্রন্থ :

১) সংস্কৃতির ভাঙা সেতু - আখতারুজ্জামান ইলিয়াস
২) প্রসঙ্গ : বাংলা কথাসাহিত্য - সৈয়দ আকরম হোসেন
৩) বাংলা দেশের প্রবন্ধ সাহিত্য - আবুল কাসেম ফজলুল হক
৪) বাংলা দেশের আধুনিক কাব্য পরিচয় - দীপ্তি ত্রিপাঠী
৫) বাংলাদেশের থিয়েটার - নৃপেন্দ্র সাহা (সম্পাদিত)
৬) হাজার বছরের বাঙালি সংস্কৃতি - গোলাম মুরশিদ
৭) বাংলাদেশের সাহিত্য ও সংস্কৃতি - বিশ্বজিৎ ঘোষ
৮) বাংলাদেশের ছোটগল্পের শিল্পরূপ - চঞ্চল কুমার বোস

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SEMESTER - VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-13	**বাংলা নাটক পাঠ**	CORE	6

পর্ব - ১
কারাগার - **মন্মথ রায়**
পর্ব - ২
পাগলা ঘোড়া - বাদল সরকার
পর্ব - ৩
চাঁদ বণিকের পালা - **শম্ভু মিত্র**

সহায়ক গ্রন্থ :

১) বাংলা নাটকের ইতিহাস - ড. আশুতোষ ভট্টাচার্য

২) বাংলা নাটকের ইতিহাস - ড. অজিতকুমার ঘোষ

৩) বাংলা একাঙ্ক নাটক : রূপ ও রূপকার -ড. সনাতন গোস্বামী

৪) The Theatre of the Absurd - Martin Esslin

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SEMESTER -VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-CC-T-14	**সংস্কৃত, ইংরেজি সাহিত্যের ইতিহাস ও লোকসাহিত্য**	CORE	6

পর্ব-১ সংস্কৃত সাহিত্যের ইতিহাস
কালিদাস, ভবভূতি, ভাস, বাণভট্ট, শূদ্রক, জয়দেব
পর্ব-২ ইংরেজি সাহিত্যের ইতিহাস
শেক্সপীয়র (নাটক), মিলটন (মহাকাব্য), ওয়ার্ডসওয়ার্থ, শেলী , কিট্‌স, চার্লস ডিকেন্স, এলিয়ট ও বার্নার্ড শ।
পর্ব-৩
লোকগীতি, গীতিকা, ছড়া, প্রবাদ-প্রবচন ও ধাঁধা।

সহায়ক গ্রন্থ :

১) সংস্কৃত সাহিত্যের ইতিহাস - জাহ্নবী কুমার চক্রবর্তী

২) ধ্রুপদী সংস্কৃত সাহিত্যের ইতিহাস -সুকুমারী ভট্টাচার্য

৩) ইংরেজি সাহিত্যের ইতিহাস - সত্যপ্রসাদ সেনগুপ্ত

৪) ইংরেজি সাহিত্যের ইতিহাস - শ্রীকুমার বন্দ্যোপাধ্যায়

৫) ইংরেজি সাহিত্যের ইতিহাস -কুন্তল চট্টোপাধ্যায়

৬. বাংলার লোকসাহিত্য - আশুতোষ ভট্টাচার্য

৭. বাংলা লোকসাহিত্য চর্চার ইতিহাস – বরুণকুমার চক্রবর্তী

৮. লোকপ্রসঙ্গ: অন্দর বাহির - শ্যামশ্রী বিশ্বাস সেনগুপ্ত

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SEMESTER -VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-DSE-T-3	**বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য**	DSE	6

পর্ব- ১
ক) ঠাকুরমার ঝুলি (নির্বাচিত): দক্ষিণারঞ্জন মিত্র মজুমদার
সাতভাই চম্পা
নীলকমল আর লালকমল
শিয়াল পণ্ডিত
খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায়চৌধুরী
বিষ্ণুর অবতার

ইন্দ্র হওয়ার সুখ গঙ্গা আনিবার কথা
পর্ব- ২
ক) আবোল তাবোল (নির্বাচিত) : সুকুমার রায় খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন, গন্ধবিচার **খ) পদিপিসির বর্মিবাক্স : লীলা মজুমদার**
পর্ব- ৩
ক) **সত্যজিৎ রায়ের গল্প (নির্বাচিত)** সমাদ্দারের চাবি অম্বর সেন অন্তর্ধান রহস্য অপ্সরা থিয়েটারের মামলা প্রফেশর শঙ্কু ও খোকা **খ) ব্যোমকেশের গল্প (নির্বাচিত): শরদিন্দু বন্দ্যোপাধ্যায়** সত্যান্বেষী রক্তমুখী নীলা ব্যোমকেশ ও বরদা

সহায়ক গ্রন্থ :

১) বাংলা সাহিত্যে সত্যজিৎ রায় - ড. সুখেন বিশ্বাস
২) সত্যজিতের কলমে ফেলুদা এণ্ড কোং – ড. সুখেন বিশ্বাস
৩) সত্যজিতের সাহিত্য - ড. ক্ষেত্র গুপ্ত
৪) সত্যজিতের ভাবনায় প্রফেসর শঙ্কু - ড. সুখেন বিশ্বাস
৫) শতাব্দীর শিশুসাহিত্য - খগেন্দ্রনাথ মিত্র

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SEMESTER -VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-DSE-T-4	**বাংলা ও প্রাদেশিক সাহিত্য**	DSE	6

পর্ব-১ ছোটগল্প
ভেন্ন (হিন্দি গল্প) - মুন্সী প্রেমচন্দ (কথাভারতী : হিন্দী গল্পগুচ্ছ –ড. নামবর সিং (সম্পা) , অনুবা- ইন্দ্রাণী সরকার, এন.বি.টি **পালোয়ানের ঢোলক** - ফণিশ্বরনাথ রেণু (ফনীশ্বরনাথ রেণুর শ্রেষ্ঠ গল্প –ভারত যাযাবর (সম্পা) অনুবাদ-প্রসুন মিত্র, এন.বি.টি. **জঙ্গাল-বুড়ো**– কৃশন চন্দর (কথা ভারতী : উর্দু গল্প সংকলন , প্রথম খন্ড- ড. অরুণকুমার মুখোপাধ্যায় (অনুবাদক) এন.বি.টি. **জয়মালা** - নাগবল্লী আর. এস. কুরুপ (মালয়ালাম গল্পগুচ্ছ- ওমচেরী এন. এন. পিল্লে (সম্পাঃ) অনুবাদ-দিব্যেন্দু পালিত (এন.বি.টি.)

পর্ব-২ উপন্যাস
ময়লা আঁচল - ফুলেশ্বরনাথ রেণু
পর্ব-৩ নাটক
চোপ্ আদালত চলছে (নাটক)-বিজয় তেণ্ডুলকর

সহায়ক গ্রন্থ :

১) আধুনিক হিন্দী সাহিত্য : গতি ও প্রকৃতি – বিপ্লব চক্রবর্তী
২) হিন্দী সাহিত্যের ইতিহাস - রামবহাল তিওয়ারি

প্রশ্ন ও নম্বর বিভাজন

প্রতিটি Core Course (CC), GE এবং DSE- প্রতিটির জন্য বরাদ্দ ৭৫ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ১০ নম্বর আভ্যন্তরীন মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৬০ নম্বরের লিখিত পরীক্ষায় প্রশ্নবিভাজন হবে নিম্নরূপ		
প্রশ্ন নং	প্রশ্নের ধরণ	প্রশ্নের মান
১	২ নম্বরের ১৫টি প্রশ্ন থাকবে যে কোন ১০টির উত্তর করতে হবে	২০
২	৫ নম্বরের ৬ টি প্রশ্ন থাকবে যে কোন ৪ টির উত্তর করতে হবে	২০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোন ২ টির উত্তর করতে হবে	২০

প্রতিটি AECC এবং SECপ্রতিটির জন্য বরাদ্দ ৫০ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ৫ নম্বর আভ্যন্তরীন মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৪০ নম্বরের লিখিত পরীক্ষায় প্রশ্নবিভাজন হবে নিম্নরূপ :		
প্রশ্ন নং	প্রশ্নের ধরণ	প্রশ্নের মান
১	২ নম্বরের ৮টি প্রশ্ন থাকবে যে কোন ৫ টির উত্তর করতে হবে	১০
২	৫ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোন ২ টির উত্তর করতে হবে	১০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোন ২ টির উত্তর করতে হবে	২০

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2018

SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN B.A.

(BENGALI GENERAL)

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UG-CBCS Syllabus -B.A. Bengali (General)

SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN B.A. (BENGALI GENERAL)

SEMESTER-I			
Course Code	Course Title	Course Nature	Credit
		Core (Language 1)	6
BENG-G-CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলংকার ও বৈষ্ণব পদাবলী	Core	6
		Core	6
BENG-G-AECC-T-1	বাংলা	AECC	2
TOTAL	4 COURSES	Total	20
SEMESTER-II			
Course Code	Course Title	Course Nature	Credit
BENG-G-LCC-T-1	শাক্ত পদাবলী, কাব্য ও উপন্যাস	Core (Language 2)	6
BENG-G-CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) : গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	Core	6
		Core	6
BENG-G-AECC-T-1		AECC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-III			
Course Code	Course Title	Course Nature	Credit
		(Language 1)	6
BENG-G-CC-T-3	জীবনী আত্মজীবনী ও ভ্রমণকাহিনী	Core	6
		Core	6
BENG-G- SEC-T-1	সাহিত্য পাঠদান ও প্রয়োগবৈচিত্র্য	SEC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-IV			
Course Code	Course Title	Course Nature	Credit
BENG-G-LCC-T-2	কবিতা, নাটক ও ছোটগল্প	Core (Language 2)	6
BENG-G-CC-T-4	বাংলা উপন্যাস, নাটক ও প্রবন্ধ	Core	6
		Core	6
BENG-G- SEC-T-2	প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি	SEC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G--DSE-T-1	সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা	DSE	6
		DSE	6

BENG-G—GE-T-1	**বাংলা রঙ্গমঞ্চ ও নাটক**	GE	6
BENG-G- SEC-T-3	**লোকগান**	SEC	2
TOTAL	4 COURSES	TOTAL	20
SEMESTER-VI			
Course Code	Course Title	Course Nature	Credit
BENG-G--DSE-T-2	**বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য**	DSE	6
		DSE	6
BENG-G- GE -T-2	**বাংলা নাটক পাঠ**	GE	6
BENG-G- SEC-T-4	**আই.পি.এ., প্রুফ ও প্রবন্ধ রচনা**	SEC	2
TOTAL	4 COURSES	TOTAL	20
TOTAL	24 COURSES	TOTAL	120

বিস্তারিত পাঠক্রম

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

পর্ব-১ সাহিত্যের ইতিহাস:
চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চৈতন্যজীবনী (চৈতন্য ভাগবত, চৈতন্যচরিতামৃত), অনুবাদ সাহিত্য (কৃত্তিবাসী রামায়ণ ও কাশীদাসী মহাভারত), মনসামঙ্গল (বিজয়গুপ্ত ও নারায়ণ দেব), চণ্ডীমঙ্গল (মুকুন্দ চক্রবর্তী), ধর্মমঙ্গল (ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (কবি ভারতচন্দ্র) শাক্ত পদাবলী (রামপ্রসাদ ও কমলাকান্ত)
পর্ব-২ ছন্দ ও অলংকার:
ছন্দ: বাংলা ছন্দের ত্রিধারা (স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত)--- সংজ্ঞা ও উদাহরণ। ছন্দোলিপি প্রণয়ন। **অলংকার:**সংজ্ঞাসহ উদাহরণ—অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।
পর্ব-৩ বৈষ্ণব পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'বৈষ্ণব পদ সংকলন' গ্রন্থের নির্বাচিত পদ (কবিপ্রতিভা, পদ ও পর্যায় বিশ্লেষণ)
নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস আমার শপথি লাগে - বলরাম দাস রাধার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস আজু রজনী হাম ভাগে পোহায়লুঁ - বিদ্যাপতি এ সখি হামারি দুখের নাহি ওর - বিদ্যাপতি মাধব বহত মিনতি করি তোয় - বিদ্যাপতি

সহায়ক গ্রন্থাবলী :

১) বৈষ্ণব পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
১) ছন্দ পরিক্রমা – প্রবোধচন্দ্র সেন
২) ছন্দের মূলসূত্র - অমূল্যধন মুখোপাধ্যায়
৩) অলংকারচন্দ্রিকা - শ্যামাপদ চক্রবর্তী
৪) বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
৫) বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৬) সাহিত্যের রূপরীতি ও অন্যান্য প্রসঙ্গ - কুন্তল চট্টোপাধ্যায়
৭) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৮) বাংলা মঙ্গলকাব্যের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বৈষ্ণব রসপ্রকাশ - ক্ষুদিরাম দাস

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SEMESTER-I			
Course Code	Course Title	Course Nature	Credit
BENG-G-AECC-T-1	**Bengali**	AECC	2

পর্ব- ১
বোধ পরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' থেকে নির্বাচিত ২টি প্রবন্ধ) শিক্ষার হেরফের - রবীন্দ্রনাথ ঠাকুর বাংলা আর ইংরেজী - অন্নদাশঙ্কর রায়
পর্ব- ২
ক) পত্ররচনা (আবেদনপত্র) **খ) প্রতিবেদন** (সংবাদপত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা) **গ) পরিভাষা** (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০টি পরিভাষা সংকলিত আছে। এগুলিই পাঠ্য।)
পর্ব- ৩
ছোটগল্প : (কল্যাণী বিশ্ববিদ্যালয়য় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি গল্প) খোকাবাবুর প্রত্যাবর্তন - রবীন্দ্রনাথ ঠাকুর কালাপাহাড় - তারাশঙ্কর বন্দ্যোপাধ্যায় **কবিতা :** (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ২টি কবিতা) নির্ঝরের স্বপ্নভঙ্গ - রবীন্দ্রনাথ ঠাকুর শিকল পরার গান - কাজী নজরুল ইসলাম

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

পর্ব-১ শাক্ত পদাবলী : কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত 'শাক্ত পদ সংকলন' থেকে নির্বাচিত পদ		
১)	গিরি, এবার আমার উমা এলে	: রামপ্রসাদ সেন
২)	আমি কি হেরিলাম নিশি-স্বপনে	: কমলাকান্ত ভট্টাচার্য
৩)	ওরে নবমী নিশি	: কমলাকান্ত ভট্টাচার্য
৪)	যেয়ো না রজনী, আজি লয়ে তারাদলে	: মাইকেল মধুসূদন দত্ত
৫)	শুকনা তরু মুঞ্জরে না	: কমলাকান্ত ভট্টাচার্য
৬)	মা আমায় ঘুরাবি কত	: রামপ্রসাদ সেন
পর্ব-২ কাব্য		
মেঘনাদবধ কাব্য (প্রথম ও ষষ্ঠ সর্গ)- মধুসুদন দত্ত		
পর্ব-৩ উপন্যাস		
পদ্মানদীর মাঝি -- মানিক বন্দ্যোপাধ্যায়		

সহায়ক গ্রন্থাবলী :

১) শাক্ত পদ সংকলন - কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত
২) ভারতের শক্তি সাধনা ও শাক্ত সাহিত্য - ড. শশিভূষণ দাশগুপ্ত
৩) শাক্ত পদাবলী ও শক্তি সাধনা - জাহ্নবীকুমার চক্রবর্তী
৫) শাক্ত পদাবলী - ত্রিপুরাশঙ্কর সেনশাস্ত্রী
৬) মধুসূদনের কবি আত্মা ও কাব্য শিল্প – ক্ষেত্র গুপ্ত
৭) মধুসূদনের কাব্যবৃত্ত - জীবেন্দ্র সিংহরায়
৮) কবি শ্রীমধুসূদন – মোহিতলাল মজুমদার
৯) আধুনিকতা ও বাংলা উপন্যাস – অশ্রুকুমার শিকদার
১০) বাংলা উপন্যাসের কালান্তর - সরোজ বন্দ্যোপাধ্যায়
১১) বঙ্গসাহিত্যে উপন্যাসের ধারা - শ্রীকুমার বন্দ্যোপাধ্যায়
১২) দুই বিশ্বযুদ্ধের মধ্যকালীন বাংলা কথাসাহিত্য - গোপিকানাথ রায়চৌধুরী

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

পর্ব- ১ গদ্য ও প্রবন্ধও কাব্য-কবিতা:
গদ্য ও প্রবন্ধ : ফোর্ট উইলিয়ম কলেজ, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর,বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মোশার্‌রফ হোসেন, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী।
কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্ত্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, নজরুল ইসলাম ও জীবনানন্দ দাশ।
পর্ব- ২ উপন্যাস-ছোটগল্প, সাময়িক পত্র ও নাটক
উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রবীন্দ্রনাথ ঠাকুর (উপন্যাস ও ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (উপন্যাস) ও মানিক বন্দ্যোপাধ্যায় (উপন্যাস ও ছোটগল্প) ।
সাময়িক পত্র : দিগ্‌দর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন ও সবুজ পত্র।
নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর ও মন্মথ রায়।
পর্ব- ৩ ভাষাতত্ত্ব
ভাষাতত্ত্ব : বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা, সাম্প্রতিক বাংলা), সাধু ও চলিত বাংলা, বাংলা শব্দভাণ্ডার, বাংলা উপভাষা (সংজ্ঞা, প্রকার ও আঞ্চলিক সীমানা), শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগমন, নাসিক্যীভবন, স্বরসঙ্গতি), রূপতত্ত্ব (বচন, পুরুষ ও কারক)

বাংলাসাহিত্যের ইতিহাসের সহায়ক গ্রন্থাবলী :

১. বাঙ্গালা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড) – সুকুমার সেন
২. বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত - অসিতকুমার বন্দ্যোপাধ্যায়
৩. বাঙালী ও বাঙালা সাহিত্য - আহমদ শরীফ
৪. বাংলা সাহিত্যের ইতিকথা (১ম-৪র্থ পর্যায়) - ভূদেব চৌধুরী
৫. বাংলা সাহিত্যের সমগ্র ইতিহাস - ক্ষেত্র গুপ্ত
৬. পুরাতন বাংলা সাহিত্যের তথ্য ও কালক্রম - সুখময় মুখোপাধ্যায়

ভাষাতত্ত্বের সহায়ক গ্রন্থ:

১. ভাষার ইতিবৃত্ত - সুকুমার সেন
২. বাংলা ভাষা পরিক্রমা (১ম ও ২য় খণ্ড) - ড. পরেশচন্দ্র মজুমদার
৩. সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা – ড. রামেশ্বর শ'
৬. প্রসঙ্গ : বাংলা ভাষা (১ম ও ২য় খণ্ড) - ড. সুখেন বিশ্বাস
৭. ভাষাবিজ্ঞান : তাত্ত্বিক প্রসঙ্গ - ড. সুখেন বিশ্বাস
৮. বাংলা ভাষা : রূপে প্রয়োগে - ড. শ্যামশ্রী বিশ্বাস সেনগুপ্ত

SEMESTER-III			
Course Code	Course Title	Course Nature	Credit
BENG-G-CC-T-3	**জীবনী আত্মজীবনী ও ভ্রমণকাহিনী**	Core	6

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

পর্ব-২
জীবনস্মৃতি -- রবীন্দ্রনাথ ঠাকুর
পর্ব-৩
পালামৌ -- সঞ্জীবচন্দ্র চট্টোপাধ্যায়

সহায়ক গ্রন্থ:

রবীন্দ্রজীবনী - প্রভাতকুমার মুখোপাধ্যায়
রবিজীবনী (১ম-৯ম খণ্ড) - প্রশান্তকুমার পাল
গুরুদেব ও শান্তিনিকেতন - সৈয়দ মুজ্তবা আলি

SEMESTER-III			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-1	**সাহিত্য পাঠদান ও প্রয়োগবৈচিত্র্য**	SEC	2

পর্ব-১
শ্রেণীকক্ষে সাহিত্য পাঠদানের পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র
পর্ব-২
গল্প, উপন্যাস ও কবিতার নাট্যরূপদান
পর্ব-৩
গ্রন্থ পর্যালোচনা , প্রবন্ধ-নিবন্ধের সংক্ষিপ্তসার ও পূর্ণাঙ্গ রূপ নির্মাণের পদ্ধতি

বি. দ্র. এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত হিসেবে নির্দিষ্ট কলেজে এসে পরীক্ষা নেবেন।

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

পর্ব-১ কবিতা ও নাটক
ক) কবিতা:
জন্মভূমির প্রতি - মাইকেল মধুসূদন দত্ত

সোনার তরী	- রবীন্দ্রনাথ ঠাকুর
বনলতা সেন	- জীবনানন্দ দাশ
পর্ব-২নাটক	
মুক্তধারা	- রবীন্দ্রনাথ ঠাকুর
পর্ব-৩ ছোটগল্প	
শাস্তি	- রবীন্দ্রনাথ ঠাকুর
অতিথি	- সত্যজিৎ রায়
খগেনবাবু	- শীর্ষেন্দু মুখোপাধ্যায়

সহায়ক গ্রন্থ

১) রবীন্দ্রনাট্যে রূপান্তর ও ঐক্য - ড. অশ্রুকুমার শিকদার
২) রবীন্দ্র নাট্যপ্রবাহ - প্রমথনাথ বিশী
৩) রবীন্দ্র কাব্যপ্রবাহ - প্রমথনাথ বিশী
৪) রবীন্দ্র নাট্য পরিক্রমা - উপেন্দ্রনাথ ভট্টাচার্য
৫) আধুনিক কবিতার দিগ্‌বলয় - অশ্রুকুমার শিকদার
৬) আধুনিক বাংলা কাব্য পরিচয় - দীপ্তি ত্রিপাঠী
৭) রবীন্দ্রানুসারী কবিসমাজ - অরুণকুমার মুখোপাধ্যায়

SEMESTER-IV			
Course Code	Course Title	Course Nature	Credit
BENG-G-CC-T-4	**বাংলা উপন্যাস, নাটক ও প্রবন্ধ**	Core	6
পর্ব-১ উপন্যাস			
কৃষ্ণকান্তের উইল	- বঙ্কিমচন্দ্র চট্টোপাধ্যায়		
পর্ব-২ উপন্যাস			
ডাকঘর	- রবীন্দ্রনাথ ঠাকুর		
পর্ব-৩			
প্রবন্ধ (নির্বাচিত) : বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় কর্তৃক প্রকাশিত)			
বিবেচনা ও অবিবেচনা	- রবীন্দ্রনাথ ঠাকুর		
পটুয়া শিল্প	- যামিনী রায়		
বাংলা সাহিত্যের প্রগতি	- বিষ্ণু দে		

সহায়ক গ্রন্থ :

১) বঙ্গসাহিত্যে উপন্যাসের ধারা - ড.শ্রীকুমার বন্দ্যোপাধ্যায়
২) বাংলা উপন্যাসের কালান্তর - ড. সরোজ বন্ধোপাধ্যায়
৩) উপন্যাসে সমাজরীতি : বঙ্কিমচন্দ্র ও রবীন্দ্রনাথ - জয়ন্ত বন্দ্যোপাধ্যায়
৪) আধুনিকতা ও বাংলা উপন্যাস - ড. অশ্রুকুমার শিকদার
৫) কালের প্রতিমা - অরুণকুমার মুখোপাধ্যায়
৬) উপন্যাসে সময় - ড. তপোধীর ভট্টাচার্য
৮) বাংলা উপন্যাস ও তার আধুনিকতা - ড. সত্যেন্দ্রনাথ রায়
৯) মধ্যাহ্ন থেকে সায়াহ্ন : বিশ শতকের বাংলা উপন্যাস - ড. অরুণকুমার মুখোপাধ্যায়
১০)রবীন্দ্রনাট্যে রূপান্তর ও ঐক্য - ড. অশ্রুকুমার শিকদার
১১) রবীন্দ্রনাট্যপ্রবাহ - প্রমথনাথ বিশী
১২) বঙ্কিম সরণী - প্রমথনাথ বিশী
১৩) বঙ্কিম উপন্যাস : শিল্পরীতি - ক্ষেত্র গুপ্ত

SEMESTER-IV			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-2	**প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি**	SEC	2

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

সহায়ক গ্রন্থ :

১) গবেষণাপত্র : অনুসন্ধান ও রচনা -- জগমোহন মুখোপাধ্যায়
২) গণজ্ঞাপন : তত্ত্ব ও প্রয়োগে -- পার্থ চট্টোপাধ্যায়

SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G--DSE-T-1	**সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা**	DSE	6

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

সহায়ক গ্রন্থ :

১) কাব্য বিচার - সুরেন্দ্রনাথ দাশগুপ্ত
২) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার
৩) সাহিত্য বিবেক - বিমলকুমার মুখোপাধ্যায়
৮) নন্দনতত্ত্বে প্রাচ্য - সুখেন বিশ্বাস
৫) নন্দনতত্ত্ব প্রতীচ্য - সুখেন বিশ্বাস
৬) ধ্রুপদী নন্দনতত্ত্ব : প্লেটো অ্যারিস্টটল - সুখেন বিশ্বাস

UG-CBCS Syllabus -B.A. Bengali (General)

SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G—GE-T-1	**বাংলা রঙ্গমঞ্চ ও নাটক**	GE	6

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

সহায়ক গ্রন্থ :

১) বঙ্গীয় নাট্যশালার ইতিহাস - ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায়
২) বঙ্গ রঙ্গমঞ্চ ও বাংলা নাটক - পুলিন দাস
৩) বাংলা থিয়েটারের ইতিহাস - দর্শন চৌধুরী
৫) Persecution of Drama and Stage - P. Das
৬) রবীন্দ্রনাট্য প্রবাহ - প্রমথনাথ বিশী
৭) রবীন্দ্রনাট্য পরিক্রমা - উপেন্দ্রনাথ ভট্টাচার্য্
৮) বাংলা নাটকের ইতিহাস - ড. আশুতোষ ভট্টাচার্য
৯) বাংলা নাটকের ইতিহাস - ড. অজিতকুমার ঘোষ
১১) বাংলা একাঙ্ক নাটক : রূপ ও রূপকার - ড. সনাতন গোস্বামী
১২) সাহিত্য ও সমালোচনার রূপ-রীতি - উজ্জ্বলকুমার মজুমদার

SEMESTER-V			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-3	**লোকগান**	SEC	2

পর্ব-১ বিয়ের গান :
ক) ভূমিকা ও লোকগান প্রসঙ্গে সাধারণ আলোচনা
খ) বিয়ের গান :
বরযাত্রী আসছে মাগো খাবো খাবো করে - বিয়ের গান
মেহেদির পাতা চিরল গোচারল - মুসলিম বিবাহের গান
পর্ব-২ তত্ত্বমূলক গান :
ক) তত্ত্বমূলক গান প্রসঙ্গে প্রাথমিক আলোচনা
খ) তত্ত্বমূলক গান :
সব লোকে কয় লালন কি জাত সংসারে - লালন সাঁই
এই ধর্মের বিচার করো রে ভাই - কুবীর গোঁসাই।
পর্ব-৩ ভাওয়াইয়া , ভাটিয়ালি ও আলকাপের গান
ক) ভাওয়াইয়া , ভাটিয়ালি ও আলকাপের গানের বৈশিষ্ট্য ও প্রাথমিক আলোচনা
খ) ভাওয়াইয়া , ভাটিয়ালি ও আলকাপের গান--
ও বন্ধু কাজল ভোমরা রে
ও ভাটিয়াল গাঙ্গের নাইয়া
বড় দুঃখ পাইয়া বাংলার শিল্পী মরত্যাছে

সহায়ক গ্রন্থ :

১) আলকাপ - শক্তিনাথ ঝা
২) মুসলমান সমাজের বিয়ের গীত ও গোপ বিয়ের গান - শক্তিনাথ ঝা
৩) আলকাপ - মহঃ নুরুল ইসলাম
৪) বাংলার পল্লীগীতি - চিত্তরঞ্জন দেব
৫. সীমান্ত বাংলার লোকগান - সুধীরকুমার করণ
৬. প্রান্ত উত্তরবঙ্গের লোকসংগীত - নির্মলেন্দু ভৌমিক

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SEMESTER -VI			
Course Code	Course Title	Course Nature	Credit
BENG-H-DSE-T-4	**বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য**	DSE	6

পর্ব- ১

ক) ঠাকুরমার ঝুলি (নির্বাচিত) : দক্ষিণারঞ্জন মিত্র মজুমদার

সাতভাই চম্পা

নীলকমল আর লালকমল

শিয়াল পণ্ডিত

খ) পৌরাণিক গল্প (নির্বাচিত) : উপেন্দ্রকিশোর রায়চৌধুরী

বিষ্ণুর অবতার

ইন্দ্র হওয়ার সুখ

গঙ্গা আনিবার কথা

পর্ব- ২

ক) আবোল তাবোল (নির্বাচিত) : সুকুমার রায়

খিচুড়ি, খুড়োর কল, হাতুড়ে, একুশে আইন, গন্ধবিচার

খ) পদিপিসির বর্মিবাক্স : লীলা মজুমদার

পর্ব- ৩

ক) **সত্যজিৎ রায়ের গল্প (নির্বাচিত)**

সমাদ্দারের চাবি

অম্বর সেন অন্তর্ধান রহস্য

প্রোফেসর শঙ্কু ও খোকা

খ) ব্যোমকেশের গল্প (নির্বাচিত) : শরদিন্দু বন্দ্যোপাধ্যায়

সত্যান্বেষী

রক্তমুখী নীলা

ব্যোমকেশ ও বরদা

সহায়ক গ্রন্থ :

১) বাংলা সাহিত্যে সত্যজিৎ রায় - ড. সুখেন বিশ্বাস

২) সত্যজিতের কলমে ফেলুদা এণ্ড কোং – ড. সুখেন বিশ্বাস

৩) সত্যজিতের সাহিত্য - ড. ক্ষেত্র গুপ্ত

৪) সত্যজিতের ভাবনায় প্রফেসর শঙ্কু - ড. সুখেন বিশ্বাস

UG-CBCS Syllabus -B.A. Bengali (General)

SEMESTER-VI			
Course Code	Course Title	Course Nature	Credit
BENG-G- GE -T-2	**বাংলা নাটক পাঠ**	GE	6

পর্ব-১
কারাগার-মন্মথ রায়
পর্ব-২
পাগলা ঘোড়া- বাদল সরকার
পর্ব-৩
চাঁদ বণিকের পালা -শম্ভু মিত্র

সহায়ক গ্রন্থ :

১) বাংলা নাটকের ইতিহাস - ড. আশুতোষ ভট্টাচার্য

২) বাংলা নাটকের ইতিহাস - ড. অজিতকুমার ঘোষ

৩) বাংলা একাঙ্ক নাটক : রূপ ও রূপকার -ড. সনাতন গোস্বামী

৪) The Theatre of the Absurd - Martin Esslin

UG-CBCS Syllabus -B.A. Bengali (General)

SEMESTER-VI			
Course Code	Course Title	Course Nature	Credit
BENG-G- SEC-T-4	**আই.পি.এ., প্রুফ ও প্রবন্ধ রচনা**	SEC	2

পর্ব-১
আই. পি. এ. (আন্তর্জাতিক ধ্বনিমূলক লিপিমালা)—সাধারণ জ্ঞান ও প্রয়োগ
পর্ব- ২

প্রুফ সংশোধন (নিয়ম ও চর্চা)
পর্ব-৩
প্রবন্ধ রচনা (ভাষা, সাহিত্য ও সমাজ বিষয়ক)

প্রশ্ন ও নম্বর বিভাজন

প্রতিটি Core Course (CC), GE এবং DSE- প্রতিটির জন্য বরাদ্দ ৭৫ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ১০ নম্বর অভ্যন্তরীন মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৬০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :		
প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ১৫ টি প্রশ্ন থাকবে যে কোনও ১০ টির উত্তর করতে হবে	২০
২	৫ নম্বরের ৬ টি প্রশ্ন থাকবে যে কোনও ৪ টির উত্তর করতে হবে	২০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোনও ২ টির উত্তর করতে হবে	২০

প্রতিটি AECC এবং SEC প্রতিটির জন্য বরাদ্দ ৫০ নম্বরের মধ্যে ৫ নম্বর ক্লাসে উপস্থিতি ও ৫ নম্বর অভ্যন্তরীন মূল্যায়নের জন্য বরাদ্দ। অবশিষ্ট ৪০ নম্বরের লিখিত পরীক্ষায় প্রশ্ন বিভাজন হবে নিম্নরূপ :		
প্রশ্ন নং	প্রশ্নের ধরন	প্রশ্নের মান
১	২ নম্বরের ৮ টি প্রশ্ন থাকবে যে কোনও ৫ টির উত্তর করতে হবে	১০
২	৫ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোনও ২ টির উত্তর করতে হবে	১০
৩	১০ নম্বরের ৪ টি প্রশ্ন থাকবে যে কোনও ২ টির উত্তর করতে হবে	২০

UNIVERSITY OF KALYANI

CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE

IN

EDUCATION (GENERAL)

WITH EFFECT FROM THE ACADEMIC SESSION

2018-19

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

A. TOTAL Number of courses in UG-CBCS (B.A.GENERAL):

Types of course	Core course (CC)	Elective course		Ability Enhncemnt Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancmnt compulsory course(AECC)	Skill Enhancmnt course (SEC)	
No. of course	12	6(BSc)/4(BA/B.Com)	2((BA/B.Com)	2	2	24
Credit/course	6	6	6	2	2	120

TABLE-1: DETAILS OF COURSES OF B.A.(GENERAL) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practicl**	**Theory + Tutoril**
1.A.	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
1.B.	Core Course (Practical/Tutorial)*(12 papers)	12x2 = 24	12x1 = 12
2.	**Elective Courses: (6 papers)**		
A.	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
B.	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
C.	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
D.	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	--	2x1 = 2
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (4 papers of 2 credits each)----------	4x2 = 8	4x2 = 8
	Total Credit:	**120**	**120**

TABLE-2:SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A. GENERAL

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC-1,2 6)	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	1 (L_1-1)	1 (L_2-1)	1 (L_1-2)	1 (L_2-2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Courses/ Sem.	4	4	4	4	4	4	24	--
Total Credit /Semester	**20**	**20**	**20**	**20**	**20**	**20**	--	**120**

- **COURSE CODE & COURSE TITLE:**

A. Core courses (CC)

1. EDU-G-CC-T-1: Educational Philosophy
2. EDU-G-CC-T-2: Educational Psychology
3. EDU-G-CC-T-3: Educational Sociology
4. EDU-G-CC-T-4: History of Education

B. Generic elective courses (GE):

1. EDU-G-GE-T-1: Educational Evaluation & Statistics
2. EDU-G-GE-T-2: Educational Technology

C. Discipline specific elective courses (DSE)

1. EDU-G-DSE-T-1/2(A): Value Education
2. EDU-G-DSE-T-1/2(B): Population Education
3. EDU-G-DSE-T-1/2(C): Peace Education
4. EDU-G-DSE-T-1/2(D): Distance Education
5. EDU-G-DSE-T-3/4(A): Mental Hygiene
6. EDU-G-DSE-T-3/4(B): Comparative Education
7. EDU-G-DSE-T-3/4(C): Guidance & Counselling
8. EDU-G-DSE-T-3/4(D): Great Educators

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Environmental Education
2. AECC-2: English Communication

E. Skill enhancement courses (SEC)

1. EDU-G-SEC-T-1(A): Statistical Analysis
2. EDU-G-SEC-T-1(B): Achievement Test
3. EDU-G-SEC-T-2(A): Lesson planning
4. EDU-G-SEC-T-2(B): Use of Teaching aids
5. EDU-G-SEC-T-3(A): Guidance services
6. EDU-G-SEC-T-3(B): Life skill Education
7. EDU-G-SEC-T-4(A): Pedagogical knowledge
8. EDU-G-SEC-T-4(B): Yoga Education

Table-3: Semester & Course wise credit distribution in B.A. (General): (6 Credit: 75 Marks, 2 Credit:50 Marks)

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-G-CC-T-1	Educational Philosophy	Core (75L+15T)	6(5L+1T)
		Core	6
	L1-1	Core	6
AECC-1	Environmental Education	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-II			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-G-CC-T-2	Educational Psychology	Core (75L+15T)	6(5L+1T)
		Core	6
	L2-1	Core	6
AECC-2	English communication	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-III			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-G-CC-T-3	Educational Sociology	Core (75L+15T)	6(5L+1T)
		Core	6
	L1-2	Core	6
EDU-G-SEC-T-1	A. Statistical Analysis B. Achievement Test	Skill enhancement (30L)	2 (2L)
Total	4 courses	Total	26
SEMESTER-IV			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-G-CC-T-4	History of Education	Core (75L+15T)	6(5L+1T)
		Core	6
	L2-2	Core	6
EDU-G-SEC-T-2 (any one)	A. Lesson Planning B. Use of Teaching aids	Skill enhancement (30L)	2 (2L)
Total	4 courses	Total	26
SEMESTER-V			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-G-GE-T-1	Educational Evaluation & Statistics	Generic Elective (75L+15T)	6(5L+1T)
EDU-G-DSE-T-1 EDU-G-DSE-T-2 (any two)	A: Value Education B: Population Education C: Peace Education D: Distance Education	Discipline specific Elective (75L+15L)	2x6 (2x5L+2x1L)
EDU-G-SEC-T-3 (any one)	A. Guidance services B. Life skill Education	Skill enhancement (30L)	2 (2L)
Total	4 courses	Total	24
SEMESTER-VI			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-G-GE-T-2	Educational Technology	Generic Elective (75L+15T)	6(5L+1T)
EDU-G-DSE-T-3 EDU-G-DSE-T-4 (any two)	A: Mental hygiene B: Comparative Education C: Guidance and Counselling D: Great educators	Discipline specific Elective	6x2=12
EDU-G-SEC-T-4 (any one)	A. Pedagogical knowledge B. Yoga Education	Skill enhancement (30L)	2 (2L)
Total	4 courses	Total	24
Total (All Semesters)	*26 courses*	*Total*	*120*

CBCS CURRICULUM OF B.A. IN EDUCATION (GENERAL)

B.A. Education (General)
SEMESTER-I
EDU-G-CC-T-1: Educational Philosophy
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi
- Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, Froebel.

Unit-I: Concept, Scope and Aim of Education

a) Meaning, Nature and Scope of Education.
b) Individualistic and socialistic aim.
c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

a) Child: Meaning and characteristics of child centric education system.
b) Teacher: Qualities and duties of a good teacher.
c) Curriculum: Meaning and Types. Co-curricular activities.

Unit-III: Schools of Philosophy and National Values

a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.
b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

Unit-IV: Great Educators and their educational philosophy

a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education

8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
৯. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
১০. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
১১. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
১২. বিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
১৩. অরুন -ঘাষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
১৪. -গীরদাস হালদার ও প্রশান্ত র্শমা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
১৫. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
১৬. বিভুরঞ্জন গুহ- শিক্ষায় পথিকৃৎ
১৭. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দর অবদান

B.A. Education (General)
SEMESTER-I
: Language1-1
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-I
AECC-1: Environmental Education
Ability enhancement compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-II
EDU-G-CC-T-2: Educational Psychology
Core Course; Credit-6. Full Marks-75

Course Objectives:

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.

Unit-I: Educational Psychology and Development

a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

a) Definition and characteristics of Learning; Factors influencing learning
b) Theories of learning and their implications: Classical and Operant conditioning, Insightful Learning
c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)
d) Motivation: Types, factors and Role of Motivation in learning
e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurston.
b) Creativity: meaning, factors, and nurturing.

Unit-IV: Personality

a) Definition; Heredity & Environment as determinants of Personality.
b) Type and Trait theory, Psychoanalytical theory
c) Individual differences –meaning and implications.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology

3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
11. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
12. প্রমোদবন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
13. বিজন সরকার - শিখন ও শিক্ষন
14. কল্পনা -সন বরাট এবং কনিকা -চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
15. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপ-রখা
16. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজলক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত
17. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব
18. বিজন সরকার - শিশু ও বিকাশ

B.A. Education (General)
SEMESTER-II
: Language2-1
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-II
AECC-2: English Communication
Ability enhancement compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-III
EDU-G-CC-T-3: Educational Sociology
Core Course; Credit-6. Full Marks-75

Course Objectives:

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 factor 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.

Unit-I: Educational Sociology

a) Meaning, nature and scope of Educational sociology.
b) Relation between education and sociology.
c) Concept of Educational sociology and sociology of education.

Unit-II: Social factors, issues and Education

a) Culture: Concept, role of education in culture, cultural lag.
b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).

Unit-III: Social groups and Education

a) Social groups- meaning and types (Primary, Secondary and Tertiary)
b) Socialization: Meaning, process and factors of socialization, role of the family and school.
c) Social Institutions and Agencies of Education: (i) Family, (ii) School.

Unit-IV: Social change and Education

1. Social change: definition, characteristics, factors, constraints
2. Education and social stratification: Definition and characteristics
3. Education and Social Mobility

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education
4. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
5. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
6. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
7. সোনালী চক্রবর্তী-শিক্ষারসমাজ বৈজ্ঞানিক ভিত্তি
8. বিষুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
9. অনাদি কুমারমহাপাত্র - বিষয়সমাজতত্ত্ব
10. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
11. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান

12. পরিমলভূষন - সমাজতত্ত্ব

B.A. Education (General)
SEMESTER-III
: Language1-2
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-III
EDU-G-SEC-T-1(A): Statistical Analysis
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

After completion 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

Unit-I: Descriptive Statistics

a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
b) Measure of Variability- Range, SD and - their Properties, Calculation and Application

Unit-II: Coefficient of correlation

Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,

Practical:

Calculate - Mean, Median and Mode; Range, SD ; Co-relation from different frequency distribution.

Suggested Books:

1) S. K. Mangal- Statistics in Education and Psychology
2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3) H.E. Garret- Statistics in Education and Psychology
4) R. A. Sharma- Mental Measurement and Evaluation
5) Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
৬) সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
৭) -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
৮) পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
৯) নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

B.A. Education (General)
SEMESTER-III
EDU-G-SEC-T-1(B): Achievement Test
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

Unit-I: Concept of Achievement test

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

Unit-II: Different aspects of Achievement Test

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

Practical:

Construct of an Achievement Test

Suggested Books:

- Purnendu Acharjee- Shiksha r khetre mullayan o nirdesana.
- R. A. Sharma- Mental Measurement and Evaluation
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
- -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- পূ-র্নন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
- নূরুল ইসলাম- শিক্ষায় মূল্যায়ন ও পরিমাপ

B.A. Education (General)
SEMESTER-IV
EDU-G-CC-T-4: History of Education
Core Course; Credit-6. Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

- Understand the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Understand the National Policy on Education and National Education System.

Unit-I: Education in 19th Century in India

a) Charter Act of 1813 and its educational significance
b) Macaulay Minuets- (1835)- its educational significance
c) Bengal Renaissance- Contribution of Raja Ram Mohan Roy & Derozio.
d) Wood's Despatch (1854) and its impact on education.
e) Indian Education Commission (1882-83) and its impact of education.

Unit-II: Education in 20th Century in India (1901-1944)

a) Educational reformer Lord Curzon
b) National education movement- Causes, Phases and Importance in Education.
c) Basic Education- Concept, characteristics, merits and demerits.
d) Sargent Plan Report (1944)-
Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

Unit-III: Education in Post-Independence India

a) University Education Commission (1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
b) Secondary Education Commission (1952-53)
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
c) Indian Education Commission (1964-66)
- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.

Unit-IV: National Policy on Education

a) National Policy on Education (1986)
-National System of Education, Equality in Education, ECCE, Operation Black Board, NavadayVidyalaya.
b) Revised National Policy on Education-1992.

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education

2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
9. অরুন -ঘাষ - আধুনিক ভারতীয় শিক্ষার ইতিহাস
10. রণজিৎ -ঘাষ- যু-গ যু-গ ভার-তর শিক্ষা
11. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
12. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
13. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষার রূপ-রখা
14. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

B.A. Education (General)
SEMESTER-IV
: Language2-2
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)

SEMESTER-IV

EDU-G-SEC-T-2(A): Lesson Planning

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

Course Objectives:

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

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

Unit-I: Concept of Lesson Planning

a) Definition & Meaning of Lesson Plan
b) Characteristics of Lesson Plan
c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan

a) Types of Lesson Plan
b) Steps involved in Lesson Planning
c) Principles of development of Lesson Plan

Practical:

Development of Lesson Plan (At least 20).

Suggested Books:

১. ড. দুলাল মু-খাপাধ্যায় এবং ড. উদয়শঙ্কর কবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্য মন্ডল - শিক্ষাবিজ্ঞান শিক্ষন পদ্ধতি
৩. ড. চৈতন্য মন্ডল - সমাজ পাঠ শিক্ষন পদ্ধতি

B.A. Education (General)
SEMESTER-IV
EDU-G-SEC-T-2(B): Use of Teaching aids
Skill Enhancement Course: Credit-2. Full Marks-50

Course Objectives:

After completion the course the learners will be able to:

- Discuss the meaning and characteristics of Teaching Aids
- Explain the usability of Teaching Aids
- Express the quality and limitation of Teaching Aids
- Discuss the classification of Teaching Aids
- Develop different Teaching Aids

Unit-I: Concept of Teaching Aids

a) Definition & Meaning of Teaching Aids
b) Characteristics of Teaching Aids
c) Utility of Teaching Aids
d) Limitations of Teaching Aids

Unit-II: Different Types of Teaching Aids

a) Classification of Teaching Aids (Concept only)
b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses)
c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses)

Practical:

Development of Teaching Aids

Suggested Books:

১. ড. দুলাল মু-খাপাধ্যায় এবং ড. উদয়শঙ্কর কবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্য মন্ডল - শিক্ষাবিজ্ঞান শিক্ষন পদ্ধতি
৩. ড. চৈতন্য মন্ডল - সমাজপাঠ শিক্ষন পদ্ধতি

B.A. Education (General)
SEMESTER-V
EDU-G-GE-T-1: Educational Evaluation & Statistics
Generic Elective Course: Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concepts, scope and need of measurement and evaluation
- Explain the relation between Evaluation & Measurement and scale of Measurement
- Describe basic concept of Statistics
- Organize and tabulate data
- Explain different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Explain different type of Evaluation process

Unit-I: Measurement and Evaluation in Education

a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Educational Statistics

a) Concept, Scope and Need of Educational Statistics
b) Concept of raw data, score, frequency distribution, range, variable.
c) Organization and Tabulation of Data- Frequency distribution table

Unit-III: Tools and Techniques of Evaluation

a) Tools:
   - Tests- Essay type and Objective type; Short answer type and Oral type.
   - Personality Test- Rorschach Ink Blot Test
   - Interest Test- Kuder Richardson Test

b) Techniques:
   Observation, CRC, Interview, Questionnaire and Inquiry.

c) Characteristics of a good test:

   - Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
   - Validity- Concept Causes of low Validity, Types, Determination.
   - Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
   - Norms- Concept, Types and their uses.

Unit-IV: Evaluation Process

a) Evaluation Process: Concept, Types (Formative and Summative)
b) Concept of Norm-Referenced Test and Criterion Referenced Test.

c) Concept of Gradation and Credit system.

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
7. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
8. পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
9. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ
10. অরুন -ঘাষ- মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান

B.A. Education (General)
SEMESTER-V
EDU-G-DSE-T-1/2(A): Value Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course objectives:

After end of this course learner will able to-

- Explain the meaning, nature, classify value and its reflection in Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

UNIT-I: Meaning and nature of Value

a) Value: Meaning and Nature
b) Values enshrined in Indian constitution.
c) Classification of values proposed by NCERT

UNIT-II: Value Education

a) Value Education: concept and objective.
b) Need for value education in India

UNIT-III: Value Education in School

a) Value Education through Curriculum.
b) Value Education through Co-Curricular Activities.
c) Role of teachers to facilitate development of values among the learners.

UNIT-IV: Strategies of value education

a) Storytelling.
b) Play-way Method.
c) Role plays.

Suggested Books:

1) Diwahar, R. R., &Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.* New Delhi: Shipra Publications
4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
6) Mahakud, L. &Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
9) Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

B.A. Education (General)
SEMESTER-V
EDU-G-DSE-T-1/2(B): Population Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Explain the meaning, concept, scope & objectives of Population Education.
- Discuss the historical development of Population Education.
- Describe the definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies**.**

Unit-1: Meaning and Concept of Population Education

a) Meaning & Concept of Population Education
b) Scope & objectives of Population Education.

Unit-II: Historical Development of Population Education

a) Historical development of Population Education and education programme in India.
b) Some major thrust areas of population education-
    - Family planning
    - Adolescent education.

Unit-III: Population Growth and Problems in India

a) Definition of population growth.
b) Factors influencing population growth- fertility, mortality, and migration.
c) Causes of rapid population growth
d) Preventive measures for rapid population growth.

Unit-IV: Population Education Curriculum and Policy

a) Curriculum of Population education at different stages.
b) Role of population policy in India.
c) Role of Teacher in making awareness of population explosion.
d) Community sensitisation programme of early marriage and child labour etc.

Suggested Books:

1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.
2) Bhardwaj, Ramesh Kumar(2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.
5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
6) Sinha, P. N (2000).Population Education and Family Planning. Authors Press, E/35/103, Jawarharpark, Laxmi Nagar, Delhi-110092.

B.A. Education (General)
SEMESTER-V
EDU-G-DSE-T-1/2(C): Peace Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:
After end of this course learner will able to:

- Explain the concept, aims, objectives, scope, need and factors of Peace Education.
- Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and JidduKrishnamurti regarding Peace Education
- Explain the principles and curriculum of Peace Education
- Discuss the role of education in Peace Education.
- Understand the approaches of Peace Education

UNIT-I: Concept of Peace Education

- Peace Education: Meaning, nature, aims, objectives & scope
- Need of Peace Education.
- Factors of peace education: unemployment, terrorism, religion.

UNIT-II: Key Thinkers of Peace Education

Indian Context:

- Rabindranath Tagore,
- Sri Aurobinda

Global context:

- Montessori
- John Dewey

UNIT-III: Peace Education Programme in School

- Principles of peace education
- Curriculum and Peace Education.
- Quality of a teacher as a peace educator

UNIT-IV: Approaches of Peace Education

- Participatory Education
- Co-operative Learning

Reading List

1. Krishnamurti, J. Education and the Significance of Life
2. Kumar, K. Learning from Conflict.
3. Kumar, K. Battle for Peace.
4. NCERT. Ways to Peace
5. UNESCO. Learning the Way of Peace: Teacher's Guide.
6. Diwahar, R. R., &Agarwal, M. (Ed).(1984). Peace education. New Delhi: Gandhi Marg.
7. Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New

8. Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.*New Delhi: Shipra Publications
9. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
10. Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
11. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
12. Mahakud, L. &Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
13. Passi, B. K., & Singh, P. (1999).Value education. Agra: Agra Psychological corporation.
14. Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
15. Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
16. Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
17. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
18. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
19. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
20. Venkataiah, (2009).Value education. New Delhi: APH Publishing Corporation

B.A. Education (General)
SEMESTER-V
EDU-G-DSE-T-1/2(D): Distance Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completing of the course the students will be able to-

- Explain the meaning, characteristics, objectives, merits &demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.
- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

Unit I: Concept of Distance & Open Education

a) Meaning and definition of Distance Education.
b) Characteristics and objectives of Distance Education.
c) Merits and limitations of Distance Education.

Unit II: Strategies of distance education

a) Mode and strategies of Distance Education.
b) Relationship among Non-formal, Correspondence, Distance and Open Education.

Unit III: Status of open and distance education in India

a) Present state of Distance and Open Education in India.
b) Role of multi-media in Distance and Open Education.

Unit IV: Problems and remedies of distance and open education in India

a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
b) Problems of Distance and Open Education in India.
c) Measures for strengthening Distance and Open Education in India.

Suggested Books:

1) S.S. Ravi – A Comprehensive Study of Education
2) R.P. Pathak – Development and Problems of Indian Education
3) B.K. Nayak – Modern Trends and Issues in Education of India
4) দুলাল মু-খাপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভার-তর শিক্ষার চলমান ঘটনাবলী
৫) তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন - শিক্ষা ও উন্নয়ন
৬) তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (General)
SEMESTER-V
EDU-G-SEC-T-3(A): Guidance services
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Identify different guidance services
- Discuss the meaning and importance of guidance services
- Organize guidance services in school level

Unit-I: Guidance services:

Meaning, nature, and importance of the following guidance services:

Individual Inventory Services, Testing services, Counselling services, Information service, Placement service, Follow up service

Unit-II: Organizing guidance services at educational institution:

a) Pre-requisites for organizing guidance services
b) Organizing guidance services at school and college level
c) Role of teachers in organizing guidance services.

Suggested Books:

- Anne Anastasi& Susana Urbina – Psychological Testing
- J. C. Aggarwal- Essentials of Educational Psychology
- S. K. Mangal - Advanced Educational Psychology
- S.S. Chauhan- Advanced Educational Psychology
- A. Woolfolk -Educational Psychology
- J. W. Santrock -Educational Psychology

B.A. Education (General)
SEMESTER-V
EDU-G-SEC-T-3(B): Life skill Education
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Describe the meaning of life skill education, its nature and scope.
- Describe effective communication, its functions, model and barriers.
- Explain interpersonal relationship, its definition and factors affecting relationships.
- Explain meaning, nature, stages of creative and critical thinking.
- Describe the concept of problem solving, its steps and factors influencing problem solving.
- Discuss the concept of coping with emotions its characteristics, types and coping strategies.
- Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.

Unit I: Introduction to life skill education

a) Life Skills: Concept, core life skills and their applications.
b) Life Skill education: concept, nature and scope, Distinction between life skill education and sex education.
c) Social skill, Negotiation skill, Thinking skill and Problem solving skill

Unit II: Strategies for life skill Education

a) Coping with Emotions: Definition, Characteristics, Types, Coping Strategies
b) Coping with Stress: Definition, Stressors, Sources of Stress, Coping Strategies

Suggested reading:

1. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*,(2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.

2. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA

3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.

4. Mangal S.K., (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.

5. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

6. Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

7. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York.

B.A. Education (General)
SEMESTER-VI
EDU-G-GE-T-2 : Educational Technology
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concept, nature and scope of educational technology.
- Explain the role of communication & multimedia approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Unit-I: Educational Technology

a) Meaning, Nature, Need and Scope of Educational Technology
b) Technology in Education and Technology of Education
c) Approaches of ET: Hardware, Software, and System

Unit-II: Classroom Communication and Media used

a) Meaning, Nature, Types, and Components of Communication
b) Barriers of classroom communication and strategies of overcoming barriers in communication
c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

Unit-III: Instructional Technology

a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
c) Computers and its role in educational instruction

Unit-IV: Phases, Levels, and Models of Teaching

a) Phases of Teaching: Pre-active, Inter-active & Post-active.
b) Levels of Teaching: Memory, Understanding, Reflective.
c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.

Suggested Books:

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. J.C.Aggarwal - Educational Technology
7. S.S.Dahiya - Educational Technology

৮. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
৯. -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১০. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4(A): Mental Hygiene
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concept, nature, aims and scope of Mental Hygiene
- Discuss the concept, nature, symptoms and causes of mental illness
- Explain the different characteristics of mental disorder
- Discuss the role of parents for preventing Mental health
- Discuss the role of teachers for preventing Mental health

Unit- I: Concept of Mental Hygiene

a) Definition of Mental Hygiene
b) Aims of Mental Hygiene
c) Scope of Mental Hygiene

Unit-II: Concept of Mental Health

a) Definition of mental health
b) Symptoms of good mental health
c) Causes of ill mental health

Unit-III: Classification of Mental disorder (Identification Characteristics, causes and treatment only)

a) DSM-IV:
    - Axis- I: Depression
    - Axis- II: Obsessive compulsive disorder (OCD)
    - Axis- III: Bipolar mood disorder
    - Axis- IV: Occupational disorder
    - Axis- VI: Truancy
b) Common Axis:
    - Common Axis-I: Anxiety
    - Common Axis-II: Personality disorder
    - Common Axis-III: Conflict

Unit-IV: Prevention of Mental Hygiene

a) Role of parents in preserving mental illness of children
b) Role of Teachers in preserving mental illness of children in the Educational Institution
c) Relation between Mental Hygiene and Adjustment

Suggested Books:

1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
2. Mohanty, J. – Abnormal Psychology.
3. Sarason & Sarason – The problem of Maladaptive Behaviour
4. Sengupta, M.- Mano swastha viggan
5. Ghosh, A. – Manashik SwasthaViggan
৬. মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
৭. অরুন -ঘাষ - মানসিক স্বাস্থ্যবিজ্ঞান

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4(B): Comparative Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education

a) Meaning, nature, scope and importance of Comparative Education.
b) Methods of Comparative Education:
   i) Philosophical Method
   ii) Historical Method
   iii) Sociological Method
   iv) Psychological Method
   v) Scientific Method

Unit-II: Factors of Comparative Education:

a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
b) Spiritual Factors: Religious and Philosophical Factors.
c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit-III: Universalization of Elementary Education in UK & USA

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Unit-IV: Universalization of Secondary Education in UK & USA

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.

Suggested Books:

1. S. P. Chaube& A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education
৫. -দবী মু-খাপাধ্যায়- তুলনামূলক শিক্ষা
৬. -মা: আব্দুসসামাদ- তুলনামূলক শিক্ষা
৭. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা -দ-শ বি-দ-শ
৮. কম-লশ করন - তুলনামূলক শিক্ষা

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4 (C): Guidance and Counselling
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counselling.
- Discuss different tools and techniques used in Guidance &Counselling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counselling for diverse learner

Unit-I: Concept of Guidance

a) Meaning, Nature, Scope, and Importance of Guidance.
b) Different Types of Guidance-
    i) Educational: Meaning, Characteristics, Purpose& Functions.
    ii) Vocational: Meaning, Characteristics, Purpose& Functions.
    iii) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counselling

a) Meaning, Nature, Scope, and Importance of Counselling
b) Types of Counselling-
    i) Directive: Meaning, Characteristics, Purpose & Functions.
    ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
    iii) Eclectic: Meaning, Characteristics, Purpose & Functions.
c) Steps of Counselling; Characteristics of good Counsellor.

Unit-III: Tools and Techniques of Guidance and Counselling

a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
b) Difference between Guidance, Counselling and Teaching.

Unit-IV: Guidance and Counselling for Diverse Learners

a) Identification of Gifted, Slow learners, Learner with learning disabilities.
b) Need of Guidance for diverse learners
c) Need of Counselling for diverse learner

Suggested readings:

1) Sharma, A.R.-Guidance and Counselling.
2) Gibson- Guidance and Counselling.
3) NCERT- Guidance and Counselling

4) Chauhan, S.S.- Principles and Techniques of Guidance
5) Guidance and counseling in college and university - S K.Kochar
6) Milner, P.- Counselling in Education
7) Rao, S. N.-Counselling in Guidance
৮) -দবাশিষ পাল- র্নি-দশনা ও পরামর্শ
৯) ড. সুবীরনাগ ও গার্গী দত্ত- সঙ্গতিবিধানে র্নিদেশনা ও পরামর্শদান
১০) ড. ভীমচন্দ্র মন্ডল- র্নি-দশনা ও পরামর্শদা-নর রূপ-রখা

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4(D): Great Educators
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west
- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

Unit – I: Indian Educators:

Contribution of following great educators with special reference toEducational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.

- Sarvapalli Radhakrishnan.
- Shri Aurobinda.

Unit - II: Western Educators:

Contribution of following great educators with special reference toEducational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

- Bertrand Russel
- Madam Maria Montessori

Unit - III: Modern Thinkers on Education in India

a) AbulKalam Azad
b) Annie Besant
c) A.P.J. Abdul Kalam

Unit- IV: Some Experiments of Great Educators on Education:

a) Viswa bharati and Rabindranath Tagore

b) Basic education and Gandhiji

c) Kindergarten and Froebel

d) Laboratory school and John Dewey

SUGGESTED READING:

1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education

2) Mukherjee, K.K. –Some great educators of the world.
3) Purkait, B.R. –Great educators
4) Mukherjee, K.K. –Principles of education.
5) Banerjee, A –Philosophy and principles of education
6) Ravi,s-A comprehensive study of Education
7) Sushil Ray –ShikshaTatta
8) Arun Ghosh –Shikshatatta & ShikshaDarshan.
9) Bihuranjan Guha –Shikshaya Pathikrit.
10) Gourdas Halder & Prasanta Sharma –ShikshaTatta&ShikshaNiti.
11) A.K.Pal –SikshadarshnerRuparekha
১২) সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
১৩) সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
১৪) অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
১৫) বিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ

B.A. Education (General)
SEMESTER-VI
EDU-G-SEC-T-4(A) : Pedagogical knowledge
Skill Enhancement Course; Credit-2. Full Marks-50

Course objectives:

After completion of this course the learners will be able to -

- State the meaning, definition, need and scope of Pedagogy
- Explain the difference between Pedagogy & Andragogy
- Describe the aims and objectives of different discipline such as- Language, Social Science, Science& Mathematics.
- Discuss different Pedagogical approaches

Unit-I: Meaning and Nature of Pedagogy

a) Meaning, definition, characteristics & need of Pedagogy.

b) Scope of Pedagogy.

c) Difference between Pedagogy & Andragogy

d) Aims and Objectives of following disciplines at secondary level:

- Language
- Social Science
- Science
- Mathematics

Unit-II: Pedagogical Approaches

a) Lecture Method
b) Heuristic Method
c) Project Method
d) Demonstration Method
e) Laboratory Method
f) Collaborative Method

Suggested books:

1. Dr. S. K. Bhata and Dr .soniajindal - A text book of curriculum .
2. Rampal Sing and Dharmendra Kumar --Pedagogy of school subject economics.
3. Sashiprobha Sharma ---Teacher education: principles, theories and practices.
4.J.C .Aggarwal - Essentials of Educational Technology.
5. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞন
৬. বিজন সরকার- শিখন ও শিক্ষন
৭. ড. দুলাল মুখোপাধ্যায় ও ড. উদয়শঙ্কর কবিরাজ- শিক্ষাবিজ্ঞান নীতিপদ্ধতি ও কৌশল
৮. ড. দুলাল মু-খাপাধ্যায় ও সনৎ কুমার -ঘাষ- শিক্ষা নির্দেশনার মনস্তত্ত্ব
৯. সুশীল রায়- শিক্ষন ও শিক্ষা প্রসঙ্গ
১০. -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১১. শ্যামাপ্রসাদচট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (General)
SEMESTER-VI
EDU-G-SEC-T-4(B) : Yoga Education
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Explain the meaning, nature, aims and role of teacher of Yoga education
- Discuss different types of Yoga
- Express the guidelines of Yoga education
- Discuss the significance of Yoga Education
- Explain the historical background of Yoga Education
- Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- Describe the need of Yoga for healthy life style

Unit-I: Concept of Yoga Education

a) Meaning and definition, and nature of Yoga Education
b) Types and aims of Yoga Education
c) Role of teachers in implementing Yoga Education

Unit-II: Yoga and Health

a) Need of Yoga for good health
b) Yogic concept of healthy life style
c) Yoga for reduction of stress

Practical: Practical Asanas and Pranayam

Suggested Readings:

- Swami Shivananda Yoga Asanas : Divine Life Society.
- JhaVinay Kant (2015), Patanjalis Yoga Sutras.
- NCERT -Yoga Syllabus
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- NCTE-Yoga Education.
- NCTE- Yoga Education – Master of Education Programme.
- Bhakta, B.B.-VaratiyaShiksha R Ruparekha.

UNIVERSITY OF KALYANI

CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE

IN

EDUCATION (HONOURS)

WITH EFFECT FROM THE ACADEMIC SESSION

2018-19

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

A. TOTAL Number of courses in UG-CBCS (B.A. Hons.):

Types of course	Core course (CC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A.(HONOURS) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practical**	**Theory + Tutorial**
1.A.	Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1 = 14
2.	**Elective Courses: (8 papers)**		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
	Total Credit:	**140**	**140**

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.(HONOURS)

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

❖ **COURSE CODE & COURSE TITLE:**

A. Core courses (CC)

1. EDU-H-CC-T-1: Philosophical Foundation of Education-1
2. EDU-H-CC-T-2: Sociological Foundation of Education
3. EDU-H-CC-T-3: Psychological Foundation of Education
4. EDU-H-CC-T-4: History of Education in Colonial India
5. EDU-H-CC-T-5: Educational Evaluation & Statistics
6. EDU-H-CC-T-6: Philosophical Foundation of Education-II
7. EDU-H-CC-T-7: Inclusive Education
8. EDU-H-CC-T-8: History of Education in Post-Independence India
9. EDU-H-CC-T-9: Psychology of Instruction
10. EDU-H-CC-T-10: Contemporary issues in Education
11. EDU-H-CC-T-11: Educational Management
12. EDU-H-CC-T-12: Educational Technology
13. EDU-H-CC-T-13: Curriculum Studies
14. EDU-H-CC-T-14: Educational Research

B. Discipline specific elective courses (DSE)

1. EDU-H-DSE-T-1/2(A): Value Education
2. EDU-H-DSE-T-1/2(B): Population Education
3. EDU-H-DSE-T-1/2(C): Peace Education
4. EDU-H-DSE-T-1/2(D): Distance Education
5. EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India
6. EDU-H-DSE-T-3/4(A): Mental Hygiene
7. EDU-H-DSE-T-3/4(B): Comparative Education
8. EDU-H-DSE-T-3/4(C): Guidance &Counselling
9. EDU-H-DSE-T-3/4(D): Great Educators
10. EDU-H-DSE-3/4(E): Dissertation

C. Generic elective courses (GE):

1. EDU-H-GE-T-1: Educational Philosophy
2. EDU-H-GE-T-2: Educational Psychology
3. EDU-H-GE-T-3: Educational Sociology
4. EDU-H-GE-T-4: History of Education

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Environmental Education
2. AECC-2: English Communication

E. Skill enhancement courses (SEC)

1. EDU-H-SEC-T-1(A): Statistical Analysis
2. EDU-H-SEC-T-1(B): Achievement Test
3. EDU-H-SEC-T-2(A): Lesson Planning
4. EDU-H-SEC-T-2(B): Uses of Teaching Aids

Table-3: Semester & Course wise credit distribution in B.A. (Hons.) Education (6 Credit=75 Marks & 2 Credit=50 Marks)

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-H-CC-T-1	Philosophical foundation of Education-I	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-2	Sociological foundation of Education	Core (75L+15T)	6(5L+1T)
EDU-H-GE-T-1	Educational Philosophy	Generic Elective (75L+15T)	6(5L+1T)
AECC-1	Environmental Education	Ability enhancement compulsory (30L)	2 (2L)
Total	**4 courses**	**Total**	**20**
SEMESTER-II			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-H-CC-T-3	Psychological foundation of Education	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-4	History of Education in Colonial India	Core (75L+15T)	6(5L+1T)
EDU-H-GE-T-2	Educational Psychology	Generic Elective (75L+15T)	6(5L+1T)
AECC-2	English communication	Ability enhancement compulsory (30L)	2 (2L)
Total	**4 courses**	**Total**	**20**
SEMESTER-III			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-H-CC-T-5	Educational Evaluation & Statistics	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-6	Philosophical foundation of Education-II	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-7	Inclusive Education	Core (75L+15T)	6(5L+1T)
EDU-H-GE-T-3	Educational Sociology	Generic Elective (75L+15T)	6(5L+1T)
EDU-H-SEC-T-1	A. Statistical Analysis B. Achievement Test	Skill enhancement (30L)	2 (2L)
Total	**5 courses**	**Total**	**26**
SEMESTER-IV			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-H-CC-T-8	History of Education in Post-independence India	Core	6(5L+1T)
EDU-H-CC-T-9	Psychology of Instruction	Core	6(5L+1T)
EDU-H-CC-T-10	Contemporary issues in Education	Core	6(5L+1T)
EDU-H-GE-T-4	History of Education	Generic Elective (75L+15T)	6(5L+1T)
EDU-H-SEC-T-2	A. Lesson Planning B. Uses of Teaching Aids	Skill enhancement (30L)	2 (2L)
Total	**5 courses**	**Total**	**26**
SEMESTER-V			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-H-CC-T-11	Educational Management	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-12	Educational Technology	Core (75L+15T)	6(5L+1T)
EDU-H-DSE-T-1 EDU-H-DSE-T-2 (any two)	A: Value Education B: Population Education C: Peace Education D: Distance Education E:History of Education in Ancient and Medieval India	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)

Total	**4 courses**	**Total**	**24**
SEMESTER-VI			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
EDU-H-CC-T-13	Curriculum Studies	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-14	Educational Research	Core (75L+15T)	6(5L+1T)
EDU-H-DSE-T-3 EDU-H-DSE-T-4 (any two)	A: Mental hygiene B: Comparative Education C: Guidance and Counselling D: Great educators E: Dissertation	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)
Total	**4 courses**	**Total**	**24**
Total (All semesters)	***26 courses***	***Total***	***140***

CBCS CURRICULUM OF B.A.
IN
EDUCATION (HONOURS)

B.A. Education (Honours)
SEMESTER-I
EDU-H-CC-T-1: Philosophical Foundation of Education-I
Core Course; Credit-6; Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi
- Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, and Froebel.

Unit-I: Concept, Scope and Aim of Education

a) Meaning, Nature and Scope of Education.
b) Individualistic and socialistic aim.
c) Report of Delor's commission (UNESCO, 1996)
d) Meaning and scope of Educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

a) Child: Meaning and characteristics of child centric education system.
b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
c) Curriculum: Meaning and Types. Co-curricular activities.
d) School: vision and functions.

Unit-III: Schools of Philosophy

a) Sankhya, and Yoga in terms of knowledge, reality and value.
b) Buddhism and Jainism

Unit-IV: Great Educators and their educational philosophy

a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.
b) Western: Rousseau, Dewey, Froebel.

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube& A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.

৯. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন

১০. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি

১১. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
১২. বিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
১৩. অরুন -ঘাষ - শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
১৪. -গীরদাস হালদার ও প্রশান্ত র্শমা - শিক্ষাতত্ত্ব ও শিক্ষানীতি
১৫. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
১৬. বিভুরঞ্জন গুহ- শিক্ষায় পথিকৃৎ
১৭. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দর অবদান

B.A. Education (Honours)
SEMESTER-I
EDU-H-CC-T-2: Sociological Foundation of Education
Core Course; Credit-6. Full Marks-75

Course Objectives:

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 factor 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.

Unit-I: Educational Sociology

a) Meaning, nature and scope of Educational sociology.
b) Relation between education and sociology.
c) Concept of Educational sociology and sociology of education.

Unit-II: Social factors, issues and Education

a) Culture: Concept, role of education in culture, cultural lag.
b) Meaning of Human Resource Development and its significance in the present society.
c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC).

Unit-III: Social groups and Education

a) Social groups- meaning and types (Primary, Secondary and Tertiary)
b) Socialization: Meaning, process and factors of socialization, role of the family and school.
c) Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

Unit-IV: Social change and Education

a) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.
b) Social change in India (Privatization and Globalization)
c) Education and social stratification: Definition and characteristics
d) Education and Social Mobility

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education
৪. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
৫. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
৬. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
৭. সোনালী চক্রবর্তী- শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
৮. বিষুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
৯. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
১০. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
১১. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজ বিজ্ঞান
১২. পরিমল ভূষন - সমাজতত্ত্ব

B.A. Education (Honours)
SEMESTER-I
EDU-H-GE-T-1: Educational Philosophy
Generic Elective Course: Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi
- Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, Froebel.

Unit-I: Concept, Scope and Aim of Education

a) Meaning, Nature and Scope of Education.
b) Individualistic and socialistic aim.
c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

a) Child: Meaning and characteristics of child centric education system.
b) Teacher: Qualities and duties of a good teacher.
c) Curriculum: Meaning and Types. Co-curricular activities.

Unit-III: Schools of Philosophy and National Values

a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.
b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

Unit-IV: Great Educators and their educational philosophy

a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education

8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
9. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
10. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
11. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
12. বিভু রঞ্জন গুহ - শিক্ষায় পথিকৃৎ
13. অরুন -ঘাষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
14. -গৌরদাস হালদার ও প্রশান্ত র্শমা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
15. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
16. বিভুরঞ্জন গুহ- শিক্ষায় পথিকৃৎ
17. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দর অবদান

B.A. Education (Honours)
SEMESTER-I
AECC-1: Environmental Education
Ability Enhancement Compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

B.A. Education (Honours)
SEMESTER-II
EDU-H-CC-T-3: Psychological Foundation of Education
Core Course; Credit-6. Full Marks-75

Course Objectives:

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.

Unit-I: Educational Psychology and Development

a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
c) Piaget's theory of Cognitive Development.

Unit-II: Learning

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.
d) Motivation: Types, factors and Role of Motivation in learning
e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurston, Guilford and Gardner; Measurement of Intelligence- verbal and non-verbal
b) Creativity: meaning, nature, factors, and nurturing.

Unit-IV: Personality

a) Definition; Heredity & Environment as determinants of Personality.
b) Type and Trait theory, Psychoanalytical theory
c) Measurement of Personality- projective test
d) Individual differences –meaning and implications.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology

2. J. C. Aggarwal- Essentials of Educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
১০. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
১১. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
১২. প্রমোদবন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
১৩. বিজন সরকার - শিখন ও শিক্ষন
১৪. কল্পনা -সন বরাট এবং কনিকা -চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
১৫. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপ-রখা
১৬. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজলক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত
১৭. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব
১৮. বিজন সরকার - শিশু ও বিকাশ

B.A. Education (Honours)
SEMESTER-II
EDU-H-CC-T-4: History of Education in Colonial India
Core Course; Credit-6. Full Marks-75

Course Objective:

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

- Discuss the development of education in Colonial India in historical perspectives.
- Elaborate the contributions of Education Commission in post independent India.
- Describe the Educational Policy in Colonial India.
- Discuss Bengal Renaissance and its influence on Indian Education
- Describe National Education Movement and its impacts on Education.
- State different educational reform under colonial rule.
- Explain the nature of basic education.
- Discuss the impact of the colonial rule on the development of Indian Education.

Unit: I: Education in 19th Century in India

a) Charter Act of 1813
b) Oriental –Occidental Controversy
c) Macaulay's Minute
d) Bentinck's Declaration
e) Wood's Despatch: Context, Recommendations, Criticism and Educational Significance
f) Indian Education Commission: Background, Composition of the Commission, Criticism and Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education

a) Concept Bengal Renaissance
b) Causes of Bengal Renaissance
c) Characteristics of Bengal Renaissance
d) Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
e) Impact of Bengal Renaissance on Education,

Unit: III: Educational policy of Lord Curzon and National Education Movement

a) Simla Conference 1901
b) The Indian Universities Commission1902
c) The Indian Universities Act 1904
d) Govt. of India's Resolution on Indian Educational Policy 1904
e) Curzon contribution in Indian Education

National Education Movement

a) Characteristics, of National Education Movement,
b) Causes of National Education Movement,

c) Objective of National Education Movement
d) Different Phases of National Education Movement
e) Causes of Failure of the Movement
f) Influence of the National Education Movement on Future Development of Indian Education

Unit: IV: Commission in between 1st and 2nd world war

The Calcutta University Commission (Sadler Commission) 1917-1919

a) Context
b) Recommendation
c) Criticism
d) Results

Basic Education:

a) Concepts
b) Characteristics
c) Merits & Demerits

The post –war plan of educational development (Sargent Plan) 1944

a) Context
b) Objective
c) Recommendations
d) Criticism
e) Results

Suggested Readings:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. Nurulla & Naik- A Students History in India
4. S. S. Ravi – A Comprehensive Study of Education
5. J. P. Banerjee – Education in India: Past, Present and Future
6. S.N. Mukerjee- Modern Indian Education
7. B. K. Nayak- History Heritage and Development of Indian Education
8. B. N. Dash –History of Education in India
9. -জ্যাতি প্রসাদ ব-ন্দ্যাপাধ্যায় - আধুনিক ভার-ত শিক্ষা বির্বতন
10. ড. দিলীপ কুমার ঠাকুর ও -শখ হামিদুলহক - আধুনিক ভার-তর শিক্ষার ধারা
11. ভক্তিভূষন ভক্তা - ভারতীয় শিক্ষার রূপ-রখা
12. রনজিৎ -ঘাষ - আধুনিক ভার-ত শিক্ষার বিকাশ
13. রনজিৎ -ঘাষ - যু-গ যু-গ ভার-তর শিক্ষা: প্রাচীন, মধ্য, আধুনিক যুগ

B.A. Education (Honours)
SEMESTER-II
EDU-H-GE-T-2: Educational Psychology
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

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.

Unit-I: Educational Psychology and Development

a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

a) Definition and characteristics of Learning; Factors influencing learning
b) Theories of learning and their implications: Classical and Operant conditioning, Insightful Learning
c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)
d) Motivation: Types, factors and Role of Motivation in learning
e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurston.
b) Creativity: meaning, factors, and nurturing.

Unit-IV: Personality

a) Definition; Heredity & Environment as determinants of Personality.
b) Type and Trait theory, Psychoanalytical theory
c) Individual differences –meaning and implications.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology

3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
11. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
12. প্রমোদবন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
13. বিজন সরকার - শিখন ও শিক্ষন
14. কল্পনা -সন বরাট এবংকনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
15. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপ-রখা
16. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজলক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত
17. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব
18. বিজন সরকার - শিশু ও বিকাশ

B.A. Education (Honours)
SEMESTER-II
AECC-2: English Communication
Ability Enhancement Compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-5: Educational Evaluation & Statistics
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concepts, scope and need of measurement and evaluation
- Explain the relation between Evaluation & Measurement and scale of Measurement
- Describe basic concept of Statistics
- Organize and tabulate data
- Explain different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Explain different type of Evaluation process

Unit-I: Measurement and Evaluation in Education

a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Educational Statistics

a) Concept, Scope and Need of Educational Statistics
b) Concept of raw data, score, frequency distribution, range, variable.
c) Organization and Tabulation of Data- Frequency distribution table

Unit-III: Tools and Techniques of Evaluation

a) Tools:
   - Tests- Essay type and Objective type; Short answer type and Oral type.
   - Personality Test- Rorschach Ink Blot Test
   - Interest Test- Kuder Richardson Test

b) Techniques:
   Observation, CRC, Interview, Questionnaire and Inquiry.

c) Characteristics of a good test:

   - Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
   - Validity- Concept Causes of low Validity, Types, Determination.
   - Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
   - Norms- Concept, Types and their uses.

Unit-IV: Evaluation Process

a) Evaluation Process: Concept, Types (Formative and Summative)
b) Concept of Norm-Referenced Test and Criterion Referenced Test.
c) Concept of Gradation and Credit system.

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
7. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
8. পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
9. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন ও পরিমাপ
10. অরুন -ঘাষ- মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-6: Philosophical Foundation of Education-II
Core Course; Credit-6. Full Marks-75

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

- Explain the concept of Philosophical bases of Education
- Discuss the concept & nature of Western Philosophy
- Discuss the concept, nature & role of Metaphysics, Epistemology and Axiology in education
- Explain the concept, principles, aims, curriculum, methods, teachers & discipline of Idealism, Naturalism, and Pragmatism

Unit-1: Philosophical bases of Education

a) Philosophical bases of Education
b) Concepts and nature of Western Philosophy
c) Concepts and nature of Metaphysics, Epistemology and Axiology
d) Role of Metaphysics, Epistemology and Axiology in Education

Unit-2: Idealism and Education

- Idealism: principle of Idealism, influence of idealism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)

Unit-3: Naturalism and Education

- Naturalism: principle of Naturalism, influence of Naturalism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)

Unit-4: Pragmatism and Education

- Pragmatism: principle of Pragmatism, influence of Pragmatism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)

Suggested Readings:

1. J.C. Aggarwal- Theory and Principles of Education: Vikash Publishing House
2. Biswaranjan Purkait- Principles and Practices in Education: New Central Pvt. Limited
3. Banerjee- Philosophy and Principles of Education
4. Susil Roy- Philosophy and Principles of Education: Sova Publication
5. Brubacher, John.S. Modern philosophies of education. New York: McGraw Hill Co.
6. S. N. Sharma- Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publishers Distributors.
7. R. P. Pathak- Philosophical and sociological principles of education. Delhi: Pearson.
8. সুশীলরায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
9. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
10. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
11. অরুন -ঘাষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
12. -গীরদাস হালদার ও প্রশান্ত র্শমা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
13. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
14. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দর অবদান

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-7: Inclusive Education
Core Course; Credit-6. Full Marks-75

Course Objectives-

After completion the course the learners will be able to:

- Discuss the Concept, nature, need of Inclusive Education.
- Describe the theories of Inclusive Education.
- Explain the development of competencies for Inclusive Education.
- Discuss the practices of Inclusive Education
- Describe the Infrastructural facilities for an ideal Inclusive School.
- Discuss the Role of teacher in Inclusive Classroom setting

.Unit I: Inclusive Education concept and Nature

a) Concept and principles of Inclusion.
b) Need of Inclusive education.
c) PWD Act (1994)

Unit II: Competencies development for Inclusive Education.

a) Theories of Inclusive Education
b) Development of Attitude, Positive Behaviour& social skill for Inclusion.

Unit III: Inclusive Education and its Practices.

a) Differentiating Instruction.
   - •Peer Tutoring
   - •Co-operative learning
   - •Inclusive lesson planning.

b) Inclusive Instructional Strategies at school level.
   - •Remedial Help.
   - •Team Teaching.
   - •Circles of Friends.

Unit -IV: Inclusive School

a) Infrastructural facilities for an ideal Inclusive School.
b) Teachers Role in Inclusive Classroom

Suggested Readings:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education' , Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.
10. ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অর্ন্তভূক্তিমুলক শিক্ষা
11. ড. -দবব্রত -দবনাথ ও আশিষকুমার -দবনাথ- ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা

B.A. Education (Honours)
SEMESTER-III
EDU-H-GE-T-3: Educational Sociology
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

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 factor 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.

Unit-I: Educational Sociology

a) Meaning, nature and scope of Educational sociology.
b) Relation between education and sociology.
c) Concept of Educational sociology and sociology of education.

Unit-II: Social factors, issues and Education

a) Culture: Concept, role of education in culture, cultural lag.
b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).

Unit-III: Social groups and Education

a) Social groups- meaning and types (Primary, Secondary and Tertiary)
b) Socialization: Meaning, process and factors of socialization, role of the family and school.
c) Social Institutions and Agencies of Education: (i) Family, (ii) School.

Unit-IV: Social change and Education

a) Social change: definition, characteristics, factors, constraints
b) Education and social stratification: Definition and characteristics
c) Education and Social Mobility

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education
4. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
5. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
6. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
7. সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
8. বিষুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
9. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
10. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
11. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান
12. পরিমলভূষন - সমাজতত্ত্ব

B.A. Education (Honours)
SEMESTER-III
EDU-H-SEC-T-1(A): Statistical Analysis
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of co-relation and their application
- Explain the concept of Parametric and Non-Parametric Test
- Apply the knowledge and calculate different statistical values

Unit-I: Descriptive Statistics

a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.

Unit-II: Relationship and Inferential Statistics

a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
b) Parametric and Non-Parametric Test- (only Concept and Uses).

Practical:

Calculate - Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation; Standard score & Z score from different frequency distribution.

Suggested Books:

1) S. K. Mangal- Statistics in Education and Psychology
2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3) H.E. Garret- Statistics in Education and Psychology
4) R. A. Sharma- Mental Measurement and Evaluation
5) Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6) সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
7) -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
8) পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
9) নূরুল ইসলাম- শিক্ষায় মূল্যায়ন ও পরিমাপ

B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-1(B): Achievement Test
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

Unit-I: Concept of Achievement test

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

Unit-II: Different aspects of Achievement Test

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

Practical:

Construct of an Achievement Test

Suggested Books:

- Purnendu Acharjee- Shiksha r khetre mullayan o nirdesana.
- R. A. Sharma- Mental Measurement and Evaluation
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
- -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
- নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-8: History of Education in Post-Independence India
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Describe the Preamble, various articles and act on education in Indian Constitution.
- Explain the recommendations and educational importance of various Education Commission in post Independent India
- Discuss the functions of some educational bodies in West Bengal
- Discuss the National Policy on Education in different time.

Unit-I: Education and Constitution

a) Preamble and various Articles on Education in Indian Constitution
b) RTE Act-2009
c) Development of Education under Plan (Last two plans)

Unit-II: Education Commission in post Independent India

a) University Education Commission (1948-49)
b) Secondary Education Commission (1952-53)
c) Indian Education Commission (1964-66)
d) Ashoke Mitra Commission (1991-92)

Unit-III: Some Educational Bodies in West Bengal (Function only)

a) SCERT, b) DIET.

Unit-IV: National Policies on Education

a) National Policy on Education (1968)
b) National Policy on Education (1986)
c) Programme of Action (POA)- 1992
    i) Ramamurti Committee (1990-91)
    ii) Janardhan Reddy Committee (1992)

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India

৮. -গীরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
৯. অরুন -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
১০. রণজিৎ -ঘাষ- যু-গ যু-গ ভার-তর শিক্ষা
১১. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
১২. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
১৩. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষার রূপ-রখা
১৪. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-9: Psychology of Instruction
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concept, factors, and principles of teaching.
- Explain the Flander's Interactional analysis
- Explain the characteristics of a good teacher.
- Discuss the nature of classroom teaching, traditional teaching, and constructivist teaching.
- Explain the concept and implications of Micro-teaching
- Discuss different types of teaching methods.

Unit-I: Teaching

a) Science of Teaching- Relation between teaching and learning;
b) Factors affecting teaching process, Input and Output variables;
c) Maxims of teaching; Fundamentals of teaching.

Unit-II: Teacher Behaviour

a) Observation of classroom behaviour: Flander's Interaction analysis.
b) Characteristics of a good teacher.

Unit-III: Teacher and Classroom Teaching

a) Nature of classroom teaching.
b) Difference between traditional and constructivist teaching;
c) Micro-teaching- meaning , nature, merits and demerits

Unit-IV: Teaching Methods

a) Meaning, nature, merits and demerits- Lecture, Demonstration, Project, Problem Solving, and, Story-telling.

Suggested Books:

1) S. K. Mangal- Essentials of Educational Psychology
2) J. C. Aggarwal- Essentials of Educational Psychology
3) S. K. Mangal - Advanced Educational Psychology
4) S.S. Chauhan- Advanced Educational Psychology
5) A. Woolfolk -Educational Psychology
6) J. W. Santrock -Educational Psychology
7) B. N. Dash & N. Dash –A Test Book of Educational Psychology
8) সুশীল রায় - শিক্ষা ম-নাবিদ্যা
9) অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
10) ওলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞন
11) -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
12) শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-10: Contemporary issues in Education
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.

Unit-I: Universalization of Elementary Education

Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems.

Unit-II: Universalization of Secondary Education

Meaning, aims & objectives, significance; Role of RMSA, Problems.

Unit-III: Higher Education and RUSA

a) Role of Higher Education
b) Knowledge Commission & Higher Education
c) Higher Education and RUSA
d) Problems of Higher Education in India

Unit-IV: Issues in Education

a) Peace Education: Meaning, aims & objectives, need.
b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development.
c) Inclusive Education: Meaning, Need &Govt, programme.
d) Open & Distance Learning System: Meaning, Characteristics and need.
e) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
f) Women Education: Importance, problems.

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
৫. দুলাল মু-খাপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভার-তর শিক্ষার চলমান ঘটনাবলী
৬. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন- শিক্ষা ও উন্নয়ন
৭. তারিনী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-IV
EDU-H-GE-T-4: History of Education
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

- Understand the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Understand the National Policy on Education and National Education System.

Unit-I: Education in 19th Century in India

a) Charter Act of 1813 and its educational significance
b) Macaulay Minuets- (1835)- its educational significance
c) Bengal Renaissance- Contribution of Raja Ram Mohan Roy & Derozio.
d) Wood's Despatch (1854) and its impact on education.
e) Indian Education Commission (1882-83) and its impact of education.

Unit-II: Education in 20th Century in India (1901-1944)

a) Educational reformer Lord Curzon
b) National education movement- Causes, Phases and Importance in Education.
c) Basic Education- Concept, characteristics, merits and demerits.
d) Sargent Plan Report (1944)-
Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

Unit-III: Education in Post Independence India

a) University Education Commission (1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
b) Secondary Education Commission (1952-53)
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
c) Indian Education Commission (1964-66)
- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.

Unit-IV: National Policy on Education

a) National Policy on Education (1986)
-National System of Education, Equality in Education, ECCE, Operation Black Board, NavadayVidyalaya.
b) Revised National Policy on Education-1992.

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
9. অরুন -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
10. রণজিৎ -ঘাষ- যু-গ যু-গ ভার-তর শিক্ষা
11. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
12. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
13. ভক্তি ভূষণ ভক্তা -ভারতীয় শিক্ষার রূপ-রখা
14. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-2(A): Lesson Planning
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

Unit-I: Concept of Lesson Planning

a) Definition & Meaning of Lesson Plan
b) Characteristics of Lesson Plan
c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan

a) Types of Lesson Plan
b) Steps involved in Lesson Planning
c) Principles of development of Lesson Plan

Practical:

Development of Lesson Plan (At least 20).

Suggested Books:

১. ড. দুলাল মু-খাপাধ্যায় এবং ড. উদয়শঙ্করকবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্যমন্ডল - শিক্ষাবিজ্ঞান শিক্ষনপদ্ধতি
৩. ড. চৈতন্যমন্ডল - সমাজপাঠ শিক্ষন পদ্ধতি

B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-2(B): Uses of Teaching Aids
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

After completion the course the learners will be able to:

- Discuss the meaning and characteristics of Teaching Aids
- Explain the usability of Teaching Aids
- Express the quality and limitation of Teaching Aids
- Discuss the classification of Teaching Aids
- Develop different Teaching Aids

Unit-I: Concept of Teaching Aids

a) Definition & Meaning of Teaching Aids
b) Characteristics of Teaching Aids
c) Utility of Teaching Aids
d) Limitations of Teaching Aids

Unit-II: Different Types of Teaching Aids

a) Classification of Teaching Aids (Concept only)
b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses)
c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses)

Practical:

Development of Teaching Aids

Suggested Books:

১. ড. দুলাল মু-খাপাধ্যায় এবং ড. উদয়শঙ্কর কবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্য মন্ডল - শিক্ষাবিজ্ঞান শিক্ষন পদ্ধতি
৩. ড. চৈতন্য মন্ডল - সমাজপাঠ শিক্ষন পদ্ধতি

B.A. Education (Honours)
SEMESTER-V
EDU-H-CC-T-11: Educational Management
Core Course; Credit-6. Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

- Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain the meaning, purpose of supervision and distinguish between supervision and inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected administrative bodies.

Unit-I: Concept of Educational Management

a) Educational Management: Meaning, Nature, Scope, Function and Needs.
b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.

Unit-II: Educational Administration and Supervision

a) Educational Administration: meaning and function.
b) Supervision: meaning, purpose; difference between Supervision and Inspection.
c) Factors affecting managerial behaviour of teachers: Personal, Social, Cultural, Political and Institutional.

Unit-III: Educational Planning

a) Educational Planning: Meaning, Needs and Significance.
b) Types of Educational Planning; Strategies and Steps in Educational Planning.
c) Brief outline of the last Five Year Plan in Primary and Secondary Education.

Unit-IV: Functions of Various Administrative Bodies

a) UGC, b) NAAC, c) NCERT, d) NCTE.

Suggested Books:

1. J. C. Aggarwal- Educational Administration, Management and Supervision
2. J. Mohanty- Educational Administration, Supervision and School Management
3. I. S. Sindhu- Educational Administration and Management
৪. বিমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত এবংপ্রদীপ্তরঞ্জনরায়- শিক্ষায়ব্যবস্থাপনা
৫. দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
৬. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায়ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
৭. -গীরদাস হালদার- শিক্ষনপ্রসঙ্গে বিদ্যালয়সংগঠন ও শিক্ষনবিজ্ঞান
৮. অরুন -ঘাষ- বিদ্যালয় সংগঠন ও পদ্ধতি বিজ্ঞান
৯. সুশীল রায়- শিক্ষন ও শিক্ষা প্রসঙ্গ

B.A. Education (Honours)
SEMESTER-V
EDU-H-CC-T-12: Educational Technology
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concept, nature and scope of educational technology.
- Explain the role of communication & multimedia approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Unit-I: Educational Technology

a) Meaning, Nature, Need and Scope of Educational Technology
b) Technology in Education and Technology of Education
c) Approaches of ET: Hardware, Software, and System

Unit-II: Classroom Communication and Media used

a) Meaning, Nature, Types, and Components of Communication
b) Barriers of classroom communication and strategies of overcoming barriers in communication
c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

Unit-III: Instructional Technology

a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
c) Computers and its role in educational instruction

Unit-IV: Phases, Levels, and Models of Teaching

a) Phases of Teaching: Pre-active, Inter-active & Post-active.
b) Levels of Teaching: Memory, Understanding, Reflective.
c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.

Suggested Books:

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. J.C.Aggarwal - Educational Technology
7. S.S.Dahiya - Educational Technology

৮. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
৯. -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১০. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(A): Value Education

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

Course objectives:

After end of this course learner will able to-

- Explain the meaning, nature, classify value and its reflection in Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

UNIT-I: Meaning and nature of Value

a) Value: Meaning and Nature
b) Values enshrined in Indian constitution.
c) Classification of values proposed by NCERT

UNIT-II: Value Education

a) Value Education: concept and objective.
b) Need for value education in India

UNIT-III: Value Education in School

a) Value Education through Curriculum.
b) Value Education through Co-Curricular Activities.
c) Role of teachers to facilitate development of values among the learners.

UNIT-IV: Strategies of value education

a) Storytelling.
b) Play-way Method.
c) Role plays.

Suggested Books:

1) Diwahar, R. R., &Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.* New Delhi: Shipra Publications
4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
6) Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.

8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
9) Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(B): Population Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Explain the meaning, concept, scope & objectives of Population Education.
- Discuss the historical development of Population Education.
- Describe the definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies**.**

Unit-1: Meaning and Concept of Population Education

a) Meaning & Concept of Population Education
b) Scope & objectives of Population Education.

Unit-II: Historical Development of Population Education

a) Historical development of Population Education and education programme in India.
b) Some major thrust areas of population education-
    - Family planning
    - Adolescent education.

Unit-III: Population Growth and Problems in India

a) Definition of population growth.
b) Factors influencing population growth- fertility, mortality, and migration.
c) Causes of rapid population growth
d) Preventive measures for rapid population growth.

Unit-IV: Population Education Curriculum and Policy

a) Curriculum of Population education at different stages.
b) Role of population policy in India.
c) Role of Teacher in making awareness of population explosion.
d) Community sensitisationprogramme of early marriage and child labour etc.

Suggested Books:

1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.
2) Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.
5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
6) Sinha, P. N (2000).Population Education and Family Planning. Authors Press, E/35/103, Jawarharpark, Laxmi Nagar, Delhi-110092.

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(C): Peace Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to:

- Explain the concept, aims, objectives, scope, need and factors of Peace Education.
- Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and JidduKrishnamurti regarding Peace Education
- Explain the principles and curriculum of Peace Education
- Discuss the role of education in Peace Education.
- Understand the approaches of Peace Education

UNIT-1: Concept of Peace Education

a) Peace Education : Meaning, nature, aims, objectives & scope
b) Need of Peace Education.
c) Factors of peace education: unemployment, terrorism, religion.

UNIT-2: Key Thinkers of Peace Education

a) Indian Context:
- Rabindranath Tagore,
- Sri Aurobinda

b) Global context:
- Montessori
- John Dewey

UNIT-3:Peace Education Programme in School

a) Principles of peace education
b) Curriculum and Peace Education.
c) Quality of a teacher as a peace educator

UNIT-4: Approaches of Peace Education

a) Participatory Education
b) Co-operative Learning

Reading List

1. Krishnamurti, J. Education and the Significance of Life
2. Kumar, K. Learning from Conflict.
3. Kumar, K. Battle for Peace.
4. NCERT. Ways to Peace
5. UNESCO. Learning the Way of Peace: Teacher's Guide.
6. Diwahar, R. R., &Agarwal, M. (Ed).(1984). Peace education. New Delhi: Gandhi Marg.
7. Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
8. Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.*New Delhi: Shipra Publications

9. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
10. Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
11. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
12. Mahakud, L. &Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
13. Passi, B. K., & Singh, P. (1999).Value education. Agra: Agra Psychological corporation.
14. Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
15. Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
16. Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
17. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
18. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
19. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
20. Venkataiah, (2009).Value education. New Delhi: APH Publishing Corporation

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(D): Distance Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completing of the course the students will be able to-

- Explain the meaning, characteristics, objectives, merits &demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.
- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

Unit I: Concept of Distance & Open Education

a) Meaning and definition of Distance Education.
b) Characteristics and objectives of Distance Education.
c) Merits and limitations of Distance Education.

Unit II: Strategies of distance education

a) Mode and strategies of Distance Education.
b) Relationship among Non-formal, Correspondence, Distance and Open Education.

Unit III: Status of open and distance education in India

a) Present state of Distance and Open Education in India.
b) Role of multi-media in Distance and Open Education.

Unit IV: Problems and remedies of distance and open education in India

a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
b) Problems of Distance and Open Education in India.
c) Measures for strengthening Distance and Open Education in India.

Suggested Books:

1) S.S. Ravi – A Comprehensive Study of Education
2) R.P. Pathak – Development and Problems of Indian Education
3) B.K. Nayak – Modern Trends and Issues in Education of India
4) দুলাল মু-খাপাধ্যায়, বিজনসরকার, তারিনী হালদার এবং অভিজিৎকুমারপাল- ভার-তর শিক্ষার চলমান ঘটনাবলী
5) তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন - শিক্ষা ও উন্নয়ন
6) তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives :
After end of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher 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, student teacher 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, student teacher relationship and evaluation system of Islamic system of Education
- Discuss the educational contribution of Akbar, Aurangageb.
- Explain the women and vocational education in Ancient and Medieval India.

Unit 1: Brahmanic System of Education:

a) Salient features
b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
c) Centre of Learning: Takshasila and Nabadwip

Unit 2: Buddhistic System of Education:

a) Salient features
b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
c) Centre of Learning: Nalanda and Vikramasila
d) Comparison between Brahmanic System of Education and Buddhistic System of Education.

Unit 3: Medieval System of Education:

a) General characteristics
b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
c) Contribution of Akbar and Aurangageb
d) Centre of Learning: Fatepur Sikri and Delhi

Unit 4: Women and Vocational education in Ancient and Medieval India:

a) Women's Education in Ancient and India
b) Women's Education in Medieval India
c) Vocational Education in Ancient and India
d) Vocational Education in Medieval and India

Suggested Readings:

1. S.M.Jafar --Some Cultural Aspects of Medieval India ,
2. B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
3. A.S.Altekar -- Education in Ancient India.
4. E.E.Keay --India Education in ancient times.
5. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
6. S. S. Ravi – A Comprehensive Study of Education
7. J. P. Banerjee – Education in India: Past, Present and Future
8. S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
9. B. K. Nayak- History Heritage and Development of Indian Education
10. B. N. Dash –History of Education in India
11. Dr.Harisadhan Goswami- BharatiyaShikhayarItihas (Bengali Version)
12. -জ্যাতি প্রসাদ ব-ন্দ্যাপাধ্যায় - আধুনিকভার-ত শিক্ষা বির্বতন
13. ড. দিলীপ কুমার ঠাকুর ও -শখ হামিদুলহক - আধুনিক ভার-তর শিক্ষারধারা
14. ভক্তিভূষন ভক্তা - ভারতীয় শিক্ষার রূপ-রখা
15. রনজিৎ -ঘাষ - আধুনিক ভার-ত শিক্ষার বিকাশ
16. রনজিৎ -ঘাষ - যু-গ যু-গ ভার-তর শিক্ষা: প্রাচীন, মধ্য, আধুনিক যুগ

B.A. Education (Honours)
SEMESTER-VI
EDU-H-CC-T-13: Curriculum Studies
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Illustrate the meaning, nature, scope, determinants and functions of Curriculum.
- Discuss the types and bases of curriculum.
- Explain the concept of curriculum framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation and innovation.
- Describe the definition and types of curriculum theories

Unit-I: Introduction of Curriculum

a) Meaning, Nature, Scope and functions of Curriculum
b) Determinants of Curriculum
c) Difference and Relation between Curriculum and Syllabus.
d) Different Types of Curriculum
e) Co-curricular Activities
f) Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-II: Concept of Curriculum Framework

a) Curriculum Framework: Meaning
b) NCF-2005
c) Principles of curriculum construction

Unit-III: Curriculum Evaluation

a) Meaning & importance of curriculum evaluation
b) Formative and summative evaluation of curriculum: concept &difference between them.

Unit-IV: Curriculum Theories

a) Definition
b) Types (only concept)
c) Technical & Non-Technical Model (One theory from each category)

Suggested Books:

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies
4. দি-ব্যন্দু ভট্টাচার্য্য-পাঠক্রম চর্চা ও মূল্যায়ন
5. মিহির চ-ট্টাপাধ্যায়- পাঠক্রম চর্চা
6. প্রণব কুমার চক্রবর্তী- পাঠক্রম নীতি ও নির্মান

B.A. Education (Honours)
SEMESTER-VI
EDU-H-CC-T-14: Educational Research
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Define and explain the meaning, and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify sources of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyse the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.

Unit-I: Research-meaning and nature:

a) Meaning and nature of research
b) Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
c) Need of research in Education

Unit-II: Educational Research- meaning, nature and types

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

Unit-III: Basic Ideas of Research

a) Characteristics of a good research problem
b) Review of related Literature – purpose
c) Variable – dependent and independent
d) Research Hypothesis – meaning, nature and types
e) Population , Sample and sampling technique- meaning

Unit-IV: Research Data:

a) Qualitative and Quantitative data
b) Tool of data collection- characteristics, merits and demerits of questionnaire and interview
c) Descriptive and Inferential statistics (meaning only)
d) Steps of testing hypotheses

Suggested Books:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best&J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research
৬. -দবাশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
৭. -মাঃ লুৎফুর রহমান, শওকতআলী খান এবং স্বপন কুমার দাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
৮. জাকির -হা-সন- শিক্ষামূলক গ-বষণা

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(A): Mental Hygiene

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

Course Objectives:

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

- Discuss the concept, nature, aims and scope of Mental Hygiene
- Discuss the concept, nature, symptoms and causes of mental illness
- Explain the different characteristics of mental disorder
- Discuss the role of parents for preventing Mental health
- Discuss the role of teachers for preventing Mental health

Unit- I: Concept of Mental Hygiene

a) Definition of Mental Hygiene
b) Aims of Mental Hygiene
c) Scope of Mental Hygiene

Unit-II: Concept of Mental Health

a) Definition of mental health
b) Symptoms of good mental health
c) Causes of ill mental health

Unit-III: Classification of Mental disorder (Identification Characteristics, causes and treatment only)

a) DSM-IV:
    - Axis- I: Depression
    - Axis- II: Obsessive compulsive disorder (OCD)
    - Axis- III: Bipolar mood disorder
    - Axis- IV: Occupational disorder
    - Axis- VI: Truancy
b) Common Axis:
    - Common Axis-I: Anxiety
    - Common Axis-II: Personality disorder
    - Common Axis-III: Conflict

Unit-IV: Prevention of Mental Hygiene

a) Role of parents in preserving mental illness of children
b) Role of Teachers in preserving mental illness of children in the Educational Institution
c) Relation between Mental Hygiene and Adjustment

Suggested Books:

1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
2. Mohanty, J. – Abnormal Psychology.
3. Sarason & Sarason – The problem of Maladaptive Behavior
4. Sengupta, M.- Mano swasthaviggan
5. Ghosh, A. – Manashik SwasthaViggan
6. মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
7. অরুন -ঘাষ - মানসিক স্বাস্থ্যবিজ্ঞান

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(B): Comparative Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education

a) Meaning, nature, scope and importance of Comparative Education.
b) Methods of Comparative Education:
   i) Philosophical Method
   ii) Historical Method
   iii) Sociological Method
   iv) Psychological Method
   v) Scientific Method

Unit-II: Factors of Comparative Education:

a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
b) Spiritual Factors: Religious and Philosophical Factors.
c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit-III: Universalization of Elementary Education in UK & USA

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Unit-IV: Universalization of Secondary Education in UK & USA

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.

Suggested Books:

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education
৫. -দবী মু-খাপাধ্যায়- তুলনামূলক শিক্ষা
৬. -মা: আব্দুসসামাদ- তুলনামূলক শিক্ষা
৭. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা -দ-শ বি-দ-শ
৮. কম-লশ করন- তুলনামূলক শিক্ষা

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4 (C): Guidance &Counselling
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counselling.
- Discuss different tools and techniques used in Guidance & Counselling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counselling for diverse learner

Unit-I: Concept of Guidance

a) Meaning, Nature, Scope, and Importance of Guidance.
b) Different Types of Guidance-
    i) Educational: Meaning, Characteristics, Purpose & Functions.
    ii) Vocational: Meaning, Characteristics, Purpose & Functions.
    iii) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counselling

a) Meaning, Nature, Scope, and Importance of Counselling
b) Types of Counselling-
    i) Directive: Meaning, Characteristics, Purpose & Functions.
    ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
    iii) Eclectic: Meaning, Characteristics, Purpose & Functions.
c) Steps of Counselling; Characteristics of good Counsellor.

Unit-III: Tools and Techniques of Guidance and Counselling

a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
b) Difference between Guidance, Counselling and Teaching.

Unit-IV: Guidance and Counselling for Diverse Learners

a) Identification of Gifted, Slow learners, Learner with learning disabilities.
b) Need of Guidance for diverse learners
c) Need of Counselling for diverse learner

Suggested readings:

1) Sharma, A.R.-Guidance and Counselling.
2) Gibson- Guidance and Counselling.

3) NCERT- Guidance and Counselling
4) Chauhan, S.S.- Principles and Techniques of Guidance
5) Guidance and counseling in college and university - S K.Kochar
6) Milner, P.- Counselling in Education
7) Rao, S. N.-Counselling in Guidance
8) -দবাশিষ পাল- র্নি-দশনা ও পরামর্শ
9) ড. সুবীরনাগ ও গার্গী দত্ত- সঙ্গতিবিধানে র্নিদেশনা ও পরামর্শদান
10) ড. ভীমচন্দ্র মন্ডল- র্নি-দশনা ও পরামর্শদা-নর রূপ-রখা

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(D): Great Educators
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west
- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

Unit – I: Indian Educators:

Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.

- Swami Vivekananda
- Shri Aurobinda.

Unit - II: Western Educators:

Contribution of following great educators with special reference toEducational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

- Bertrand Russel
- Madam Maria Montessori

Unit - III: Modern Thinkers on Education in India

a) S. Radhakrishnan
b) Ashutosh Mukherjee
c) AbulKalam Azad

Unit- IV: Some Experiments of Great Educators on Education:

a) Viswabharati and Rabindranath Tagore

b) Basic education and Gandhiji

c) Kindergarten and Froebel

d) Laboratory school and John Dewey

SUGGESTED READING:

1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education
2) Mukherjee, K.K. –Some great educators of the world.
3) Purkait, B.R. –Great educators
4) Mukherjee, K.K. –Principles of education.
5) Banerjee, A –Philosophy and principles of education
6) Ravi,s-A comprehensive study of Education
7) Sushil Ray –ShikshaTatta
8) ArunGhosh –Shikshatatta&ShikshaDarshan.
9) BihuranjanGuha –ShikshayaPathikrit.
10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.
11) A.K.Pal –SikshadarshnerRuparekha
12) অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
13) বিভুরঞ্জন গুহ - শিক্ষায়পথিকৃৎ
14) সুশীলরায় - ভারতর শিক্ষা ও শিক্ষারভারতায়ন

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(E): Dissertation
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course objectives:

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

- apply the knowledge gained through different courses in practical field.
- solve problems related to his course of study.
- document, calculate, analyse and interpret data.
- deduce findings from different studies
- write and report in standard academic formats.

Guidelines:

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

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best&J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research
৬. -দবাশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
৭. -মাঃ লুৎফুর রহমান, শওকত আলী খান এবং স্বপন কুমার দাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
৮. জাকির -হা-সন- শিক্ষামূলক গ-বষণা

UNIVERSITY OF KALYANI

Syllabus
of the
UG-CBCS Programme
in

English Honours

2018 onwards
23-Aug-18

UG-CBCS Syllabus

Subject: ENGLISH (Honours)

This document contains following sections:

A. Total number of course

a. Table 1: Credit wise distribution
b. Table-2: Semester wise distribution
c. Table-3: Course & semester wise distribution

B. Semester-wise detail content of UG-CBCS syllabus

A. TOTAL Number of courses in UG-CBCS (B.A. English Honours.):

Types of course	**Core course (CC)**	**Elective course**		**Ability enhancement course**		**TOTAL**
		Discipline specific elective course (DSE)	**Generic elective course(GE)**	**Ability Enhancement compulsory course (AECC)**	**Skill Enhancement course (SEC)**	
No. of course	**14**	**4**	**4**	**2**	**2**	**26**
Credit/course	**6**	**6**	**6**	**2**	**2**	**140**

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A. (English Honours) UNDER CBCS

S. No.	**Particulars of Course**	**Credit Point**
1.	**Core Courses: 14 Papers**	**Theory + Tutorial**
1.A.	Core Course: Theory (14 papers)	14x5 = 70
1.B.	Core Course (Tutorial)*(14 papers)	14x1 = 14
2.	**Elective Courses: 8 papers**	
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x5 = 20
2.B.	DSE (Tutorial)* (4 papers)	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x5 = 20
2.D.	GE (Tutorial)* (4 papers)	4x1 =4
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4
	Total Credit:	**140**

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.HONS

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

COURSE CODE & COURSE TITLE:

- ***Each paper of any course denoted by-(2-4 letters Subject Code--Honours/General (H/G)--Course Type (CC/GE/DSE)-(Theory/Tutorial/Practical)-Number of course.***

[Click on the course title to go to the course description]

A. Core courses (CC)

1. ENGH-H-CC-T-1:Indian Classical Literature
2. ENGH-H-CC-T-2: European Classical Literature
3. ENGH-H-CC-T-3: Indian Writing in English
4. ENGH-H-CC-T-4: British Poetry and Drama: 14th – 17th Centuries
5. ENGH-H-CC-T-5: American Literature
6. ENGH-H-CC-T-6: Popular Literature
7. ENGH-H-CC-T-7: British Poetry and Drama: 17th and 18th Centuries
8. ENGH-H-CC-T-8: British Literature: 18th Century
9. ENGH-H-CC-T-9: British Romantic Literature
10. ENGH-H-CC-T-10: British Literature: 19th Century
11. ENGH-H-CC-T-11: Women's Writing
12. ENGH-H-CC-T-12: British Literature: The Early 20th Century
13. ENGH-H-CC-T-13: Modern European Drama
14. ENGH-H-CC-T-14: Postcolonial Literatures

B. Discipline specific elective courses (DSE)

1. ENGH-H-DSE-T-1: Modern Indian Writing in English Translation
2. ENGH-H-DSE-T-2: British Literature: Post World War II
3. ENGH-H-DSE-T-3: Literary Criticism
4. ENGH-H-DSE-T-4: Literary Theory
5. ENGH-H-DSE-T-5: Partition Literature
6. ENGH-H-DSE-T-6: Research Methodology

C. Generic elective courses (GE):

1. ENGH-H-GE-T-1: Academic Writing and Composition
2. ENGH-H-GE-T-2: Text and Performance
3. ENGH-H-GE-T-3: Language and Linguistics
4. ENGH-H-GE-T-4: Contemporary India: Women and Empowerment

D. Ability enhancement compulsory courses (AECC)

1. ENGH-H-AECC-T-1: English Communication

E. Skill enhancement courses (SEC)

1. ENGH-H-SEC-T-1: English Language Teaching
1. ENGH-H-SEC-T-2: Soft Skills

TABLE-3: SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN IN B.A. (Hons.) (6 Credits: 75 Marks; 2 Credits: 25 Marks)[Click on the course title to go to the course description]

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
ENGH-H-CC-T-1	Indian Classical Literature	Core	6
ENGH-H-CC-T-2	European Classical Literature	Core	6
ENGH-H-GE-T-1	Academic Writing and Composition **	GE	6
ENGH-H-AECC-T-1	English Communication (L1/L2) *	AECC	2
Total	**4 courses**	**Total**	**20**
SEMESTER-II			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-3	Indian Writing in English	Core	6
ENGH-H-CC-T-4	British Poetry and Drama: 14th – 17th Centuries	Core	6
ENGH-H-GE-T-2	Text and Performance **	GE	6
		AECC	2
Total	**4 courses**	**Total**	**20**
SEMESTER-III			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-5	American Literature	Core	6
ENGH-H-CC-T-6	Popular Literature	Core	6
ENGH-H-CC-T-7	British Poetry and Drama: 17th and 18th Centuries	Core	6
ENGH-H-GE-T-3	Language and Linguistics **	GE	6
ENGH-H-SEC-T-1	English Language Teaching *	SEC	2
Total	**5 courses**	**Total**	**26**
SEMESTER-IV			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-8	British Literature: 18th Century	Core	6
ENGH-H-CC-T-9	British Romantic Literature	Core	6
ENGH-H-CC-T-10	British Literature: 19th Century	Core	6
ENGH-H-GE-T-4	Contemporary India: Women and Empowerment **	GE	6
ENGH-H-SEC-T-2	Soft Skills *	SEC	2
Total	**5 courses**	**Total**	**26**
SEMESTER-V			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-11	Women's Writing	Core	6
ENGH-H-CC-T-12	British Literature: The Early 20th Century	Core	6
ENGH-H-DSE-T-1	Modern Indian Writing in English Translation	DSE (Any two)	6x2=12
ENGH-H-DSE-T-2	British Literature: Post World War II		
ENGH-H-DSE-T-3	Literary Criticism		
Total	**4 courses**	**Total**	**24**

SEMESTER-VI			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-13	Modern European Drama	Core	6
ENGH-H-CC-T-14	Postcolonial Literatures	Core	6
ENGH-H-DSE-T-4	Literary Theory	DSE (Any two)	6x2=12
ENGH-H-DSE-T-5	Partition Literature		
ENGH-H-DSE-T-6	Research Methodology		
Total	**4 courses**	**Total**	**24**
Total (All semesters)	***26 courses***	***Total***	***140***

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

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

Instructions for question papers in end-semester evaluation for CC 1-14 and DSE 1-5

a) Each of the honours papers (CC I – 14) and DSE (1 – 5) the texts will be segregated into two different groups; Group A and Group B.
b) Only 2 and 5 marks questions are to be set from texts in Group A and 10 marks questions are to be set from texts in Group B.
c) In Group A, for 2 and 5 marks questions, at least one question must be set from each text/author.
d) In Group B, at least one question carrying 10 marks is to be set from each text/author. In case of more than one question is set from a text/author those questions should be offered as alternative to each other.
e) Ten (out of sixteen) questions carrying 2 marks each should be answered by students.
f) Four (out of nine) questions carrying 5 marks each should be answered by students.
g) Two (out of four) questions carrying 10 marks each should be answered by students.

B.A. ENGLISH (Honours)
SEMESTER-I

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Vyasa. "The Dicing" and "The Sequel to Dicing". Book V. "The Book of Effort" in *The Mahabharata*. Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	2,5	16 X2; 9X5
	IlangoAdigal. "The Book of Banci", in *Cilappatikaram. The Tale of an Anklet*. Bk.3.Tr. R. Parthasarathy. New Delhi: Penguin, 2004.	2,5	
B	Kalidasa. *AbhijnanaShakuntalam*. Tr. Chandra Rajan, in *Kalidasa: The Loom of Time*. New Delhi: Penguin, 1989.	10	4X10
	"The Book of the Assembly Hall", "The Temptation of Karna", Book V. "The Book of Effort" in *The Mahabharata*. Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	10	
	Sudraka. *Mrcchakatika*. Tr. M.M.Ramachandra Kale. New Delhi: MotilalBanarsidas, 1962.	10	

Instructions for question papers in end-semester evaluation for CC 1-14 and DSE 1-5

Instructions for question papers in end-semester evaluation for CC 1-14 and DSE 1-5

Suggested topics for class presentations

1. The Indian epic tradition: themes and recensions
2. Classical Indian drama: theory and practice
3. *Alamkara* and *rasa*
4. *Dharma* and the heroic tradition

Readings

1. Bharata. Chapter 6. "Sentiments". *Natyashastra*. Tr. ManmohanGhosh, vol I. 2nd Ed. Calcutta: Asiatic Society, 1967. pp. 100-18.
2. IravatiKarve. "Draupadi". In *Yuganta: The End of An Epoch*. Hyderabad: Disha: 1991. pp. 79-105.
3. J.A.B. van Buitenen. "Dharma and Moksha". In Roy W. Perrett ed. *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. pp. 33-40.
4. VinayDharwadkar. "Orientalism and the Study of Indian Literature". In O*rientalism and the Postcolonial Predicament*: *Perspectives on South Asia.* Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994.pp. 158-95.

B.A. ENGLISH (Honours)
SEMESTER-I

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Plautus. *Pot of Gold*. Tr. E.F. Watling. Harmondsworth: Penguin, 1965.	2,5	16 X2 and 9X5
	Ovid. Selections from *Metamorphoses*. Book III: Bacchus: lines 512 - 733. ("Now Pentheus, son of Echion…" to "…worshipping at the holy altars"). The prescribed portion covers the subtitles "The Story of Acoetes", "The Fate of the Lydian Sailors"and"The Death of Pentheus. Book IV: Pyramus and Thisbe: lines 55 - 164. ("Pyramus and Thisbe lived next door to each other..." to "...rest together in a single urn."). Book VI: "The story of Tereus, Procne and Philomela". Ll. 413 - 674. ("All the neighboring princes came to Thebes"..."This bird is called the hoopoe, and it looks as if it were accoutered for battle.") "Philomela" (Bk. VI). Tr. Mary M. Innes. Harmondsworth: Penguin, 1975.	2,5	
	Horace. "Epistle I". Bk. I. *The Satires of Horace and Persius*. Tr. Niall Rudd. Penguin, 2005.	2,5	
B	Homer. Books I and II. *The Iliad.* Tr. E. V. Rieu. Harmondsworth: Penguin, 1985.	10	4X10
	Sophocles. "Oedipus the King". Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.	10	

Suggested topics for class presentations

1. Epic
2. Comedy and tragedy in Classical drama
3. The Athenian city state
4. Catharsis and mimesis
5. Canons of Rhetoric
6. Literary cultures in Augustan Rome

Readings

1. Aristotle. Chapters 6-17, 23, 24 and 26. *Poetics*. Tr. with an introduction and notes by Malcolm Heath. London: Penguin, 1996.
2. Plato. Bk. X. *The Republic*. Tr. Desmond Lee. London: Penguin, 2007.
3. Horace. "ArsPoetica". *Horace: Satires, Epistles and ArsPoetica*. Tr. H. Rushton Fairclough. Cambridge, MA: Harvard UP, 2005. pp. 451-73.
4. The account of Bacchus' birth given "Juno and Semele" may be additionally referred to from *Metamorphoses*.

GE I (Any one)

B.A. ENGLISH (Honours)
SEMESTER-I

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

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

Academic Writing and Composition (Any four)

1. Introduction to the Writing Process

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

Further Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills forAcademic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. IlonaLeki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,2nded, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
5. Pramod K Nayar, Marilyn Anderson and Madhuchhanda Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson, 2009.
6. Mark Cholij. *Towards Academic English*.OUP, 2006.

B.A. ENGLISH (Honours)

SEMESTER-I

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-AECC-T-1	English Communication (L1/L2)	AECC	2	50

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

Objective:

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are : Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

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

2. Language of Communication:

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

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

3. Speaking Skills:

Monologue

Dialogue

Group Discussion
Effective Communication/ Mis-Communication
Interview
Public Speech

4. Reading and Understanding

Close Reading
Comprehension
Summary Paraphrasing
Analysis and Interpretation
Translation(from Indian language to English and vice-versa)
Literary/Knowledge Texts

5. Writing Skills

Documenting
Report Writing
Making notes
Letter writing

B.A. ENGLISH (Honours)
SEMESTER-II

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	AmitavGhosh. "The Ghosts of Mrs. Gandhi". *The New Yorker*. 17 Jul 1995.	2,5	16 X2 and 9X5
	Salman Rushdie. "The Free Radio"	2, 5	
	ShashiDeshpande. "The Intrusion"	2,5	
	Kamala Das. "Introduction"	2,5	
	Robin S. Ngangom. "The Strange Affair of Robin S. Ngangom", "A Poem for Mother"	2,5	
	Nissim Ezekiel. "Enterprise"	2,5	
	Toru Dutt. "Our Casurina Tree"	2,5	
	ArunKolatkar. "The Bus"	2,5	
	JayantaMahapatra. "Dawn at Puri"	2,5	
B	GirishKarnad. *Hayavadana. Three Plays.* New Delhi: OUP, 1997.	10	4X10
	Anita Desai. *In Custody*.	10	

Suggested topics for class presentations

1. Indian English in postcolonial context
2. Themes and contexts of Indian English literature
3. Aesthetics of Indian English poetry

Readings

1. Raja Rao. "Foreword". *Kanthapura*. New Delhi: OUP, 1989. pp. v-vi.
2. Salman Rushdie. "Commonwealth Literature Does Not Exist". *Imaginary Homelands*. London: Granta, 1991. pp.61-70.
3. Meenakshi Mukherjee. "Divided by a Common Language". *The Perishable Empire*. New Delhi: OUP, 2000. pp.61-70.
4. Bruce King. "Introduction". *Modern Indian Poetry in English*. 2nd ed. New Delhi: OUP, 2005. pp. 1-10.

B.A. ENGLISH (Honours)

SEMESTER-II

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Geoffrey Chaucer. "Wife of Bath". *The Prologue to the Canterbury Tales*.Ed. Neville Coghill.	2,5	16 X2; 9X5
	Edmund Spenser. Sonnet LXXV. "One day I wrote her name…" *Amoretti*.	2,5	
	Johne Donne. "The Sunne Rising" and " Valediction Forbidding Mourning"	2,5	
	Francis Bacon. "Of Empire"	2,5	
B	Christopher Marlowe. *Doctor Faustus*	10	4X10
	William Shakespeare. *Twelfth Night*	10	
	William Shakespeare. *Macbeth*	10	

Suggested topics for class presentations

1. Renaissance Humanism
2. The stage, the Court and the City
3. Religious and political thought of the period
4. Ideas of love and marriage
5. The writer in society

Readings

1. Pico della Mirandola. Excerpts from the *Oration on the Divinity of Man.The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.
2. John Calvin. "Predestination and Free Will".*The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary martin McLaughlin. New York: Penguin Books, 1953. pp.704-11.
3. Baldassare Castiglione. "Longing for Beauty" and "Invocation of Love", "Love and Beauty". Bk.IV. *The Courtier*. Tr. George Bull. Harmondsworth: Penguin, rpt. 1983. pp. 324-8, 330-5.
4. Philip Sidney. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.

B.A. ENGLISH (Honours)

SEMESTER-II

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

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

1. Introduction

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

Topics for Student Presentations:

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

2. Theatrical Forms and Practices

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

Topics for Student Presentations:

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

3. Theories of Drama

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

Topics for Student Presentations**:**

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

4. Theatrical Production

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

Topics for Student Presentations:

All aspects of production and performance; recording, archiving, interviewing performers and data collection.

B.A. ENGLISH (Honours)

SEMESTER-III

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	Edgar Allan Poe. "The Purloined Letter"	2,5	16 X2; 9X5
	William Faulkner. "Dry September"	2,5	
	Anne Bradstreet. "The prologue"	2,5	
	Walt Whitman. "Passage to India" (*ll.* 1-68). *Leaves of Grass*.	2,5	
	Adriene Rich. "Power"	2,5	
	Allen Ginsberg. "An Eastern Ballad". *Beat Poets*. Ed. Carmela Ciuraru.	2,5	

	New York: Alfred A. Knopf, 2002.		
	Abraham Lincoln. "Gettysburg Address"	2,5	
	Martin Luther King. "I have a Dream"	2,5	
B	Tennessee Williams. *The Glass Menagerie*.	10	
	Toni Morrison. *Beloved*.	10	4X10

Suggested topics for class presentations

1. The American Dream
2. Social Realism and Folklore in American novel
3. Focial Realism and Folklore in American short story
4. Black women's writing
5. Questions of form in American poetry
6. Civil Rights Movement

Readings

1. Hector St John Crevecouer. "What is an American". (Letter III) in *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66-105.
2. Frederick Douglass. Chapters 1-7. *A Narrative of the Life of Frederick Douglass*. Harmondsworth: Penguin, 1982. pp.47-87.
3. Henry David Thoreau. "Battle of the Ants". Excerpt from "Brute Neighbors" Ch.12. *Walden*. Norton Critical Edition.
4. Ralph Waldo Emerson. "Self Reliance". *The Selected Writings of Ralph Waldo Emerson*. Ed. with a biographical introduction by Brooks Atkinson. New York: Modern Library, 1964.
5. Toni Morrison. "Romancing the Shadow". *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
6. K. Sen and A. Sengupta. "Modernist Drama" *A Short History of American Literature.* New Delhi: Orient Blackswan.pp.160-174.

B.A. ENGLISH (Honours)
SEMESTER-III

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	ShyamSelvadurai. *Funny Boy*.	2,5	16 X2; 9X5
	DurgabaiVyam and ShubhashVyam. *Bhimayana: Experiences of Untouchability*./ *Autobiographical Notes on Ambedkar* (for visually challenged students)	2,5	
B	Lewis Carroll. *Through the Looking Glass*.	10	
	Agatha Christie. *The Murder of Roger Ackroyd.*		4X10

Suggested topics for class presentations

1. Coming of age
2. The canonical and the popular
3. Caste, gender and identity
4. Ethics and education in children's literature

5. Sense and nonsense
6. The graphic novel

Readings

1. ChelvaKanaganayakam. "Dancing in the Air: Reading Contemporary Sri Lankan Literature". rpt. MalashriLal, AlamgirHashmi and Victor J Ramraj eds. *Post Independence Voices in South Asian Writings*. Delhi: Doaba Publications, 2001. pp.51-65.
2. SumathiRamaswamy. "Introduction". *Beyond Appearances? VisualPractices and Ideologies in Modern India*. New Delhi: Sage, 2003. pp. xii-xxix.
3. Leslie Fiedler. "Towards a Definition of Popular Literature". *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. Bowling Green: Ohio UP, 1975. pp. 29-38.
4. Felicity Hughes. "Children's Literature: Theory and Practice". *English Literary History*. Vol.45. 1978. pp. 542-61.

B.A. ENGLISH (Honours)
SEMESTER-III

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	John Milton. *Paradise Lost*. Bk. I	2,5	16 X2; 9X5
	Alexander Pope. *The Rape of the Lock*. (Books I and II)	2,5	
B	John Webster. *The Duchess of Malfi*.	10	4X10
	Aphra Behn. *The Rover*.		

Suggested topics for class presentations

1. Religious and secular thought in the 17th century
2. The Stage, the state and the market
3. The mock-epic and Satire
4. Women in the 17th century
5. The Comedy of Manners

Readings

1. "Genesis", Ch.1-4 and "The Gospel According to St. Luke", Ch.1-7. [King James Version]
2. Niccolo Machiavelli. Chapters 15, 16, 18 and 25. *The Prince*. Ed. and tr. Robert M. Adams. New York: Norton & Co, 1992.
3. Thomas Hobbes. Chapters 8, 11 and 13. *The Leviathan*. New York: Norton & Co, 2006.
4. John Dryden. "A discourse Concerning the Origin and Progress of Satire". *The Norton Anthology of English Literature*. V.1. 9thedn. Ed. Stephen Greenblatt. New York: Norton, 2012. pp. 1767-8.

B.A. ENGLISH (Honours)
SEMESTER-III

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

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

1. **Language**: language and communication; language varieties: standard and non-standard language; language change.

Mesthrie, Rajend and Rakesh M Bhatt.*WorldEnglishes: The study of New Linguistic Varieties* .Cambridge UP, 2008.

2. **Phonetics and Phonology**: Introduction to English vowel and consonant sounds, Stress and phonemic transcription of connected speech, Syllabic structure and consonant cluster.

T. Balasubramanian. *A textbook of English Phonetics for Indian Students*. 2nd ed. Trinity, 2013.
J. D.O'Connor. *Better English Pronunciation*. CUP, 2000.
Peter Roach. *English Phonetics and Phonology: A Practical Course*. CUP, 2000.

3. **Syntax and Semantics**: Categories and Constituents, Phrase Structure, Maxims of conversations.

Akmajian, A., R. A. Demers and R, M Harnish. Chapters 5 and 6.*Liinguistics: An Introduction to Language and Communication*.2nded. MIT Press, 1984.Indian edition, Prentice Hall, 1991.
Board of editors.*Linguistics: An Introduction*. Hyderabad: Orient Blackswan, 2015.
F.R.Palmer. *Grammar*. Penguin, 1983.
George Yule. *The Study of Language*.CUP, 2016.
David Crystal. *English as A Global Language*. 2nd ed. CUP, 2003.
Victoria Fromkin, Robert Rodman, Nina Hyams.Chapters 3, 6 and 7.*An Introduction to Language.* 11thed. Wadsworth, 2018.

4. **Rhetoric and Prosody**: Identification and explanation of the figures of speech, Scansion and identification of the metrical pattern of a poem, or an excerpt from a poem.

Bose and Sterling.*Elements of English Rhetoric and Prosody.*

B.A. ENGLISH (Honours)

SEMESTER-III

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

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

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

<u>Further Readings</u>

1. Penny Ur, *A Course in Language Teaching: Practice and Theory.* CUP,1996.
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *TeachingEnglish as a Second or Foreign Language.*Cengage Learning, 4thed, 2014.
3. Adrian Doff, *Teach English: A Training Course For Teachers.* Cambridge UP, 1988.
4. *Business English.*Pearson, 2008.

5. Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*.OUP, 1986.
6. Patsy M. Lightbown and Nina Spada.*How Languages are Learned*. 4th ed. OUP, 2013.
7. GeethaNagaraj. *English Language Teaching: Approaches, Methods, Techniques*. Orient Blackswan, 2010.
8. Jack C Richards and Theodore S Richards. *Approaches and Methods in Language Teaching*.CUP, 2001.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Samuel Johnson. "London".	2,5	16 X2; 9X5
	Thomas Gray. "Elegy Written in a Country Churchyard".	2,5	
	Eliza Heywood. *Fantomina*.	2,5	
B	William Congreve. *The Way of the World.*	10	4X10
	Jonathan Swift. *Gulliver's Travels* (Books I & II)	10	

Suggested topics for class presentations

1. The Enlightenment and Neoclassicism
2. Restoration Comedy
3. The Country and the City
4. The novel and the periodical press

Readings

1. Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage.* London: Routledge, 1996.
2. Daniel Defoe. "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV) and "The Complete English Gentleman" in *Literature and Social Order in Eighteenth-century England*. Ed. Stephen Copley. London: Croom Helm, 1984.
3. Samuel Johnson. (i) Essay 156 in *The Rambler* in *Selected Writings: Samuel Johnson*. Ed. Peter Martin. Cambridge, MA: Harvard UP, 2009. pp. 194-7; (ii) *Rasselas.* Ch.10. (iii) "Pope's Intellectual Character: Pope and Dryden Compared", from the *Life of Pope* in *The Norton Anthology of English Literature*, vol.1, ed. Stephen Greenblatt. 8th Ed. New York: Norton, 2006. pp.2693-94, 2774-77.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be	Numbers of questions to

		set	be set
A	William Blake. “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to *The Songs of Innocence.*	2,5	16 X2; 9X5
	Robert Burns. “A Bard’s Epitaph” and “Scots WhaHae”		
	Samuel Taylor Coleridge. “Kubla Khan”, “Dejection: An Ode”		
	John Keats. “Ode to a Nightingale”, "Bright Star", “To Autumn”		
	Percy Bysshe Shelley. “Ode to the West Wind”		
B	William Wordsworth. “Tintern Abbey”	10	4X10
	George Gordon Byron. Canto IV. Verses 178-86. *Childe Harold’s Pilgrimage*. *ll.* 1594-1674.		
	Mary Shelley. *Frankenstein.*		

Suggested Topics for class presentations

1. Reason and imagination
2. Conceptions of nature
3. Literature and revolution
4. The Gothic
5. The Romantic lyric

Readings

1. William Wordsworth. “Preface” to *Lyrical Ballads* (1802 ed.). *The Norton Anthology of Theory and Criticism*. Eds. William Cain et al. 2001. pp. 648-67.
2. John Keats. Letter to George and Thomas Keats, 21 December 1817.Letter to Richard Woodhouse, 27 October 1818. Complete Poems and Selected Letters of John Keats. Ed. Edward Hirsch. Modern Library, 2001.
3. Jean-Jacques Rousseau. “Preface” to *Emile or On Education*. Tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge. Chap XIII. *BiographiaLiteraria*. Ed. George Watson. London: Everyman, 1993. pp. 161-6.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	Alfred Tennyson. “Ulysses”	2,5	16 X2; 9X5
	Robert Browning. “My Last Duchess”	2,5	
	Christina Rossetti. 1st Stanza. “The Goblin Market”. 1862. *ll.*1-31.	2,5	
B	Charlotte Brontë. *Jane Eyre*. 1847. 3rd ed. Norton Critical Edition. 2016.	10	4X10
	Charles Dickens. *Hard Times*. 1854. 4th ed. Norton Critical Edition. 2015.	10	
	Thomas Hardy. *Tess of the d'Urbervilles*.1891-92. 3rd ed. Norton Critical Edition.1991.	10	

Suggested Topics for class presentations

1. Utilitarianism

2. Nineteenth-century novel
3. Marriage and sexuality
4. The writer and society
5. Faith and doubt
6. Dramatic monologue

Readings

1. Karl Marx. "The Essence of the Materialist Conception of History: Being and Social Consciousness." Sec. IV, Part I. *German Ideology*. 1845.
2. Charles Darwin. "Natural Selection and Sexual Selection" selection from *The Descent of Man. Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton, 2006.
3. John Stuart Mill. Selections from Ch. 1 of *The Subjection of Women. Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton, 2006.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

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

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

B.A. ENGLISH (Honours)
SEMESTER-IV

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

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

Topics and skills to be learnt
Teamwork
Emotional Intelligence
Adaptability
Leadership
Problem solving

Readings

1. S.P. Dhanavel. *English and Soft Skills.*OrientBlackswan, 2013
2. *English for Students of Commerce: Précis, Composition, Essays, Poems*. Eds.Kaushik,et al.

3. Sabina Pillai and Agna Fernandez.*Soft Skills and Employability Skills*.CUP, 2017.

B.A. ENGLISH (Honours)
SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Emily Dickinson. "I cannot live with you". "I'm 'wife'- I've finished that"	2,5	16 X2; 9X5
	Sylvia Plath. "Daddy", "Lady Lazarus"	2,5	
	Maya Angelou. "Caged Bird". The Complete Collected Poems of Maya Angelou. Random House Inc., 1994.	2,5	
	Katherine Mansfield. "Bliss"	2,5	
	Mahashweta Devi. "Draupadi". Translated with a foreword by GayatriChakravortySpivak. *Critical Inquiry*, Vol. 8, No. 2, Writing and Sexual Difference. (Winter, 1981), pp. 381-402.	2,5	
	Rassundari Debi. Excerpts from *Amar Jiban*in *Women's Writing in India*. Vol.1. Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 191-2.	2,5	
B	Alice Walker. *The Color Purple*.	10	4X10
	Mary Wollstonecraft. Chapter II. *A Vindication of the Rights of Woman*. Norton Critical Edition. 1988. Pp.19-38. RamabaiRanade. "A Testimony of our Inexhaustible Treasures". *PanditaRamabai through Her Own Words: Selected Works*. Tr. MeeraKosambi. New Delhi: OUP, 2000. pp. 295-324.	10	

Suggested topics for class presentations

1. The confessional mode in women's writing
2. Sexual politics
3. Race, caste and gender
4. Social reform and women's rights

Readings

1. Virginia Woolf. Chapters 1 & 6. *A Room of One's Own.*
2. Simone de Beauvoir. "Introduction". *The Second Sex*. Tr. Constance Borde and Sheila Malovany-Chevallier. London: Vintage, 2010. pp.3-18.
3. KumkumSangari and SudeshVaid. "Introduction". *Recasting Women*: *Essays in Colonial History*. New Delhi: Kali for Women, 1989. pp.1-25.
4. Chandra TalapadeMohanty."Under Western Eyes: Feminist Scholarship and Colonial Discourses". *Contemporary Postcolonial Theory: A Reader*. Ed. PadminiMongia. New York: Arnold, 1996. pp. 172-97.

B.A. ENGLISH (Honours)
SEMESTER-V

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

	Century			

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	William Butler Yeats. "Byzantium", "Sailing to Byzantium"	2,5	16 X2; 9X5
	Thomas Stearns Eliot. "The Love Song of J. Alfred Prufrock", "Preludes", "Hollow Men"	2,5	
	Wystan Hugh Auden. "Unknown Citizen"	2,5	
	David Herbert Lawrence. "Odour of Chrysanthemums"	2,5	
	Virginia Woolf. "Mark on the Wall"	2,5	
	W. Somerset Maugham. "Rain"	2,5	
B	Joseph Conrad. *Heart of Darkness.*	10	4X10
	John Millington Synge. *Riders to the Sea*.	10	
	James Joyce. *A Portrait of the Artist as a Young Man*.	10	

Suggested topics for class presentations

1. Modernism
2. Women's movements in early twentieth-century
3. Psychoanalysis and the stream of consciousness
4. Uses of myth

Readings

1. Sigmund Freud. "Theory of Dreams", "Oedipus Complex", "The Structure of the Unconscious". *The Modern Tradition*. Ed. Richard Ellman et al. Oxford: OUP, 1965. pp.571, 578-80, 559-63.
2. T. S. Eliot. "Tradition and the Individual Talent". *Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton, 2006.pp.2319-25.
3. Raymond Williams. "Introduction". *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp.9-27.

B.A. ENGLISH (Honours)
SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Premchand. "The Shroud". *New Penguin Book of Classic Urdu Stories*. Ed. M. Assaduddin. Penguin, 2006.	2,5	16 X2; 9X5
	IsmatChughtai. "The Quilt". *Lifting the Veil: Selected Writings of IsmatChughtai.* Tr. M. Assaduddin. Penguin, 2009.	2,5	
	Gurdial Singh. "A Season of No Return". *Earthy Tones*. Tr. RanaNayar. Fiction House, 2002.	2,5	
	Fakir Mohan Senapati. "Rebati". *Oriya Stories*. Ed. Vidya Das. Tr. KishoriCharan Das. Srishti, 2000.	2,5	
	G.M.Muktibodh. "The Void" (Tr. VinayDharwadker) and "So Very Far"	2,5	

	(tr. Vishnu Khare and AdilJussawala). *Oxford Anthology of Modern Indian Poetry*. OUP, 2000.		
	Amrita Pritam. "I Say unto Waris Shah" (Tr. N.S.Tasneem). Modern Indian Literature: An Anthology. Plays and Prose. Vol.3.Ed. K. M. George. SahityaAkademi, 1992.	2,5	
	ThangjamIbopishak Singh. "Dali, Hussain, or Odour of Dream, Clours of Wind" and "The Land of the Half-Humans". Tr. Robin S. Ngangom. *The Anthology of Contemporary Poetry from the Northeast*. NEHU, 2003.	2,5	
B	Rabindranath Tagore. *Red Oleanders* or DharamveerBharati. *Andha Yug*. Tr. AlokBhalla. OUP	10	4X10
	G. KalyanRao. *Untouchable Spring*. Tr. AlladiUma and M. Sridhar. Orient Blackswan.	10	

Suggested Topics for Class Presentation

1. The aesthetics of translation
2. Linguistic regions and languages
3. Modernity in Indian literature
4. Caste, gender and resistance
5. Questions of form in twentieth-century Indian literature

Readings

1. Namwar Singh. 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
2. B.R. Ambedkar. "Annihilation of Caste".*Dr. BabasahebAmbedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukherjee. "A Link Literature for India".*Translation as Discovery*.Orient Longman, 1994. pp. 34–45.
4. G.N. Devy. "Introduction".*After Amnesia* in *The G.N. Devy Reader*.Orient BlackSwan, 2009. pp. 1–5.

B.A. ENGLISH (Honours)
SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Phillip Larkin. "Whitsun Weddings" and "Church Going"	2,5	16 X2; 9X5
	Ted Hughes. "Hawk Roosting" and "Crow's Fall"	2,5	
	Seamus Heaney. "Digging" and "Casualty"	2,5	
	Carol Anne Duffy. "Text" and "Stealing"	2,5	
B	George Orwell. *Animal Farm*	10	4X10
	John Osborne. *Look Back in* Anger	10	
	Julian Barnes. *England, England*	10	

Suggested Topics for Class Presentations

1. Postmodernism in British Literature
2. Britishness after 1960s

3. Intertextuality and experimentation
4. Literature and counterculture

Readings

1. Alan Sinfield. "Literature and Cultural Production."*Literature, Politics, and Culture in PostwarBritain.*University of California Press, 1989. pp. 23–38.
2. Seamus Heaney. "The Redress of Poetry".*The Redress of Poetry.*Faber, 1995. pp. 1–16.
3. Patricia Waugh. "Culture and Change: 1960-1990". *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. OUP, 1997.

B.A. ENGLISH (Honours)

SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	William Wordsworth. "Preface" to the *Lyrical Ballads* (1802)	2,5	16 X2; 9X5
	Virginia Woolf. "Modern Fiction"	2,5	
	T.S. Eliot: "Tradition and the Individual Talent"	2,5	
B	S.T. Coleridge. *BiographiaLiteraria*. Chapters XIII and XIV	10	4X10
	I.A. Richards. *Principles of Literary Criticism*. Chapters 1, 2 and 34. London, 1924.	10	
	Cleanth Brooks. "The Heresy of Paraphrase", and "The Language of Paradox".	10	

Suggested Topics for Class Presentations

1. Summarising and critiquing
2. Point of view
3. Reading and interpreting
4. Media criticism
5. Plot and setting
6. Citing from critics' interpretations

Readings

1. C.S. Lewis. "Introduction".*An Experiment in Criticism.*Cambridge University Press, 1992.
2. M.H. Abrams. *The Mirror and the Lamp.* Oxford University Press,1971.
3. Rene Wellek and Stephen G. Nicholas.*Concepts of Criticism*.Yale UP, 1963.
4. Andrew Bennett and Nicholas Royle. Eds. *An Introduction to Literature, Criticism and Theory.*5th Ed. Routledge, 2016.

B.A. ENGLISH (Honours)

SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**

A	Henrik Ibsen. "Ghosts". *Ghosts and Other Plays.* Tr. Peter Watts. Penguin, 1964.	2,5	16 X2; 9X5
	Samuel Beckett. *Waiting for Godot*.OUP.	2,5	
	Anton Chekov. "The Seagull". *Plays.* Tr. Peter Carson. Penguin, 2002.	2,5	
B	*Bertolt Brecht. The Good Person of Szechwan.* Ed.&Tr. Ralph Manheim. Penguin, 2008.	10	4X10
	Eugene Ionesco. "Rhinoceros". *Rhinoceros, The Chairs, The Lesson*. Tr. Derek Prouse and Donald Watson. Penguin, 1974.	10	
	Luigi Pirandello. *Six Characters in Search of an Author.* Tr. John Linstrum. Bloomsbury, 2014.	10	

Suggested topics for class presentations

1. Politics, social change and the stage
2. Text and performance
3. European drama: realism and beyond
4. Tragedy and heroism in modern European drama
5. The Theatre of the Absurd

Readings

1. Constantin Stanislavsky. "Faith and the Sense of Truth". Sections 1, 2, 7, 8, 9. Chapter 8. *An Actor Prepares*. Tr. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. pp. 121-5, 137-46.
2. Bertolt Brecht. "The Street Scene", "Theatre for Pleasure or Theatre for Instruction", and "Dramatic Theatre vs. Epic Theatre". *Brecht on Theatre: The Development of An Aesthetic*. Ed. and tr. John Willet. London: Methuen, 1992. pp.68-76., 121-8.
3. George Steiner. "On Modern Tragedy". *The Death of Tragedy*. London: Faber, 1995. pp. 303-24.
4. Martin Esslin. "Introduction: Absurdity of the Absurd". *Theatre of the Absurd*. New York: Vintage, 1961.
5. Raymond Williams. "A Generation of Masters". Ch.1. *Drama from Ibsen to Brecht.* Oxford: OUP, 1969. pp.25-111.

B.A. ENGLISH (Honours)
SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Bessie Head. "The Collector of Treasures".	2,5	16 X2; 9X5
	Ama Ata Aidoo. "The Girl Who Can"	2,5	
	Grace Ogot. "The Green Leaves".	2,	
	Pablo Neruda. "Tonight I Can Write", "The Way Spain Was."	2,5	
	Derek Walcott. "A Far Cry from Africa", "Names".	2,5	
	David Malouf. "Revolving Days", "Wild Lemons".	2,5	
	Mamang Dai. "Small Towns and the River", "The Voice of the Mountain"	2,5	
B	Chinua Achebe. *Things Fall Apart.*	10	4X10

	Gabriel Garcia Marquez. "No One Writes to the Colonel".	10	

Suggested Topics for class presentations

1. Decolonization, globalization and literature
2. Literature and identity politics
3. Writing for the new world audience
4. Region, race and gender
5. Postcolonial literatures and questions of form

Readings

1. Franz Fanon. "The Negro and Language". *Black Skin, White Masks*. Tr. Charles Lam Markmann. London: Pluto Press, 2008. pp.8-27.
2. NgugiwaThiong'o. "The Language of African Literature". Sections 4-6. Ch.1. *Decolonising the Mind.* London: James Curry, 1986.
3. Gabriel Garcia Marquez. The Nobel Prize Acceptance Speech. Gabriel Garcia Marquez: New Readings. Ed. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge UP, 1987.

B.A. ENGLISH (Honours)
SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	1. Marxism: a. Antonio Gramsci. "The Formation of the Intellectuals" and "Hegemony (Civil Society) and Separation of Powers".*Selections from the Prison Notebooks.*Ed. and tr. Quentin Hoare and Geoffrey Novell Smith . London: Lawrence and Wishart, 1971. p. 5, 245–6. Feminism: a. Elaine Showalter. "Twenty Years on: A Literature of Their Own Revisited." *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. 1977. Rpt. London: Virago, 2003. pp. xi–xxxiii.	2,5	16 X2; 9X5
	Postcolonial Studies: a. Mahatma Gandhi. "Passive Resistance" and "Education".*HindSwaraj and Other Writings*, ed. Anthony J Parel. Delhi: CUP, 1997. pp. 88–106.	2,5	
	Postcolonial Studies: b. Edward Said. "The Scope of Orientalism." *Orientalism*.Harmondsworth: Penguin, 1978. pp. 29–110.	2,5	
	Postcolonial Studies: c. Aijaz Ahmad. ""Indian Literature: Notes towards the Definition of a Category". *In Theory: Classes, Nations, Literatures*. London: Verso, 1992. pp. 243–285.	2,5	
B	Marxism: b. Louis Althusser. "Ideology and Ideological State Apparatuses".*Lenin and Philosophy and Other Essays*. New Delhi: Aakar Books, 2006. pp. 85–126.	10	4X10
	Feminism: b. Luce Irigaray. "When the Goods Get Together".*This Sex Which is Not One*. *New French Feminisms.*Ed. Elaine Marks and Isabelle de Courtivron. New York: Schocken Books, 1981. pp. 107–10.	10	
	Poststructuralism: a. Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Science." Tr. Alan Bass. *Modern Criticism and*	10	

	Theory: A Reader. Ed. David Lodge. London: Longman,1988. pp. 108–23.		
	Poststructuralism: b. Michel Foucault. "Truth and Power".*Power and Knowledge.*Tr.Alessandro Fontana and Pasquale Pasquino. New York: Pantheon, 1977. pp. 109–33.	10	

Suggested Topics for Class Presentations

1. The East and the West
2. Questions of alterity
3. Power, language, and representation
4. The State and culture

Readings

1. Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
2. Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).

B.A. ENGLISH (Honours)
SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	DibyenduPalit, 'Alam's Own House', tr. SarikaChaudhuri, *Bengal Partition Stories:An Unclosed Chapter*, ed. Basabi Fraser . London: Anthem Press, 2008. pp. 453–72.	2,5	16 X2; 9X5
	Manik Bandyopadhyay, 'The Final Solution', tr. Rani Ray, *Mapmaking: PartitionStories from Two Bengals*, ed. DebjaniSengupta. New Delhi: Srishti, 2003. pp.23–39.	2,5	
	Sa'adatHasanManto, "Toba Tek Singh", *in Black Margins: Manto*, tr. M. Asaduddin. New Delhi: Katha, 2003. pp. 212–20.	2,5	
	LalithambikaAntharajanam. "A Leaf in the Storm". Tr. K. NarayanaChandran, in*Stories about the Partition of India*. Ed. AlokBhalla. New Delhi: Manohar, 2012. pp. 137–45.	2,5	
	Faiz Ahmad Faiz. "For Your Lanes, My Country" in *In English: Faiz Ahmad Faiz,A Renowned Urdu Poet.* Tr. and ed. Riz Rahim. California: Xlibris, 2008. p. 138.	2,5	
	Gulzar. "Toba Tek Singh". Tr. AnisurRahman, in *Translating Partition.* Ed. TarunSaint et al New Delhi: Katha, 2001. p. x.	2,5	
B	Intizar Husain, *Basti*. Tr. Frances W. Pritchett. New Delhi: Rupa, 1995.	10	4X10
	AmitavGhosh. *The Shadow Lines.*	10	

Suggested Topics and Readings for Class Presentation

1. Colonialism, nationalism, and the Partition
2. Communalism and violence
3. Homelessness and exile
4. Women in the Partition

Readings

1. Ritu Menon and Kamla Bhasin."Introduction" in *Borders and Boundaries*. New Delhi: Kali for Women, 1998.
2. Sukrita P. Kumar. "Narrating Partition". Delhi: Indialog, 2004.
3. UrvashiButalia. *The Other Side of Silence: Voices from the Partition of India*. Delhi: Kali for Women, 2000.
4. Sigmund Freud. "Mourning and Melancholia" in *The Complete Psychological Works of Sigmund Freud.*Tr. James Strachey. London: Hogarth Press, 1953. pp. 3041–53.

Films

Garam Hawa. (dir. M.S. Sathyu, 1974).
Khamosh Paani: Silent Waters. (dir. SabihaSumar, 2003).
Subarnarekha. (dir. RitwikGhatak, 1965)

B.A. ENGLISH (Honours)

SEMESTER-VI

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

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

Readings:

1. Chicago Manual of Style.17th edition.
2. MLA Style Manual and Guide to Scholarly Publishing. 2008.

UNIVERSITY OF KALYANI

Syllabus
of the
UG-CBCS Programme
in

English Honours

2018 onwards
23-Aug-18

UG-CBCS Syllabus

Subject: ENGLISH (Honours)

This document contains following sections:

A. Total number of course

a. Table 1: Credit wise distribution
b. Table-2: Semester wise distribution
c. Table-3: Course & semester wise distribution

B. Semester-wise detail content of UG-CBCS syllabus

A. TOTAL Number of courses in UG-CBCS (B.A. English Honours.):

Types of course	**Core course (CC)**	**Elective course**		**Ability enhancement course**		**TOTAL**
		Discipline specific elective course (DSE)	**Generic elective course(GE)**	**Ability Enhancement compulsory course (AECC)**	**Skill Enhancement course (SEC)**	
No. of course	**14**	**4**	**4**	**2**	**2**	**26**
Credit/course	**6**	**6**	**6**	**2**	**2**	**140**

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A. (English Honours) UNDER CBCS

S. No.	**Particulars of Course**	**Credit Point**
1.	**Core Courses: 14 Papers**	**Theory + Tutorial**
1.A.	Core Course: Theory (14 papers)	14x5 = 70
1.B.	Core Course (Tutorial)*(14 papers)	14x1 = 14
2.	**Elective Courses: 8 papers**	
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x5 = 20
2.B.	DSE (Tutorial)* (4 papers)	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x5 = 20
2.D.	GE (Tutorial)* (4 papers)	4x1 =4
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4
	Total Credit:	**140**

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.HONS

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

COURSE CODE & COURSE TITLE:

- ***Each paper of any course denoted by-(2-4 letters Subject Code--Honours/General (H/G)--Course Type (CC/GE/DSE)-(Theory/Tutorial/Practical)-Number of course.***

[Click on the course title to go to the course description]

A. Core courses (CC)

1. ENGH-H-CC-T-1:Indian Classical Literature
2. ENGH-H-CC-T-2: European Classical Literature
3. ENGH-H-CC-T-3: Indian Writing in English
4. ENGH-H-CC-T-4: British Poetry and Drama: 14th – 17th Centuries
5. ENGH-H-CC-T-5: American Literature
6. ENGH-H-CC-T-6: Popular Literature
7. ENGH-H-CC-T-7: British Poetry and Drama: 17th and 18th Centuries
8. ENGH-H-CC-T-8: British Literature: 18th Century
9. ENGH-H-CC-T-9: British Romantic Literature
10. ENGH-H-CC-T-10: British Literature: 19th Century
11. ENGH-H-CC-T-11: Women's Writing
12. ENGH-H-CC-T-12: British Literature: The Early 20th Century
13. ENGH-H-CC-T-13: Modern European Drama
14. ENGH-H-CC-T-14: Postcolonial Literatures

B. Discipline specific elective courses (DSE)

1. ENGH-H-DSE-T-1: Modern Indian Writing in English Translation
2. ENGH-H-DSE-T-2: British Literature: Post World War II
3. ENGH-H-DSE-T-3: Literary Criticism
4. ENGH-H-DSE-T-4: Literary Theory
5. ENGH-H-DSE-T-5: Partition Literature
6. ENGH-H-DSE-T-6: Research Methodology

C. Generic elective courses (GE):

1. ENGH-H-GE-T-1: Academic Writing and Composition
2. ENGH-H-GE-T-2: Text and Performance
3. ENGH-H-GE-T-3: Language and Linguistics
4. ENGH-H-GE-T-4: Contemporary India: Women and Empowerment

D. Ability enhancement compulsory courses (AECC)

1. ENGH-H-AECC-T-1: English Communication

E. Skill enhancement courses (SEC)

1. ENGH-H-SEC-T-1: English Language Teaching
1. ENGH-H-SEC-T-2: Soft Skills

TABLE-3: SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN IN B.A. (Hons.) (6 Credits: 75 Marks; 2 Credits: 25 Marks)[Click on the course title to go to the course description]

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
ENGH-H-CC-T-1	Indian Classical Literature	Core	6
ENGH-H-CC-T-2	European Classical Literature	Core	6
ENGH-H-GE-T-1	Academic Writing and Composition **	GE	6
ENGH-H-AECC-T-1	English Communication (L1/L2) *	AECC	2
Total	**4 courses**	**Total**	**20**
SEMESTER-II			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-3	Indian Writing in English	Core	6
ENGH-H-CC-T-4	British Poetry and Drama: 14th – 17th Centuries	Core	6
ENGH-H-GE-T-2	Text and Performance **	GE	6
		AECC	2
Total	**4 courses**	**Total**	**20**
SEMESTER-III			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-5	American Literature	Core	6
ENGH-H-CC-T-6	Popular Literature	Core	6
ENGH-H-CC-T-7	British Poetry and Drama: 17th and 18th Centuries	Core	6
ENGH-H-GE-T-3	Language and Linguistics **	GE	6
ENGH-H-SEC-T-1	English Language Teaching *	SEC	2
Total	**5 courses**	**Total**	**26**
SEMESTER-IV			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-8	British Literature: 18th Century	Core	6
ENGH-H-CC-T-9	British Romantic Literature	Core	6
ENGH-H-CC-T-10	British Literature: 19th Century	Core	6
ENGH-H-GE-T-4	Contemporary India: Women and Empowerment **	GE	6
ENGH-H-SEC-T-2	Soft Skills *	SEC	2
Total	**5 courses**	**Total**	**26**
SEMESTER-V			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-11	Women's Writing	Core	6
ENGH-H-CC-T-12	British Literature: The Early 20th Century	Core	6
ENGH-H-DSE-T-1	Modern Indian Writing in English Translation	DSE (Any two)	6x2=12
ENGH-H-DSE-T-2	British Literature: Post World War II		
ENGH-H-DSE-T-3	Literary Criticism		
Total	**4 courses**	**Total**	**24**

SEMESTER-VI			
Course Code	**Course Title**	**Course Nature**	**Credit**
ENGH-H-CC-T-13	Modern European Drama	Core	6
ENGH-H-CC-T-14	Postcolonial Literatures	Core	6
ENGH-H-DSE-T-4	Literary Theory	DSE (Any two)	6x2=12
ENGH-H-DSE-T-5	Partition Literature		
ENGH-H-DSE-T-6	Research Methodology		
Total	**4 courses**	**Total**	**24**
Total (All semesters)	***26 courses***	***Total***	***140***

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

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

Instructions for question papers in end-semester evaluation for CC 1-14 and DSE 1-5

a) Each of the honours papers (CC I – 14) and DSE (1 – 5) the texts will be segregated into two different groups; Group A and Group B.
b) Only 2 and 5 marks questions are to be set from texts in Group A and 10 marks questions are to be set from texts in Group B.
c) In Group A, for 2 and 5 marks questions, at least one question must be set from each text/author.
d) In Group B, at least one question carrying 10 marks is to be set from each text/author. In case of more than one question is set from a text/author those questions should be offered as alternative to each other.
e) Ten (out of sixteen) questions carrying 2 marks each should be answered by students.
f) Four (out of nine) questions carrying 5 marks each should be answered by students.
g) Two (out of four) questions carrying 10 marks each should be answered by students.

B.A. ENGLISH (Honours)
SEMESTER-I

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Vyasa. "The Dicing" and "The Sequel to Dicing". Book V. "The Book of Effort" in *The Mahabharata*. Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	2,5	16 X2; 9X5
	IlangoAdigal. "The Book of Banci", in *Cilappatikaram. The Tale of an Anklet*. Bk.3.Tr. R. Parthasarathy. New Delhi: Penguin, 2004.	2,5	
B	Kalidasa. *AbhijnanaShakuntalam*. Tr. Chandra Rajan, in *Kalidasa: The Loom of Time*. New Delhi: Penguin, 1989.	10	4X10
	"The Book of the Assembly Hall", "The Temptation of Karna", Book V. "The Book of Effort" in *The Mahabharata*. Tr. And ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	10	
	Sudraka. *Mrcchakatika*. Tr. M.M.Ramachandra Kale. New Delhi: MotilalBanarsidas, 1962.	10	

Instructions for question papers in end-semester evaluation for CC 1-14 and DSE 1-5

Instructions for question papers in end-semester evaluation for CC 1-14 and DSE 1-5

Suggested topics for class presentations

1. The Indian epic tradition: themes and recensions
2. Classical Indian drama: theory and practice
3. *Alamkara* and *rasa*
4. *Dharma* and the heroic tradition

Readings

1. Bharata. Chapter 6. "Sentiments". *Natyashastra*. Tr. ManmohanGhosh, vol I. 2nd Ed. Calcutta: Asiatic Society, 1967. pp. 100-18.
2. IravatiKarve. "Draupadi". In *Yuganta: The End of An Epoch*. Hyderabad: Disha: 1991. pp. 79-105.
3. J.A.B. van Buitenen. "Dharma and Moksha". In Roy W. Perrett ed. *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. pp. 33-40.
4. VinayDharwadkar. "Orientalism and the Study of Indian Literature". In O*rientalism and the Postcolonial Predicament*: *Perspectives on South Asia.* Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994.pp. 158-95.

B.A. ENGLISH (Honours)
SEMESTER-I

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Plautus. *Pot of Gold*. Tr. E.F. Watling. Harmondsworth: Penguin, 1965.	2,5	16 X2 and 9X5
	Ovid. Selections from *Metamorphoses*. Book III: Bacchus: lines 512 - 733. ("Now Pentheus, son of Echion…" to "…worshipping at the holy altars"). The prescribed portion covers the subtitles "The Story of Acoetes", "The Fate of the Lydian Sailors"and"The Death of Pentheus. Book IV: Pyramus and Thisbe: lines 55 - 164. ("Pyramus and Thisbe lived next door to each other..." to "...rest together in a single urn."). Book VI: "The story of Tereus, Procne and Philomela". Ll. 413 - 674. ("All the neighboring princes came to Thebes"..."This bird is called the hoopoe, and it looks as if it were accoutered for battle.") "Philomela" (Bk. VI). Tr. Mary M. Innes. Harmondsworth: Penguin, 1975.	2,5	
	Horace. "Epistle I". Bk. I. *The Satires of Horace and Persius*. Tr. Niall Rudd. Penguin, 2005.	2,5	
B	Homer. Books I and II. *The Iliad.* Tr. E. V. Rieu. Harmondsworth: Penguin, 1985.	10	4X10
	Sophocles. "Oedipus the King". Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.	10	

Suggested topics for class presentations

1. Epic
2. Comedy and tragedy in Classical drama
3. The Athenian city state
4. Catharsis and mimesis
5. Canons of Rhetoric
6. Literary cultures in Augustan Rome

Readings

1. Aristotle. Chapters 6-17, 23, 24 and 26. *Poetics*. Tr. with an introduction and notes by Malcolm Heath. London: Penguin, 1996.
2. Plato. Bk. X. *The Republic*. Tr. Desmond Lee. London: Penguin, 2007.
3. Horace. "ArsPoetica". *Horace: Satires, Epistles and ArsPoetica*. Tr. H. Rushton Fairclough. Cambridge, MA: Harvard UP, 2005. pp. 451-73.
4. The account of Bacchus' birth given "Juno and Semele" may be additionally referred to from *Metamorphoses*.

GE I (Any one)

B.A. ENGLISH (Honours)
SEMESTER-I

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

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

Academic Writing and Composition (Any four)

1. Introduction to the Writing Process

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

Further Readings

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills forAcademic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. IlonaLeki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,2nded, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
5. Pramod K Nayar, Marilyn Anderson and Madhuchhanda Sen. *Critical Thinking, Academic Writing and Presentation Skills*. Pearson, 2009.
6. Mark Cholij. *Towards Academic English*.OUP, 2006.

B.A. ENGLISH (Honours)

SEMESTER-I

Course Code	Course Title	Course Type	Credit	Full Marks
ENGH-H-AECC-T-1	English Communication (L1/L2)	AECC	2	50

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

Objective:

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are : Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

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

2. Language of Communication:

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

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

3. Speaking Skills:

Monologue

Dialogue

Group Discussion
Effective Communication/ Mis-Communication
Interview
Public Speech

4. Reading and Understanding

Close Reading
Comprehension
Summary Paraphrasing
Analysis and Interpretation
Translation(from Indian language to English and vice-versa)
Literary/Knowledge Texts

5. Writing Skills

Documenting
Report Writing
Making notes
Letter writing

B.A. ENGLISH (Honours)
SEMESTER-II

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	AmitavGhosh. "The Ghosts of Mrs. Gandhi". *The New Yorker*. 17 Jul 1995.	2,5	16 X2 and 9X5
	Salman Rushdie. "The Free Radio"	2, 5	
	ShashiDeshpande. "The Intrusion"	2,5	
	Kamala Das. "Introduction"	2,5	
	Robin S. Ngangom. "The Strange Affair of Robin S. Ngangom", "A Poem for Mother"	2,5	
	Nissim Ezekiel. "Enterprise"	2,5	
	Toru Dutt. "Our Casurina Tree"	2,5	
	ArunKolatkar. "The Bus"	2,5	
	JayantaMahapatra. "Dawn at Puri"	2,5	
B	GirishKarnad. *Hayavadana. Three Plays.* New Delhi: OUP, 1997.	10	4X10
	Anita Desai. *In Custody*.	10	

Suggested topics for class presentations

1. Indian English in postcolonial context
2. Themes and contexts of Indian English literature
3. Aesthetics of Indian English poetry

Readings

1. Raja Rao. "Foreword". *Kanthapura*. New Delhi: OUP, 1989. pp. v-vi.
2. Salman Rushdie. "Commonwealth Literature Does Not Exist". *Imaginary Homelands*. London: Granta, 1991. pp.61-70.
3. Meenakshi Mukherjee. "Divided by a Common Language". *The Perishable Empire*. New Delhi: OUP, 2000. pp.61-70.
4. Bruce King. "Introduction". *Modern Indian Poetry in English*. 2nd ed. New Delhi: OUP, 2005. pp. 1-10.

B.A. ENGLISH (Honours)

SEMESTER-II

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Geoffrey Chaucer. "Wife of Bath". *The Prologue to the Canterbury Tales*.Ed. Neville Coghill.	2,5	16 X2; 9X5
	Edmund Spenser. Sonnet LXXV. "One day I wrote her name…" *Amoretti*.	2,5	
	Johne Donne. "The Sunne Rising" and " Valediction Forbidding Mourning"	2,5	
	Francis Bacon. "Of Empire"	2,5	
B	Christopher Marlowe. *Doctor Faustus*	10	4X10
	William Shakespeare. *Twelfth Night*	10	
	William Shakespeare. *Macbeth*	10	

Suggested topics for class presentations

1. Renaissance Humanism
2. The stage, the Court and the City
3. Religious and political thought of the period
4. Ideas of love and marriage
5. The writer in society

Readings

1. Pico della Mirandola. Excerpts from the *Oration on the Divinity of Man.The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.
2. John Calvin. "Predestination and Free Will".*The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary martin McLaughlin. New York: Penguin Books, 1953. pp.704-11.
3. Baldassare Castiglione. "Longing for Beauty" and "Invocation of Love", "Love and Beauty". Bk.IV. *The Courtier*. Tr. George Bull. Harmondsworth: Penguin, rpt. 1983. pp. 324-8, 330-5.
4. Philip Sidney. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.

B.A. ENGLISH (Honours)

SEMESTER-II

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

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

1. Introduction

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

Topics for Student Presentations:

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

2. Theatrical Forms and Practices

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

Topics for Student Presentations:

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

3. Theories of Drama

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

Topics for Student Presentations**:**

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

4. Theatrical Production

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

Topics for Student Presentations:

All aspects of production and performance; recording, archiving, interviewing performers and data collection.

B.A. ENGLISH (Honours)

SEMESTER-III

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	Edgar Allan Poe. "The Purloined Letter"	2,5	16 X2; 9X5
	William Faulkner. "Dry September"	2,5	
	Anne Bradstreet. "The prologue"	2,5	
	Walt Whitman. "Passage to India" (*ll.* 1-68). *Leaves of Grass*.	2,5	
	Adriene Rich. "Power"	2,5	
	Allen Ginsberg. "An Eastern Ballad". *Beat Poets*. Ed. Carmela Ciuraru.	2,5	

	New York: Alfred A. Knopf, 2002.		
	Abraham Lincoln. "Gettysburg Address"	2,5	
	Martin Luther King. "I have a Dream"	2,5	
B	Tennessee Williams. *The Glass Menagerie*.	10	
	Toni Morrison. *Beloved*.	10	4X10

Suggested topics for class presentations

1. The American Dream
2. Social Realism and Folklore in American novel
3. Focial Realism and Folklore in American short story
4. Black women's writing
5. Questions of form in American poetry
6. Civil Rights Movement

Readings

1. Hector St John Crevecouer. "What is an American". (Letter III) in *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66-105.
2. Frederick Douglass. Chapters 1-7. *A Narrative of the Life of Frederick Douglass*. Harmondsworth: Penguin, 1982. pp.47-87.
3. Henry David Thoreau. "Battle of the Ants". Excerpt from "Brute Neighbors" Ch.12. *Walden*. Norton Critical Edition.
4. Ralph Waldo Emerson. "Self Reliance". *The Selected Writings of Ralph Waldo Emerson*. Ed. with a biographical introduction by Brooks Atkinson. New York: Modern Library, 1964.
5. Toni Morrison. "Romancing the Shadow". *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
6. K. Sen and A. Sengupta. "Modernist Drama" *A Short History of American Literature.* New Delhi: Orient Blackswan.pp.160-174.

B.A. ENGLISH (Honours)
SEMESTER-III

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	ShyamSelvadurai. *Funny Boy*.	2,5	16 X2; 9X5
	DurgabaiVyam and ShubhashVyam. *Bhimayana: Experiences of Untouchability*./ *Autobiographical Notes on Ambedkar* (for visually challenged students)	2,5	
B	Lewis Carroll. *Through the Looking Glass*.	10	
	Agatha Christie. *The Murder of Roger Ackroyd.*		4X10

Suggested topics for class presentations

1. Coming of age
2. The canonical and the popular
3. Caste, gender and identity
4. Ethics and education in children's literature

5. Sense and nonsense
6. The graphic novel

Readings

1. ChelvaKanaganayakam. "Dancing in the Air: Reading Contemporary Sri Lankan Literature". rpt. MalashriLal, AlamgirHashmi and Victor J Ramraj eds. *Post Independence Voices in South Asian Writings*. Delhi: Doaba Publications, 2001. pp.51-65.
2. SumathiRamaswamy. "Introduction". *Beyond Appearances? VisualPractices and Ideologies in Modern India*. New Delhi: Sage, 2003. pp. xii-xxix.
3. Leslie Fiedler. "Towards a Definition of Popular Literature". *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. Bowling Green: Ohio UP, 1975. pp. 29-38.
4. Felicity Hughes. "Children's Literature: Theory and Practice". *English Literary History*. Vol.45. 1978. pp. 542-61.

B.A. ENGLISH (Honours)
SEMESTER-III

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	John Milton. *Paradise Lost*. Bk. I	2,5	16 X2; 9X5
	Alexander Pope. *The Rape of the Lock*. (Books I and II)	2,5	
B	John Webster. *The Duchess of Malfi*.	10	4X10
	Aphra Behn. *The Rover*.		

Suggested topics for class presentations

1. Religious and secular thought in the 17th century
2. The Stage, the state and the market
3. The mock-epic and Satire
4. Women in the 17th century
5. The Comedy of Manners

Readings

1. "Genesis", Ch.1-4 and "The Gospel According to St. Luke", Ch.1-7. [King James Version]
2. Niccolo Machiavelli. Chapters 15, 16, 18 and 25. *The Prince*. Ed. and tr. Robert M. Adams. New York: Norton & Co, 1992.
3. Thomas Hobbes. Chapters 8, 11 and 13. *The Leviathan*. New York: Norton & Co, 2006.
4. John Dryden. "A discourse Concerning the Origin and Progress of Satire". *The Norton Anthology of English Literature*. V.1. 9thedn. Ed. Stephen Greenblatt. New York: Norton, 2012. pp. 1767-8.

B.A. ENGLISH (Honours)
SEMESTER-III

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

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

1. **Language**: language and communication; language varieties: standard and non-standard language; language change.

Mesthrie, Rajend and Rakesh M Bhatt.*WorldEnglishes: The study of New Linguistic Varieties* .Cambridge UP, 2008.

2. **Phonetics and Phonology**: Introduction to English vowel and consonant sounds, Stress and phonemic transcription of connected speech, Syllabic structure and consonant cluster.

T. Balasubramanian. *A textbook of English Phonetics for Indian Students*. 2nd ed. Trinity, 2013.
J. D.O'Connor. *Better English Pronunciation*. CUP, 2000.
Peter Roach. *English Phonetics and Phonology: A Practical Course*. CUP, 2000.

3. **Syntax and Semantics**: Categories and Constituents, Phrase Structure, Maxims of conversations.

Akmajian, A., R. A. Demers and R, M Harnish. Chapters 5 and 6.*Liinguistics: An Introduction to Language and Communication*.2nded. MIT Press, 1984.Indian edition, Prentice Hall, 1991.
Board of editors.*Linguistics: An Introduction*. Hyderabad: Orient Blackswan, 2015.
F.R.Palmer. *Grammar*. Penguin, 1983.
George Yule. *The Study of Language*.CUP, 2016.
David Crystal. *English as A Global Language*. 2nd ed. CUP, 2003.
Victoria Fromkin, Robert Rodman, Nina Hyams.Chapters 3, 6 and 7.*An Introduction to Language.* 11thed. Wadsworth, 2018.

4. **Rhetoric and Prosody**: Identification and explanation of the figures of speech, Scansion and identification of the metrical pattern of a poem, or an excerpt from a poem.

Bose and Sterling.*Elements of English Rhetoric and Prosody.*

B.A. ENGLISH (Honours)

SEMESTER-III

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

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

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

<u>Further Readings</u>

1. Penny Ur, *A Course in Language Teaching: Practice and Theory.* CUP,1996.
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *TeachingEnglish as a Second or Foreign Language.*Cengage Learning, 4thed, 2014.
3. Adrian Doff, *Teach English: A Training Course For Teachers.* Cambridge UP, 1988.
4. *Business English.*Pearson, 2008.

5. Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*.OUP, 1986.
6. Patsy M. Lightbown and Nina Spada.*How Languages are Learned*. 4th ed. OUP, 2013.
7. GeethaNagaraj. *English Language Teaching: Approaches, Methods, Techniques*. Orient Blackswan, 2010.
8. Jack C Richards and Theodore S Richards. *Approaches and Methods in Language Teaching*.CUP, 2001.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Samuel Johnson. "London".	2,5	16 X2; 9X5
	Thomas Gray. "Elegy Written in a Country Churchyard".	2,5	
	Eliza Heywood. *Fantomina*.	2,5	
B	William Congreve. *The Way of the World.*	10	4X10
	Jonathan Swift. *Gulliver's Travels* (Books I & II)	10	

Suggested topics for class presentations

1. The Enlightenment and Neoclassicism
2. Restoration Comedy
3. The Country and the City
4. The novel and the periodical press

Readings

1. Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage.* London: Routledge, 1996.
2. Daniel Defoe. "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV) and "The Complete English Gentleman" in *Literature and Social Order in Eighteenth-century England*. Ed. Stephen Copley. London: Croom Helm, 1984.
3. Samuel Johnson. (i) Essay 156 in *The Rambler* in *Selected Writings: Samuel Johnson*. Ed. Peter Martin. Cambridge, MA: Harvard UP, 2009. pp. 194-7; (ii) *Rasselas.* Ch.10. (iii) "Pope's Intellectual Character: Pope and Dryden Compared", from the *Life of Pope* in *The Norton Anthology of English Literature*, vol.1, ed. Stephen Greenblatt. 8th Ed. New York: Norton, 2006. pp.2693-94, 2774-77.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be	Numbers of questions to

		set	be set
A	William Blake. “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to *The Songs of Innocence.*	2,5	16 X2; 9X5
	Robert Burns. “A Bard’s Epitaph” and “Scots WhaHae”		
	Samuel Taylor Coleridge. “Kubla Khan”, “Dejection: An Ode”		
	John Keats. “Ode to a Nightingale”, "Bright Star", “To Autumn”		
	Percy Bysshe Shelley. “Ode to the West Wind”		
B	William Wordsworth. “Tintern Abbey”	10	4X10
	George Gordon Byron. Canto IV. Verses 178-86. *Childe Harold’s Pilgrimage*. *ll.* 1594-1674.		
	Mary Shelley. *Frankenstein.*		

Suggested Topics for class presentations

1. Reason and imagination
2. Conceptions of nature
3. Literature and revolution
4. The Gothic
5. The Romantic lyric

Readings

1. William Wordsworth. “Preface” to *Lyrical Ballads* (1802 ed.). *The Norton Anthology of Theory and Criticism*. Eds. William Cain et al. 2001. pp. 648-67.
2. John Keats. Letter to George and Thomas Keats, 21 December 1817.Letter to Richard Woodhouse, 27 October 1818. Complete Poems and Selected Letters of John Keats. Ed. Edward Hirsch. Modern Library, 2001.
3. Jean-Jacques Rousseau. “Preface” to *Emile or On Education*. Tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge. Chap XIII. *BiographiaLiteraria*. Ed. George Watson. London: Everyman, 1993. pp. 161-6.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	Alfred Tennyson. “Ulysses”	2,5	16 X2; 9X5
	Robert Browning. “My Last Duchess”	2,5	
	Christina Rossetti. 1st Stanza. “The Goblin Market”. 1862. *ll.*1-31.	2,5	
B	Charlotte Brontë. *Jane Eyre*. 1847. 3rd ed. Norton Critical Edition. 2016.	10	4X10
	Charles Dickens. *Hard Times*. 1854. 4th ed. Norton Critical Edition. 2015.	10	
	Thomas Hardy. *Tess of the d'Urbervilles*.1891-92. 3rd ed. Norton Critical Edition.1991.	10	

Suggested Topics for class presentations

1. Utilitarianism

2. Nineteenth-century novel
3. Marriage and sexuality
4. The writer and society
5. Faith and doubt
6. Dramatic monologue

Readings

1. Karl Marx. "The Essence of the Materialist Conception of History: Being and Social Consciousness." Sec. IV, Part I. *German Ideology*. 1845.
2. Charles Darwin. "Natural Selection and Sexual Selection" selection from *The Descent of Man. Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton, 2006.
3. John Stuart Mill. Selections from Ch. 1 of *The Subjection of Women. Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton, 2006.

B.A. ENGLISH (Honours)
SEMESTER-IV

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

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

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

B.A. ENGLISH (Honours)
SEMESTER-IV

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

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

Topics and skills to be learnt
Teamwork
Emotional Intelligence
Adaptability
Leadership
Problem solving

Readings

1. S.P. Dhanavel. *English and Soft Skills.*OrientBlackswan, 2013
2. *English for Students of Commerce: Précis, Composition, Essays, Poems*. Eds.Kaushik,et al.

3. Sabina Pillai and Agna Fernandez.*Soft Skills and Employability Skills*.CUP, 2017.

B.A. ENGLISH (Honours)
SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Emily Dickinson. "I cannot live with you". "I'm 'wife'- I've finished that"	2,5	16 X2; 9X5
	Sylvia Plath. "Daddy", "Lady Lazarus"	2,5	
	Maya Angelou. "Caged Bird". The Complete Collected Poems of Maya Angelou. Random House Inc., 1994.	2,5	
	Katherine Mansfield. "Bliss"	2,5	
	Mahashweta Devi. "Draupadi". Translated with a foreword by GayatriChakravortySpivak. *Critical Inquiry*, Vol. 8, No. 2, Writing and Sexual Difference. (Winter, 1981), pp. 381-402.	2,5	
	Rassundari Debi. Excerpts from *Amar Jiban*in *Women's Writing in India*. Vol.1. Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 191-2.	2,5	
B	Alice Walker. *The Color Purple*.	10	4X10
	Mary Wollstonecraft. Chapter II. *A Vindication of the Rights of Woman*. Norton Critical Edition. 1988. Pp.19-38. RamabaiRanade. "A Testimony of our Inexhaustible Treasures". *PanditaRamabai through Her Own Words: Selected Works*. Tr. MeeraKosambi. New Delhi: OUP, 2000. pp. 295-324.	10	

Suggested topics for class presentations

1. The confessional mode in women's writing
2. Sexual politics
3. Race, caste and gender
4. Social reform and women's rights

Readings

1. Virginia Woolf. Chapters 1 & 6. *A Room of One's Own.*
2. Simone de Beauvoir. "Introduction". *The Second Sex*. Tr. Constance Borde and Sheila Malovany-Chevallier. London: Vintage, 2010. pp.3-18.
3. KumkumSangari and SudeshVaid. "Introduction". *Recasting Women*: *Essays in Colonial History*. New Delhi: Kali for Women, 1989. pp.1-25.
4. Chandra TalapadeMohanty."Under Western Eyes: Feminist Scholarship and Colonial Discourses". *Contemporary Postcolonial Theory: A Reader*. Ed. PadminiMongia. New York: Arnold, 1996. pp. 172-97.

B.A. ENGLISH (Honours)
SEMESTER-V

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

	Century			

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	William Butler Yeats. "Byzantium", "Sailing to Byzantium"	2,5	16 X2; 9X5
	Thomas Stearns Eliot. "The Love Song of J. Alfred Prufrock", "Preludes", "Hollow Men"	2,5	
	Wystan Hugh Auden. "Unknown Citizen"	2,5	
	David Herbert Lawrence. "Odour of Chrysanthemums"	2,5	
	Virginia Woolf. "Mark on the Wall"	2,5	
	W. Somerset Maugham. "Rain"	2,5	
B	Joseph Conrad. *Heart of Darkness.*	10	4X10
	John Millington Synge. *Riders to the Sea*.	10	
	James Joyce. *A Portrait of the Artist as a Young Man*.	10	

Suggested topics for class presentations

1. Modernism
2. Women's movements in early twentieth-century
3. Psychoanalysis and the stream of consciousness
4. Uses of myth

Readings

1. Sigmund Freud. "Theory of Dreams", "Oedipus Complex", "The Structure of the Unconscious". *The Modern Tradition*. Ed. Richard Ellman et al. Oxford: OUP, 1965. pp.571, 578-80, 559-63.
2. T. S. Eliot. "Tradition and the Individual Talent". *Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton, 2006.pp.2319-25.
3. Raymond Williams. "Introduction". *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp.9-27.

B.A. ENGLISH (Honours)
SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Premchand. "The Shroud". *New Penguin Book of Classic Urdu Stories*. Ed. M. Assaduddin. Penguin, 2006.	2,5	16 X2; 9X5
	IsmatChughtai. "The Quilt". *Lifting the Veil: Selected Writings of IsmatChughtai.* Tr. M. Assaduddin. Penguin, 2009.	2,5	
	Gurdial Singh. "A Season of No Return". *Earthy Tones*. Tr. RanaNayar. Fiction House, 2002.	2,5	
	Fakir Mohan Senapati. "Rebati". *Oriya Stories*. Ed. Vidya Das. Tr. KishoriCharan Das. Srishti, 2000.	2,5	
	G.M.Muktibodh. "The Void" (Tr. VinayDharwadker) and "So Very Far"	2,5	

	(tr. Vishnu Khare and AdilJussawala). *Oxford Anthology of Modern Indian Poetry*. OUP, 2000.		
	Amrita Pritam. "I Say unto Waris Shah" (Tr. N.S.Tasneem). Modern Indian Literature: An Anthology. Plays and Prose. Vol.3.Ed. K. M. George. SahityaAkademi, 1992.	2,5	
	ThangjamIbopishak Singh. "Dali, Hussain, or Odour of Dream, Clours of Wind" and "The Land of the Half-Humans". Tr. Robin S. Ngangom. *The Anthology of Contemporary Poetry from the Northeast*. NEHU, 2003.	2,5	
B	Rabindranath Tagore. *Red Oleanders* or DharamveerBharati. *Andha Yug*. Tr. AlokBhalla. OUP	10	4X10
	G. KalyanRao. *Untouchable Spring*. Tr. AlladiUma and M. Sridhar. Orient Blackswan.	10	

Suggested Topics for Class Presentation

1. The aesthetics of translation
2. Linguistic regions and languages
3. Modernity in Indian literature
4. Caste, gender and resistance
5. Questions of form in twentieth-century Indian literature

Readings

1. Namwar Singh. 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
2. B.R. Ambedkar. "Annihilation of Caste".*Dr. BabasahebAmbedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukherjee. "A Link Literature for India".*Translation as Discovery*.Orient Longman, 1994. pp. 34–45.
4. G.N. Devy. "Introduction".*After Amnesia* in *The G.N. Devy Reader*.Orient BlackSwan, 2009. pp. 1–5.

B.A. ENGLISH (Honours)
SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Phillip Larkin. "Whitsun Weddings" and "Church Going"	2,5	16 X2; 9X5
	Ted Hughes. "Hawk Roosting" and "Crow's Fall"	2,5	
	Seamus Heaney. "Digging" and "Casualty"	2,5	
	Carol Anne Duffy. "Text" and "Stealing"	2,5	
B	George Orwell. *Animal Farm*	10	4X10
	John Osborne. *Look Back in* Anger	10	
	Julian Barnes. *England, England*	10	

Suggested Topics for Class Presentations

1. Postmodernism in British Literature
2. Britishness after 1960s

3. Intertextuality and experimentation
4. Literature and counterculture

Readings

1. Alan Sinfield. "Literature and Cultural Production."*Literature, Politics, and Culture in PostwarBritain.*University of California Press, 1989. pp. 23–38.
2. Seamus Heaney. "The Redress of Poetry".*The Redress of Poetry.*Faber, 1995. pp. 1–16.
3. Patricia Waugh. "Culture and Change: 1960-1990". *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. OUP, 1997.

B.A. ENGLISH (Honours)

SEMESTER-V

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	William Wordsworth. "Preface" to the *Lyrical Ballads* (1802)	2,5	16 X2; 9X5
	Virginia Woolf. "Modern Fiction"	2,5	
	T.S. Eliot: "Tradition and the Individual Talent"	2,5	
B	S.T. Coleridge. *BiographiaLiteraria*. Chapters XIII and XIV	10	4X10
	I.A. Richards. *Principles of Literary Criticism*. Chapters 1, 2 and 34. London, 1924.	10	
	Cleanth Brooks. "The Heresy of Paraphrase", and "The Language of Paradox".	10	

Suggested Topics for Class Presentations

1. Summarising and critiquing
2. Point of view
3. Reading and interpreting
4. Media criticism
5. Plot and setting
6. Citing from critics' interpretations

Readings

1. C.S. Lewis. "Introduction".*An Experiment in Criticism.*Cambridge University Press, 1992.
2. M.H. Abrams. *The Mirror and the Lamp.* Oxford University Press,1971.
3. Rene Wellek and Stephen G. Nicholas.*Concepts of Criticism*.Yale UP, 1963.
4. Andrew Bennett and Nicholas Royle. Eds. *An Introduction to Literature, Criticism and Theory.*5th Ed. Routledge, 2016.

B.A. ENGLISH (Honours)

SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**

A	Henrik Ibsen. "Ghosts". *Ghosts and Other Plays.* Tr. Peter Watts. Penguin, 1964.	2,5	16 X2; 9X5
	Samuel Beckett. *Waiting for Godot*.OUP.	2,5	
	Anton Chekov. "The Seagull". *Plays.* Tr. Peter Carson. Penguin, 2002.	2,5	
B	*Bertolt Brecht. The Good Person of Szechwan.* Ed.&Tr. Ralph Manheim. Penguin, 2008.	10	4X10
	Eugene Ionesco. "Rhinoceros". *Rhinoceros, The Chairs, The Lesson*. Tr. Derek Prouse and Donald Watson. Penguin, 1974.	10	
	Luigi Pirandello. *Six Characters in Search of an Author.* Tr. John Linstrum. Bloomsbury, 2014.	10	

Suggested topics for class presentations

1. Politics, social change and the stage
2. Text and performance
3. European drama: realism and beyond
4. Tragedy and heroism in modern European drama
5. The Theatre of the Absurd

Readings

1. Constantin Stanislavsky. "Faith and the Sense of Truth". Sections 1, 2, 7, 8, 9. Chapter 8. *An Actor Prepares*. Tr. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. pp. 121-5, 137-46.
2. Bertolt Brecht. "The Street Scene", "Theatre for Pleasure or Theatre for Instruction", and "Dramatic Theatre vs. Epic Theatre". *Brecht on Theatre: The Development of An Aesthetic*. Ed. and tr. John Willet. London: Methuen, 1992. pp.68-76., 121-8.
3. George Steiner. "On Modern Tragedy". *The Death of Tragedy*. London: Faber, 1995. pp. 303-24.
4. Martin Esslin. "Introduction: Absurdity of the Absurd". *Theatre of the Absurd*. New York: Vintage, 1961.
5. Raymond Williams. "A Generation of Masters". Ch.1. *Drama from Ibsen to Brecht.* Oxford: OUP, 1969. pp.25-111.

B.A. ENGLISH (Honours)
SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	Bessie Head. "The Collector of Treasures".	2,5	16 X2; 9X5
	Ama Ata Aidoo. "The Girl Who Can"	2,5	
	Grace Ogot. "The Green Leaves".	2,	
	Pablo Neruda. "Tonight I Can Write", "The Way Spain Was."	2,5	
	Derek Walcott. "A Far Cry from Africa", "Names".	2,5	
	David Malouf. "Revolving Days", "Wild Lemons".	2,5	
	Mamang Dai. "Small Towns and the River", "The Voice of the Mountain"	2,5	
B	Chinua Achebe. *Things Fall Apart.*	10	4X10

	Gabriel Garcia Marquez. "No One Writes to the Colonel".	10	

Suggested Topics for class presentations

1. Decolonization, globalization and literature
2. Literature and identity politics
3. Writing for the new world audience
4. Region, race and gender
5. Postcolonial literatures and questions of form

Readings

1. Franz Fanon. "The Negro and Language". *Black Skin, White Masks*. Tr. Charles Lam Markmann. London: Pluto Press, 2008. pp.8-27.
2. NgugiwaThiong'o. "The Language of African Literature". Sections 4-6. Ch.1. *Decolonising the Mind.* London: James Curry, 1986.
3. Gabriel Garcia Marquez. The Nobel Prize Acceptance Speech. Gabriel Garcia Marquez: New Readings. Ed. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge UP, 1987.

B.A. ENGLISH (Honours)
SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	**Marks of questions to be set**	**Numbers of questions to be set**
A	1. Marxism: a. Antonio Gramsci. "The Formation of the Intellectuals" and "Hegemony (Civil Society) and Separation of Powers".*Selections from the Prison Notebooks.*Ed. and tr. Quentin Hoare and Geoffrey Novell Smith . London: Lawrence and Wishart, 1971. p. 5, 245–6. Feminism: a. Elaine Showalter. "Twenty Years on: A Literature of Their Own Revisited." *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. 1977. Rpt. London: Virago, 2003. pp. xi–xxxiii.	2,5	16 X2; 9X5
	Postcolonial Studies: a. Mahatma Gandhi. "Passive Resistance" and "Education".*HindSwaraj and Other Writings*, ed. Anthony J Parel. Delhi: CUP, 1997. pp. 88–106.	2,5	
	Postcolonial Studies: b. Edward Said. "The Scope of Orientalism." *Orientalism*.Harmondsworth: Penguin, 1978. pp. 29–110.	2,5	
	Postcolonial Studies: c. Aijaz Ahmad. ""Indian Literature: Notes towards the Definition of a Category". *In Theory: Classes, Nations, Literatures*. London: Verso, 1992. pp. 243–285.	2,5	
B	Marxism: b. Louis Althusser. "Ideology and Ideological State Apparatuses".*Lenin and Philosophy and Other Essays*. New Delhi: Aakar Books, 2006. pp. 85–126.	10	4X10
	Feminism: b. Luce Irigaray. "When the Goods Get Together".*This Sex Which is Not One*. *New French Feminisms.*Ed. Elaine Marks and Isabelle de Courtivron. New York: Schocken Books, 1981. pp. 107–10.	10	
	Poststructuralism: a. Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Science." Tr. Alan Bass. *Modern Criticism and*	10	

	Theory: A Reader. Ed. David Lodge. London: Longman,1988. pp. 108–23.		
	Poststructuralism: b. Michel Foucault. "Truth and Power".*Power and Knowledge.*Tr.Alessandro Fontana and Pasquale Pasquino. New York: Pantheon, 1977. pp. 109–33.	10	

Suggested Topics for Class Presentations

1. The East and the West
2. Questions of alterity
3. Power, language, and representation
4. The State and culture

Readings

1. Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
2. Peter Barry, Beginning Theory (Manchester: Manchester University Press, 2002).

B.A. ENGLISH (Honours)
SEMESTER-VI

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

Refer to Instructions (On page 4)

Group	Texts	Marks of questions to be set	Numbers of questions to be set
A	DibyenduPalit, 'Alam's Own House', tr. SarikaChaudhuri, *Bengal Partition Stories:An Unclosed Chapter*, ed. Basabi Fraser . London: Anthem Press, 2008. pp. 453–72.	2,5	16 X2; 9X5
	Manik Bandyopadhyay, 'The Final Solution', tr. Rani Ray, *Mapmaking: PartitionStories from Two Bengals*, ed. DebjaniSengupta. New Delhi: Srishti, 2003. pp.23–39.	2,5	
	Sa'adatHasanManto, "Toba Tek Singh", *in Black Margins: Manto*, tr. M. Asaduddin. New Delhi: Katha, 2003. pp. 212–20.	2,5	
	LalithambikaAntharajanam. "A Leaf in the Storm". Tr. K. NarayanaChandran, in*Stories about the Partition of India*. Ed. AlokBhalla. New Delhi: Manohar, 2012. pp. 137–45.	2,5	
	Faiz Ahmad Faiz. "For Your Lanes, My Country" in *In English: Faiz Ahmad Faiz,A Renowned Urdu Poet.* Tr. and ed. Riz Rahim. California: Xlibris, 2008. p. 138.	2,5	
	Gulzar. "Toba Tek Singh". Tr. AnisurRahman, in *Translating Partition.* Ed. TarunSaint et al New Delhi: Katha, 2001. p. x.	2,5	
B	Intizar Husain, *Basti*. Tr. Frances W. Pritchett. New Delhi: Rupa, 1995.	10	4X10
	AmitavGhosh. *The Shadow Lines.*	10	

Suggested Topics and Readings for Class Presentation

1. Colonialism, nationalism, and the Partition
2. Communalism and violence
3. Homelessness and exile
4. Women in the Partition

Readings

1. Ritu Menon and Kamla Bhasin."Introduction" in *Borders and Boundaries*. New Delhi: Kali for Women, 1998.
2. Sukrita P. Kumar. "Narrating Partition". Delhi: Indialog, 2004.
3. UrvashiButalia. *The Other Side of Silence: Voices from the Partition of India*. Delhi: Kali for Women, 2000.
4. Sigmund Freud. "Mourning and Melancholia" in *The Complete Psychological Works of Sigmund Freud.*Tr. James Strachey. London: Hogarth Press, 1953. pp. 3041–53.

Films

Garam Hawa. (dir. M.S. Sathyu, 1974).
Khamosh Paani: Silent Waters. (dir. SabihaSumar, 2003).
Subarnarekha. (dir. RitwikGhatak, 1965)

B.A. ENGLISH (Honours)

SEMESTER-VI

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

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

Readings:

1. Chicago Manual of Style.17th edition.
2. MLA Style Manual and Guide to Scholarly Publishing. 2008.

B.A. ENGLISH (General)
SEMESTER-II

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

Texts:

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

B.A. ENGLISH (General)
SEMESTER-IV

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

Texts:

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

University of Kalyani

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

Smt. Sharmila Majumdar
Associate Professor
Chairperson, UGBOS, English

Kalyani 741235, West Bengal
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Phone Office
Kalyani: 2582-8750, 2582-8220 Ext. 276
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No. 3767E/LCC Syllb /18

Date..... May 4, 2018 .....

To
The Secretary
Faculty Council (UG)
University of Kalyani

Sub: Language Core Course (LCC I and II) syllabus

Sir,

As requested by you I am forwarding the syllabus for LCC I and LCC II.

Kindly take necessary action.

Thank you.

Yours faithfully,

Sharmila Majumdar
Associate Professor

Associate Professor
Department of English
Univer

Enclo:
As mentioned above

UNIVERSITY OF KALYANI

Syllabus for B.A./B.Sc. (Honours) Course

in

Geography

According to the

Choice Based Credit System (CBCS)

&

Semester System: I-VI

WITH EFFECT FROM THE ACADEMIC SESSION

2018-2019

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.A./B.Sc. HONOURS COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-I				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/H/CC/T/01	Core	GEOTECTONICS AND GEOMORPHOLOGY	75L+15T	6
GEO/H/CC/T/02	Core	CARTOGRAPHIC TECHNIQUES AND GEOLOGICAL MAP STUDY	60T	4
GEO/H/CC/P/02			60P	2
GEO/H/GE/T/01/A or GEO/H/GE/T/01/B	GE	DISASTER MANAGEMENT **OR** GEOGRAPHY OF TOURISM	75L+15T	6
-	AECC	Environmental studies	-	2
Total		**4 courses**	**-**	**20**
SEMESTER-II				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/H/CC/T/03	Core	HUMAN GEOGRAPHY	75L+15T	6
GEO/H/CC/T/04	Core	CARTOGRAMS, SURVEY AND THEMATIC MAPPING	60T	4
GEO/H/CC/P/04			60P	2
GEO/H/GE/T/02/A or GEO/H/GE/T/02/B	GE	GEOSPATIAL TECHNOLOGY **OR** REGIONAL DEVELOPMENT	75L+15T	6
-	AECC	Communicative English/ MIL	-	2
Total		**4 courses**	**-**	**20**
SEMESTER-III				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/H/CC/T/05	Core	CLIMATOLOGY	75L+15T	6
GEO/H/CC/T/06	Core	STATISTICAL METHODS IN GEOGRAPHY	60T	4
GEO/H/CC/P/06			60P	2
GEO/H/CC/T/07	Core	GEOGRAPHY OF INDIA	75L+15T	6
GEO/H/GE/T/03/A or GEO/H/GE/T/03/B	GE	CLIMATE CHANGE: VULNERABILITY AND ADAPTATION **OR** RURAL DEVELOPMENT	75L+15T	6
GEO/H/SEC/P/01/A or GEO/H/SEC/P/01/B	SEC	COMPUTER BASIC AND COMPUTER APPLICATIONS **OR** REMOTE SENSING	60P	2
Total		**5 courses**	**-**	**26**

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.A./B.Sc. HONOURS COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-IV				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/H/CC/T/08	Core	REGIONAL PLANNING AND DEVELOPMENT	75L+15T	6
GEO/H/CC/T/09	Core	ECONOMIC GEOGRAPHY	75L+15T	6
GEO/H/CC/T/10	Core	ENVIRONMENTAL GEOGRAPHY	60T	4
GEO/H/CC/P/10			60P	2
GEO/H/GE/T/04/A or GEO/H/GE/T/04/B	GE	INDUSTRIAL GEOGRAPHY **OR** SUSTAINABLE DEVELOPMENT	75L+15T	6
GEO/H/SEC/P/02/A or GEO/H/SEC/P/02/B	SEC	ADVANCE SPATIAL STATISTICAL TECHNIQUES **OR** FIELD WORK	60P	2
Total		**5 courses**	**-**	**26**
SEMESTER-V				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/H/CC/T/11	Core	RESEARCH METHODOLOGY AND FIELD WORK	60T	4
GEO/H/CC/P/11			60P	2
GEO/H/CC/T/12	Core	REMOTE SENSING AND GIS	60T	4
GEO/H/CC/P/12			60P	2
GEO/H/DSE/T/01/A or GEO/H/DSE/T/01/B	DSE	URBAN GEOGRAPHY **OR** CULTURAL AND SETTLEMENT GEOGRAPHY	75L+15T	6x2=12
GEO/H/DSE/T/02/A or GEO/H/DSE/T/02/B	DSE	POPULATION GEOGRAPHY **OR** SOCIAL GEOGRAPHY	75L+15T	
Total		**4 courses**	**-**	**24**
SEMESTER-VI				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/H/CC/T/13	Core	EVOLUTION OF GEOGRAPHICAL THOUGHTS	75L+15T	6
GEO/H/CC/T/14	Core	DISASTER MANAGEMENT	60T	4
GEO/H/CC/P/14			60P	2
GEO/H/DSE/T/03/A or GEO/H/DSE/T/03/B	DSE	FLUVIAL GEOMORPHOLOGY **OR** RESOURCE GEOGRAPHY	75L+15T	6x2=12
GEO/H/DSE/T/04/A or GEO/H/DSE/T/04/B	DSE	SOIL AND BIO GEOGRAPHY **OR** AGRICULTURAL GEOGRAPHY	75L+15T	
Total		**4 courses**	**-**	**24**
Total (All semesters)		***26 courses***	**-**	***140***

B.A./B.Sc. (Honours) Course in Geography

SEMESTER-I

CORE COURSE (CC):

GEO/H/CC/T/01: (Theory): Geotectonics and Geomorphology **6 Credits**

Unit-1: Geotectonics **2 Credits**

1. Earth's tectonic and structural evolution with reference to geological time scale
2. Earth's interior with special reference to seismology
3. Concept of Isostasy: Theories of Airy and Pratt
4. Earth movements: Plate tectonics; Types of folds and faults; Earthquakes and Volcanoes

Unit-2: Geomorphology **4 Credits**

1. Geomorphology: Nature and Scope
2. Degradation processes: Weathering; Mass wasting and resultant landforms
3. Models of landscape evolution: Views of Davis, Penck, King and Hack
4. Development of river network and landforms on uniclinal and folded structures
5. Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial and Coastal

Reference Books:

- Bloom, A. L., 2001: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi
- Bridges, E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge
- Christopherson, R. W., 2011: Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company
- Kale, V. S., and Gupta, A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad
- Knighton, A. D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London
- Selby, M. J., 2005: Earth's Changing Surface, Indian Edition, OUP
- Singh, S. 1998: Geomorphology, Prayag Pustak, Allahabad
- Skinner, B. J., and Stephen, C. P., 2000: The Dynamic Earth: An Introduction to physical Geology, 4th Edition, John Wiley and Sons
- Thornbury, W. D., 1969: Principles of Geomorphology, Wiley

CC/02: Cartographic Techniques and Geological Map Study **6 Credits**

GEO/H/CC/T/02: (Theory): Cartographic Techniques and Geological Map Study
4 Credits

1. Cartography: Nature and Scope
2. Maps: Classification and Types; Components of a Map
3. Concept of Scales: Linear, Comparative, Diagonal and Vernier
4. Coordinate Systems: Polar and Rectangular; Concept of Geoid and Spheroid; Map Projections: Classification, Properties and Uses; Concept and Significance of UTM Projection
5. Survey of India Topographical Maps: Reference Scheme of Old and Open series
6. Types of Rocks and Minerals; Characteristics of Granite, Basalt, Dolerite, Pegmatite, Gneiss, Shale, Sandstone, Slate, Marble, Quartzite, Quartz, Feldspar, Mica, Limestone, Calcite, Bauxite, Magnetite, Hematite, Galena (using samples of rocks and minerals)
7. Concept of Bedding Plane, Unconformity and Non-conformity, Thickness of Bed, Dip, Throw, Hade, Heave

GEO/H/CC/P/02: (Practical): Cartographic Techniques and Geological Map Study
2 Credits

1. Construction of Scales: Linear, Comparative, Diagonal and Vernier
2. Construction of Projections: Polar Zenithal Stereographic Projection, Simple Conical with One Standard Parallel Projection, Bonne's Projection and Mercator's Projection
3. Construction and Interpretation of Relief Profiles (Superimposed, Projected and Composite), Preparation of Relative Relief Map, Average Slope Map (Wentworth Method), and Stream Ordering (After Strahler) on a Drainage Basin
4. Transect chart: Relation between physical and cultural features from topographical maps (Survey of India)
5. Geological Map (Problems related to Horizontal, Uniclinal, Folded and Faulted Structure); Drawing of Geological Section and Interpretation of the Map

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

Reference Books:

- Anson, R., and Ormelling, F. J., 1994: International Cartographic Association: Basic Cartographic Vol., Pregmen Press
- Gupta, K. K., and Tyagi, V. C., 1992: Working with Map, Survey of India, DST, New Delhi
- Mishra, R. P., and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi
- Monkhouse, F. J., and Wilkinson H. R., 1973: Maps and Diagrams, Methuen, London
- Robinson, A. H., 2009: Elements of Cartography, John Wiley and Sons, New York
- Sarkar, A. 2015: Practical Geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
- Singh, R. L., and Singh, R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers

Generic Elective (GE):

[For Students other than Geography Honours]

GE/01: Disaster Management or Geography of Tourism — 6 Credits

GEO/H/GE/T/01/A: (Theory): Disaster Management — 6Credits

1. Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification of hazards
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping
3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.
4. Manmade disasters: Causes, Impact, Distribution and Mapping of Soil erosion and Accidental release of toxic chemicals
5. Response and Mitigation to Disasters: Institutional set up, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

Reference Books:

- Government of India., 1997: Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Kapur, A., 2010: Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
- Modh, S., 2010: Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
- Singh Jagbir., 2007: "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
- Singh, R. B. (ed.), 2006: Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
- Singh, R.B., 2005: Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
- Sinha, A., 2001: Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
- Stoltman, J.P. et al., 2004: International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

OR

GEO/H/GE/T/01/B: (Theory): Geography of Tourism **6 Credits**

1. Scope and Nature: Concepts and Issues, Tourism, Recreation and Leisure Inter-Relations; Geographical Parameters of Tourism by Robinson
2. Types of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage
3. Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings, Incentives, Conventions and Exhibitions (MICE)
4. Impact of Tourism: Economy; Environment; Society
5. Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal Areas; National Tourism Policy

Reference Books:

- Dhar, P.N., 2006: International Tourism: Emerging Challenges and Future Prospects. Kanishka, New Delhi.
- Hall, M. and Stephen, P., 2006: Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
- Kamra, K. K. and Chand, M., 2007: Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
- Page, S. J., 2011: Tourism Management: An Introduction, Butterworth-Heinemann-USA. Chapter 2.
- Raj, R. and Nigel, D., 2007: Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge, USA, www.cabi.org.
- Singh Jagbir., 2014: "Eco-Tourism" Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
- Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow

SEMESTER-II

CORE COURSE (CC):

GEO/H/CC/T/03 : (Theory): Human Geography **6 Credits**

Unit-1: Nature and Principles **2 Credits**

1. Introduction: Defining Human Geography; Major Themes; Contemporary Relevance
2. Evolution of Humans; Concept of Race and Ethnicity; Major Racial Groups of the World
3. Space, Society and Cultural Regions (Language and Religion)
4. Concept: Culture, Cultural Diffusion, Community, Society, Cultural Realms

Unit-2: Society, Demography and Ekistics **4 Credits**

1. Evolution of Human Society: Hunting and Gathering, Pastoral Nomadism, Subsistence Farming, Industrial and Urban Society
2. Population Growth and Distribution, Population Composition; Demographic Transition Model
3. Population–Resource Regions (Ackerman)
4. Population and Environment Relations with special reference to Development–Environment Conflict
5. Social Morphology and Rural House Types in India
6. Types and Patterns of Rural Settlements
7. Functional Classification of Urban Settlements
8. Trends and Pattern of World Urbanization

Reference Books:

- Bergman, E. F., 1995: Human Geography-Culture, Connections and Landscape, Prentice Hall, New Jersey
- Chandna, R. C., 2016: Geography of Population- Concepts, Dterminants and Patterns, Kalyani publishers
- Chisholm, 1975: Human Geography, Penguin Books, Hermondsworth
- Daniel, P. A., and Hopkinson, M. F., 1989: The Geography of Settlement, Oliver & Boyd, London
- Hussain, M., 2011: Human Geography, Rawat publication, Jaipur
- Johnston, R., Gregory, D., Pratt, G. et al., 2008: The Dictionary of Human Geography, Blackwell Publication
- Jordan-Bychkov, et al., 2006: The Human Mosaic: A Thematic Introduction to Cultural Geography, W. H. Freeman and Company, New York
- Pearce, D., 1995: Tourism Today: A Geographical Analysis, 2nd edition, Longman Scientific & Technical, London
- Pickering, K., and Owen, A. A., 1997: An Introduction to Global Environmental Issues, 2nd edition, Rutledge, London
- Raw, M., 1986: Understanding Human Geography: A Practical Approach, Bell and Hyman. London
- Rubenstein, J. M., 2002: The Cultural Landscape, 7th edition, Prentice Hall, Englewood Cliffs
- Smith, D. M., 1982: Human Geography: A Welfare Approach, Edward Arnold, London

CC/04: Cartograms, Survey and Thematic Mapping **6 Credits**

GEO/H/CC/T/04: (Theory): Cartograms, Survey and Thematic Mapping **4 Credits**

1. Concepts of Cartograms and Thematic Maps
2. Concept and Utility of Isopleth and Choropleth
3. Concept, utility and Interpretation of: Climograph, Hythergraph and Ergograph
4. Preparation and Interpretation of Demographic Charts and Diagrams (Age-Sex Pyramid)
5. Concepts of Bearing: Magnetic and True, Whole-circle and Reduced
6. Basic Concepts of Surveying and Survey Equipments: Abneys Level, Clinometer
7. Basic Concepts of Surveying and Survey Equipments: Prismatic Compass, Dumpy Level, Transit Theodolite
8. Interpretation of Landuse and landcover maps

GEO/H/CC/P/04: (Practical): Cartograms, Survey and Thematic Mapping **2 Credits**

1. Diagrammatic Representation of Data: Star and Age-sex Pyramid Diagram, Pie Diagram
2. Representation of Data on Map by Proportional Circles, Dots and Spheres, Isolines and Choropleth method
3. Survey: Traversing by Prismatic Compass and Dumpy Level with One Change Point (Profile Drawing)
4. Determination of Height of Objects using Transit Theodolite (Accessible bases)

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

Reference Books:

- Cuff, J. D., and Mattson, M. T., 1982: Thematic Maps: Their Design and Production, Methuen Young Books
- Dent, B. D., Torguson, J. S., and Holder, T. W., 2008: Cartography: Thematic Map Design (6th Edition), Mcgraw-Hill Higher Education
- Gupta, K. K., and Tyagi, V. C., 1992: Working with Maps, Survey of India, DST, New Delhi
- Kraak, M.-J., and Ormeling, F., 2003: Cartography: Visualization of Geo-Spatial Data, Prentice-Hall
- Mishra, R. P., and Ramesh, A., 1989: Fundamentals of Cartography, Concept, New Delhi
- Singh, R. L., and Singh, R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Slocum, T. A., Mcmaster, R. B., and Kessler F. C., 2008: Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall
- Tyner, J. A., 2010: Principles of Map Design, The Guilford Press
- Sarkar, A., 2015: Practical Geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi

Generic Elective (GE):

[For Students other than Geography Honours]

GE/2: Geospatial Technology or Regional Development **6 Credits**

GEO/H/GE/T/02/A: (Theory): Geospatial Technology **6 Credits**

1. Definition, scope and historical development of geospatial technology
2. Concepts of spheroid, ellipsoid and projection systems. Significance of WGS 84 and UTM
3. Data types and structures in spatial technology
4. Classification of Remote Sensing platforms, sensors and resolution. IRS (Resourcesat and Cartosat) and Landsat systems
5. Concept and function of GPS, DGPS and Total Station
6. Functions of Spatial information system: Information retrieval; Topological modeling; Networks; Overlay; Data output
7. Visual and Digital techniques of image interpretation
8. Development of web-based spatial platforms with reference to Bhuvan and Google Earth
9. Application of Geospatial Technology

Reference Books:

- C. D. Tomlin, Geographic Information Systems and Cartographic Modeling, Prentice-Hall, Englewood Cliffs, NJ, 1990. ISBN 0-13-350927-3.
- C. Esperança and H. Samet, An overview of the SAND spatial database system, to appear in Communications of the ACM, 1997. http://www.cs.umd.edu/~hjs/pubs/sandprog.ps.gz
- G. Hjaltason and H. Samet, Ranking in Spatial Databases in Advances in Spatial Databases —4th Symposium, SSD'95, M. J. Egenhofer and J. R. Herring, Eds., Lecture Notes in Computer Science 951, Springer-Verlag, Berlin, 1995, 83-95. http://www.cs.umd.edu/~hjs/pubs/incnear.ps
- H. Samet and W. G. Aref, Spatial Data Models and Query Processing in Modern Database Systems: The Object Model, Interoperability, and Beyond, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 338-360. http://www.cs.umd.edu/~hjs/pubs/kim2.ps
- H. Samet, Applications of Spatial Data Structures: Computer Graphics, Image Processing, and GIS, Addison-Wesley, Reading, MA, 1990. ISBN 0-201- 50300-0. 6. H. Samet, The Design and Analysis of Spatial Data Structures, Addison-Wesley, Reading, MA, 1990. ISBN 0-201-50255-0.
- H. Samet, Spatial Data Structures in Modern Database Systems: The Object Model, Interoperability, and Beyond, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 361-385. http://www.cs.umd.edu/~hjs/pubs/kim.ps

OR

GEO/H/GE/T/02/B: (Theory): Regional Development **6 Credits**

1. Definition of Region, Evolution, Types and Need of Regional planning: Formal, Functional and Planning Regions and Regional Development
2. Regional Imbalances and Problems of Functional Regions
3. Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones)
4. Strategies/Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian Context; Village Cluster
5. Problem Regions and Regional Planning: Backward Regions and Regional Plans- Special Area Development Plans in India; DVC-The Success Story and the Failures
6. Concept of Human Development and HDI (Human Development Index)

Reference Books:

- Adell, Germán., 1999: Literature Review: Theories and Models Of The Peri-Urban Interface: A Changing Conceptual Landscape, Peri-urban Research Project Team, Development Planning Unit, University College London at
- Bhatt, L.S., 1976: Micro Level Planning in India. KB Publication, Delhi
- Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
- Dreze J. and A. Sen, Indian Development: Select Regional Perspectives (Oxford: Oxford University Press, 1996).
- Rapley, John., 2007: Understanding Development: Theory and Practice in the 3rd World. Lynne Rienner, London.
- Raza, M., Ed., 1988:. Regional Development. Contributions to Indian Geography. New Delhi, Heritage Publishers.
- Schmidt-Kallert, Einhard., 2005: A Short Introduction to Micro-Regional Planning, Food and Agriculture Organization of the United Nations (FAO) at
- Sdyasuk Galina and P Sengupta., 1967: *Economic Regionalisation of India*, Census of India
- Ses, Amratya., 2000: Development as Freedom. Random House, Toronto

SEMESTER-III

CORE COURSE (CC):

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

Unit-1: Elements of the Atmosphere **2 Credits**

1. Nature, Composition and Layering of the Atmosphere
2. Insolation: Controlling Factors. Heat Budget of the Atmosphere
3. Temperature: Horizontal and Vertical Distribution; Inversion of Temperature: Types, Causes and Consequences
4. Greenhouse Effect and Importance of Ozone Layer

Unit-2: Atmospheric Phenomena, Climate Change and Climatic Classification

4 Credits

1. Condensation: Processes and Forms; Mechanism of Precipitation: Bergeron-Findeisen Theory, Collision and Coalescence; Forms of Precipitation
2. Air mass: Typology, Origin, Characteristics and Modification
3. Fronts: Warm and Cold; Frontogenesis and Frontolysis
4. Weather: Stability and Instability; Barotropic and Baroclinic Conditions
5. Circulation in the Atmosphere: Planetary Winds; Jet Stream
6. Monsoon Circulation and Mechanism with reference to India
7. Tropical and Mid-latitude Cyclones
8. Climatic Classification after Köppen, Thornthwaite (1931 and 1948)

Reference Books:

- Barry, R. G., and Carleton, A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK
- Barry, R. G., and Chorley, R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York
- Critchfield, H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
- Lal, D. S., 1993: Climatology, 3rd edition, Chaitanya Pub. House, New Delhi
- Lutgens, F. K., Tarbuck, E. J., and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey
- Oliver, J. E., and Hidore, J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi
- Singh, S., 2013: Climatology, Prayag Pustak Bhawan, Allahabad
- Trewartha, G. T., and Horne L. H., 1980: An Introduction to Climate, McGraw

CC/06: Statistical Methods in Geography **6 Credits**

GEO/H/CC/T/06: (Theory): Statistical Methods in Geography **4 Credits**

Unit-1:

1. Importance and Significance of Statistics in Geography; Discrete and Continuous Data; Population and Samples; Scales of Measurement (Nominal, Ordinal, Interval and Ratio); Sources of Data
2. Collection of Data and Formation of Statistical Tables
3. Sampling: Need, Types, and Significance and Methods of Purposive, Random, Systematic and Stratified
4. Distribution: Frequency, Cumulative Frequency; Probability: Normal Distribution

Unit-2:

1. Central Tendency: Mean, Median, Mode, Partition Values
2. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Variation
3. Association and Correlation: Rank Correlation, Product Moment Correlation
4. Linear Regression and Time Series Analysis

GEO/H/CC/P/06: (Practical): Statistical Methods in Geography **2 Credits**

1. Construction of Data Matrix with each Row representing an Aerial Unit (Districts / Blocks / Mouzas / Towns) and Corresponding Columns of Relevant Attributes
2. Based on the above, a Frequency Table, Measures of Central Tendency and Dispersion would be Computed and Interpreted
3. Histograms and Frequency Curve would be Prepared on the Dataset
4. Based on the Sample Set and using Two Relevant Attributes, a Scatter Diagram and Regression Line would be Plotted and Residual from Regression would be Mapped with a short Interpretation

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

Reference Books:

- Berry, B. J. L., and Marble, D. F. (eds.): Spatial Analysis – A Reader in Geography
- Das, N. G., 2017: Statical Methods (combined volumes) Mc.Grew Hill Education
- Ebdon, D., 1977: Statistics in Geography: A Practical Approach
- Hammond, P., and McCullagh, P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press
- King, L. S., 1969: Statistical Analysis in Geography, Prentice-Hall
- Mahmood, A., 1977: Statistical Methods in Geographical Studies, Concept
- Pal, S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi
- Silk, J., 1979: Statistical Concepts in Geography, Allen and Unwin, London
- Spiegel, M. R.: Statistics, Schaum's Outline Series
- Yeats, M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York

GEO/H/CC/T/07: (Theory): Geography of India **6 Credits**

Unit-1: Geography of India **4 Credits**

1. Physical: Geology and Physiographic Divisions
2. Regionalisation of India: Physiographic (R.L. Sing); Socio-Cultural (Sopher) and Economic (Sengupta)
3. Climate, Soil and Vegetation: Characteristics and Classification
4. Population: Distribution, Growth, Structure and Policy
5. Distribution of Population by Race, Caste, Religion, Language, Tribes
6. Agricultural Regions; Green Revolution and its Consequences
7. Mineral and Power Resources: Distribution and Utilisation of Iron Ore, Coal, Petroleum, Natural Gas
8. Industrial Development: Automobile and Information Technology

Unit 2: Geography of West Bengal **2 Credits**

1. Physical Perspectives: Physiographic Divisions, Forest and Water Resources
2. Population: Growth, Distribution and Human Development
3. Resources: Mining, Agriculture and Industries
4. Regional Development: Darjeeling Hills, Sundarban Delta, Nadia and Murshidabad District

Reference Books:

- Deshpande, C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi
- Dutta, R., and Sundaram, K. P. M., 1999: Indian Economy. S. Chand and Company Limited, New Delhi
- Galina, S., and Sengupta, P., 1967: Economic Regionalisation of India, Census of India
- Johnson, B. L. C., (ed.), 2001: Geographical Dictionary of India, Vision Books, New Delhi
- Khullar, D. R., 2014: India: A Comprehensive Geography, Kalyani publishers
- Mamoria, C. B., 1996: Economic and Commercial Geography of India. Revised edition, Shivlal Aggarwala and Co., Agra
- Mandal, R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective, Vol. 3 – Indian Perspective
- Pathak, C. R., 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata
- Sharma, T. C., 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi
- Sharma, T. C., 2013: Economic Geography of India. Rawat Publication, Jaipur
- Singh, J., 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur
- Singh, R. L., 1971: India: A Regional Geography, National Geographical Society of India
- Spate, O. H. K., and Learmonth, A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen
- Tirtha, R., 2002: Geography of India, Rawat Publs., Jaipur & New Delhi
- Tiwari, R. C., 2007: Geography of India. Prayag Pustak Bhawan, Allahabad

Generic Elective (GE):

[For Students other than Geography Honours]

GE/3: Climate Change: Vulnerability and Adaptation or Rural Development

6 Credits

GEO/H/GE/T/03/A: (Theory): Climate Change: Vulnerability and Adaptation

6 Credits

1. Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC Reports
2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability
3. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health
4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia
5. Key Concepts of National Action Plan of India on Climate Change; Role of Local Institutions (Urban Local Bodies, Panchayats) on Climatic Change Mitigation: Awareness and Action Programmes

Reference Books:

- IPCC. 2007: Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.
- IPCC. 2014: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
- IPCC. 2014: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
- OECD. 2008: Climate Change Mitigation: What Do we Do? Organisation and Economic Cooperation and Development.
- Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.
- Sen Roy, S. and Singh, R.B., 2002: Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions, Oxford & IBH Pub., New Delhi.
- Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) 2014: Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
- UNEP. 2007: Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme.

OR

GEO/H/GE/T/03/B: (Theory): Rural Development **6 Credits**

1. Defining Development: Inter-Dependence of Urban and Rural Sectors of the Economy; Need for Rural Development, Gandhian Approach of Rural Development
2. Rural Economic Base: Panchayatiraj System, Agriculture and Allied Sectors, Seasonality and Need for Expanding Non-Farm Activities, Co-operatives, PURA
3. Area Based Approach to Rural Development: Drought Prone Area Programmes, PMGSY
4. Target Group Approach to Rural Development: SJSY, MNREGA, Jan Dhan Yojana and Rural Connectivity
5. Provision of Services – Physical and Socio-Economic Access to Elementary Education and Primary Health Care and Micro credit

Reference Books:

- Gilg A. W., 1985: *An Introduction to Rural Geography*, Edwin Arnold, London.
- Krishnamurthy, J. 2000: *Rural Development - Problems and Prospects*, Rawat Publs., Jaipur
- Lee D. A. and Chaudhri D. P. (eds.), 1983: *Rural Development and State*, Methuen, London.
- Misra R. P. and Sundaram, K. V. (eds.), 1979: *Rural Area Development: Perspectives and Approaches*, Sterling, New Delhi.
- Misra, R. P. (ed.), 1985: *Rural Development: Capitalist and Socialist Paths*, Vol. 1, Concept, New Delhi.
- Palione M., 1984: *Rural Geography*, Harper and Row, London.
- Ramachandran H. and Guimaraes J.P.C., 1991: *Integrated Rural Development in Asia – Leaning from Recent Experience,* Concept Publishing, New Delhi.
- Robb P. (ed.), 1983: *Rural South Asia: Linkages, Change and Development*, Curzon Press.
- UNAPDI 1986:*Local Level Planning and Rural Development: Alternative Strategies*. (United Nations Asian & Pacific Development Institute, Bangkok), Concept Publs. Co., New Delhi.
- Wanmali S., 1992: *Rural Infrastructure Settlement Systems and Development of the Regional Economy in South India*, International Food Policy Research Institute, Washington, D.C.
- Yugandhar, B. N. and Mukherjee, Neela (eds.) 1991: *Studies in Village India: Issues in Rural Development*, Concept Publs. Co., New Delhi.

SKILL ENHANCEMENT COURSE (SEC):

GEO/H/SEC/P/01/A: (Practical): Computer Basics and Computer Applications

2 Credits

1. Numbering Systems; Binary Arithmetic
2. Data Computation, Storing and Formatting in Spreadsheets: Computation of Rank, Mean, Median, Mode, Standard Deviation, Moving Averages, Derivation of Correlation, Coefficient of Variation , Regression
3. Preparation of Annoted Diagrams and its Interpretation: Scatter Diagram and Histogram
4. Internet Surfing: Generation and Extraction of Information

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

Reference Books:

- Bartee, T. C., 1977: Digital Computer Fundamental; McGraw Hill
- Blissmer, 1996: Working with MS Word; Houghton Mifflin Co
- Chauhan, S., Chauhan, A., and Gupta, K., 2006: Fundamental of Computer; Firewall Media
- Flake, L. J., McClintock, C. E., and Turner, S., 1989: Fundamental of Computer Education; Wordsworth Pub. Co
- Johnson, S., 2007: Microsoft Power Point 2007; Pearson Paravia Bruno
- Leon, A., and Leon, M., 1999: A Beginners Guide to Computers, Vikas
- Leon, A., and Leon, M., 1999: Introduction to Computer, USB Publishers' Distributors Ltd
- Leon, A., and Leon, M., 1999: Introduction to Computer, USB Publishers' Distributors Ltd
- Malvino, A. P., Leach, D. P., 1981: Digital Principles and Applications; Tata McGraw Hill
- Mano, M. M., and Kime, C. R., 2004: Logic and Computer Design Fundamental; Prentice Hall
- Rajaraman, V., 2003: Fundamentals of Computer, Prentice Hall Publisher
- Rajaraman, V., 2008: Computer Primer; Prentice Hall of India Pvt. Ltd
- Sarkar, A., and Gupta, S. K., 2002: Elements of computer Science, S Chand and Company, New Delhi
- Sarkar, A., and Gupta, S. K., 2002: Elements of Computer Science, S Chand and Company, New Delhi
- Shepard, A., 2007: Perfect Pages; Shepard Publications
- Tyson, H. L., 2007: Microsoft Word 2007 Bible; John Wiley
- Walkenbach, J., 2007: Excel 2007 Bible; John Wiley

OR

GEO/H/SEC/P/01/B: (Practical): Remote Sensing **2 Credits**

1. Concepts and Principles of Remote Sensing (RS): Classification of RS Satellites and Sensors
2. Sensor Resolutions and Their Application with reference to IRS and Landsat Missions, Image Referencing Schemes and Data Acquisition
3. Preparation of False Colour Composites (FCC) from IRS LISS-III and Landsat TM, Landsat ETM; Principles of Image Rectification and Enhancement
4. Principles of Image Interpretation and Feature Extraction, Preparation of Inventories of Landuse/ landcover Features from Satellite Images

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

Reference Books:

- Bhatta, B., 2008: Remote Sensing and GIS, Oxford University Press, New Delhi
- Campbell, J. B., 2007: Introduction to Remote Sensing, Guildford Press
- Jensen, J. R., 2005: Introductory Digital Image Processing: A Remote Sensing Perspective, Pearson Prentice-Hall
- Joseph, G., 2005: Fundamentals of Remote Sensing, United Press India
- Li, Z., Chen, J., and Batsavias, E., 2008: Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences CRC Press, Taylor and Francis, London
- Lillesand, T. M., Kiefer, R. W., and Chipman, J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition)
- Mukherjee, S., 2004: Textbook of Environmental Remote Sensing, Macmillan, Delhi
- Nag, P., and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi
- Singh, R. B., and Murai, S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub

SEMESTER-IV

CORE COURSE (CC):

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

Unit-I: Regional Planning 2 Credits

1. Concept of region, Types and delineation: Formal, functional and planning regions
2. Types of planning, principles and techniques of regional planning
3. Needs of regional planning, multi level planning in India
4. Concept of metropolitan and urban agglomerations; Regionalisation of India for planning (Agro-Ecological Zones)

Unit-II: Regional Development 4 Credits

1. Development: Meaning, growth versus development
2. Theories and models for regional development: Growth pole model of Perroux; growth foci model in Indian context (R.P. Misra)
3. Theories and models for regional development: Cumulative causation (Myrdal), Core periphery (Hirschman, Rostow and Friedman)
4. Changing concept of development; concept of underdevelopment
5. Concept and indicators of regional imbalances in India
6. Significance of balanced development in India
7. Human development: Significance, Indicators and Measurement

Reference Books:

- Berry, BJ.L. and Horton, F.F. (1970): Geographic Perspectives on Urban Systems. Prentice Hall, New Jersey.
- Bhat L.S. (1972): Regional Planning in India, Statistical Publishing Society
- Blij H. J. De, (1971): Geography: Regions and Concepts, John Wiley and Sons.
- Chand, M and Puri V.K. (1983): Regional planning in India, allied publishers, New Delhi
- Claval P.l, (1998): An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
- Dickinson, R.E. (1964): City and region, Rutledge, London.
- Datta, R. and Sundaraman, K.P.M.(2018): Indian Economy, S.Chand, India.
- Friedmann J. and Alonso W. (1975): Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
- Gore C. G. (1984): Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.

- Gore C. G., Köhler G., Reich U-P. and Ziesemer T. (1996): Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention, Metropolis- Verlag, Marburg.
- Hall, P. (1992): Urban and Regional Planning, Routledge, London.
- Haynes J. (2008): Development Studies, Polity Short Introduction Series.
- Johnson E. A. J. (1970): The Organization of Space in Developing Countries, MIT Press, Massachusetts.
- Kulshetra, S.K., (2012): Urban and Regional Planning in India: A hand book for Professional Practioners, Sage Publication, New Delhi
- Kundu, A. (1992): Urban Development Urban Research in India, Khanna Publ. New Delhi.
- Misra, R.P, Sundaram K.V, PrakashRao, VLS (1974): Regional Development Planning in India, Vikas publication, New Delhi
- Misra, R.P (1992): Regional Planning: Concepts, techniques, Policies and case Studies, Concept, New Delhi
- Peet R. (1999): Theories of Development, The Guilford Press, New York.
- UNDP Human Development Report, Oxford University Press.
- World Development Report, World Bank, Oxford University Press.

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

Unit-I: Concept **2 Credits**

1. Meaning and approaches to Economic Geography
2. Concept in Economic geography: goods and services production, exchange and consumption
3. Factors influencing location of economic activity and forces of agglomeration
4. Determining factors of transport costs

Unit-II: Economic Activities **4 Credits**

1. Concept and classification of economic activities
2. Location theories with special reference to agriculture (Vonthunen), and industry (Weber)
3. Primary activities: Subsistence and commercial agriculture; forestry (types and management); fishing (distribution of world fishing zones); mining (role of mining in economic development) activity in India
4. Secondary activities: Manufacturing (Cotton textile in India and U.S.A., Iron and steel in India and Japan),
5. Concept of manufacturing region: special economic zones and technology parks
6. Tertiary activities: transport, trade and services
7. Agricultural systems: Case studies of tea plantation in India and mixed farming in Europe
8. Transnational sea-routes; railways and highways with reference to India

Reference Books:

- Alexander J. W. (1963): Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
- Bagchi-Sen S. and Smith H. L. (2006): Economic Geography: Past, Present and Future, Taylor and Francis.
- Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. (2000): The Oxford
- Coe N. M., Kelly P. F. and Yeung H. W. (2007): Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
- Combes P., Mayer T. and Thisse J. F. (2008): Economic Geography: The Integration of Regions and Nations, Princeton University Press.
- Durand L. (1961): Economic Geography, Crowell.
- Hodder B. W. and Lee Roger (1974): Economic Geography, Taylor and Francis.
- Wheeler J. O. (1998): Economic Geography, Wiley.
- Willington D. E. (2008): Economic Geography, Husband Press.

GEO/H/CC/T/10: (Theory): Environmental Geography **4 Credits**

1. Environmental Geography: Concept and Scope
2. Perception of environment in different stages of civilization
3. Concept of holistic environment; concept of EIA
4. Ecosystem: concept, structure and functions
5. Environmental pollution and degradation: Land, water and air
6. Environmental issues related to agriculture
7. Urban environmental issues with special reference to waste management
8. Environmental programmes and policies: global (Earth summit, 1992; Montreal and Kyoto protocols), national and local levels.

GEO/H/CC/P/10: (Practical): Environmental Geography **2 Credits**

1. Preparation of questionnaire for perception survey on environmental problems
2. Environmental mapping; Quality assessment of soil using field kit: pH and NPK
3. Interpretation of air quality using CPCB/ WBPCB data
4. A project file consisting of two exercise each is to be submitted.

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

Reference Books:

- Chandna R. C. (2002): Environmental Geography, Kalyani, Ludhiana.
- Cunninghum W. P. and Cunninghum M. A. (2004): Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
- Goudie A. (2001): The Nature of the Environment, Blackwell, Oxford.
- Singh, R.B. (Eds.) (2009): Biogeography and Biodiversity. Rawat Publication, Jaipur
- Miller G. T. (2004): Environmental Science: Working with the Earth, Thomson BrooksCole, Singapore.
- MoEF, (2006): National Environmental Policy-2006, Ministry of Environment and Forests, Government of India.
- Singh, R.B. and Hietala, R. (Eds.) (2014): Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer
- Odum, E. P. et al, (2005): Fundamentals of Ecology, Ceneage Learning India.
- Singh S. (1997): Environmental Geography, Prayag Pustak Bhawan. Allahabad.
- UNEP (2007): Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme.
- Singh, R.B. (1998): Ecological Techniques and Approaches to Vulnerable Environment, New Delhi, Oxford & IBH Pub.

Generic Elective (GE):

[For Students other than Geography Honours]

GE/04: Industrial Geography or Sustainable Development **6 Credits**

GEO/H/GE/T/04/A: (Theory): Industrial Geography **6 Credits**

1. Nature and Scope of Industrial Geography
2. Classification of Industries; Geographical Characteristics: Small and Medium Industries, Heavy Industries, Agro-based Industries, Footloose Industries
3. Location of Industries: Importance and Weber's Theory of Industrial Location
4. Mega Industrial Complexes: Mumbai-Pune industrial Region, Bengaluru- Chennai Industrial Region, Chota Nagpur Industrial Region
5. Environmental Impact of Industrialisation in India
6. Industrial Policy in India (since 1991)

Reference Book:

- Datta, R. and Sundaraman, K.P.M.(2018): Indian Economy, S.Chand, India.
- Guha, J.L., and Chattaraj, P.R. (1989): A New Approach to Economic Geography; A study of Resources, World press, Kolkata, 8.
- Saxena, A..(1998).Perspectives in Industrial Geography, Concept publication.
- Sharma, T.C. (2013). Economic Geography of India.
- Siddhartha, K. (2016). Economic Geography, Kitab Mahal.
- Smith, D.M. (1971). Industrial Location: An Economic Geographical Analysis, John willey and Sons.
- Yusuf, S. (2010). Changing the Industrial Geography in asia, World Bank Publication.

OR

GEO/H/GE/T/04/B: (Theory): Sustainable Development 6 Credits

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

Reference Book:

- Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.).
- Ayers, Jessica and David Dodman (2010) "Climate change adaptation and development I: the state of the debate". Progress in Development Studies 10 (2): 161-168.
- Baker, Susan (2006) Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, "The concept of sustainable development").
- Brosius, Peter (1997) "Endangered forest, endangered people: Environmentalist representations of indigenous knowledge", Human Ecology 25: 47-69.
- Lohman, Larry (2003) "Re-imagining the population debate". Corner House Briefing 28.
- Martínez-Alier, Joan et al (2010) "Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm" Ecological Economics 69: 1741-1747.
- Merchant, Carolyn (Ed.) (1994) Ecology. Atlantic Highlands, N.J: Humanities Press. (Introduction, pp 1-25.)
- Osorio, Leonardo et al (2005) "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518.
- Robbins, Paul (2004) Political Ecology: A Critical Introduction. Blackwell Publishing.
- Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, Science Pub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.

SKILL ENHANCEMENT COURSE (SEC):

SEC/02: (Practical): Advance Spatial Statistical Techniques or Field Work

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

1. Differences between Spatial and Non-spatial data, Nearest Neighbour Analysis
2. Concept of probability and Normal Distribution and their geographical application, Skewness (Pearson's Method)
3. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions, sampling estimates for large and small samples tests involving means and proportions
4. Correlation and Regression Analysis: Rank order correlation and product moment correlation; linear regression, residuals from regression
5. Time Series Analysis: Least Squares, Moving mean method, Time series components

Note: Any statistical software package may be used for practice. A project file consisting of five exercises on the above themes is to be submitted.

Reference Books:

- Bart James E and Gerld M.Barber (1996): Elementary Statistics for Geographers, The Guilford Press, London.
- Eldon, D. (1983): Statistics in Geography: A Practical Approach, Blackwell, London.
- Cressie, N.A.C. (1991): Statistics for Spatial Analysis, Wiley, New York.
- Gregory, S. (1978): Statistical Methods and the Geographer (4th Edition), Longman, London.
- Haining, R.P. (1990): Spatial Data Analysis in the Social and Environmental Science, Cambridge University Press, Cambridge.
- Mc Grew, Jr. and Cahrles, B. M. (1993): An Introduction to Statistical Problem Solving in Geography, W.C. Brocan Publishers, New Jersey.
- Mathews, J.A. (1987): Quantitative and Statistical Approaches to Geography: A Practical Manual Pergamon, Oxford.
- Pal,S.K. (1998): Statistics for Geoscientists: Techniques and Applications, Concept Publishing Company, New Delhi.
- Wei, W.S. (1990): Time Series Analysis: Variate and Multivariate Methods, Addison Wesley Publishing.
- Yeates, Maurice (1974): An Introduction to Quantitative Analysis in Human Geography, Mc Grawhill, New York

OR

GEO/H/SEC/P/02/B: (Practical): Field Work **2 Credits**

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

Guidelines for Fieldwork:

The following methods are to be followed for framework:

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

SEMESTER-V

CORE COURSE (CC):

CC/11: Research Methodology and Field Work **6 Credits**

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

Unit-I: Research Methodology **2 Credits**

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

Unit-II: Fieldwork **2 Credits**

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

Reference Books:

- Creswell J., 1994: Research Design: Qualitative and Quantitative Approaches Sage Publications.
- Dikshit, R. D. 2003. The Art and Science of Geography: Integrated Readings. Prentice-Hall of India, New Delhi.
- Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity.
- Mukherjee, Neela 1993. Participatory Rural Appraisal: Methodology and Application. Concept Publs. Co., New Delhi.
- Mukherjee, Neela 2002. Participatory Learning and Action: with 100 Field Methods. Concept Publs. Co., New Delhi
- Robinson A., 1998: "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
- Special Issue on "Doing Fieldwork" The Geographical Review 91:1-2 (2001).
- Stoddard R. H., 1982: Field Techniques and Research Methods in Geography, Kendall/Hunt.
- Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.

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

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

Reference Books:

- Monkhouse, F.J. and Williamson, R.H. (1963): Maps and Diagrams: Their Compilation and Construction, Methuen, London
- Saha, P.K. and Basu, P. (2009): Advanced Practical Geography, Books and Allied (P) Ltd., Kolkata
- Sarkar, A. (2008): Practical Geography: A Systematic Approach, Orient Black Swan, Kolkata
- Narasinha Murthy, R.L. (2014) Research Methodology in Geography, Concept, New Delhi
- Yeats, M., (1974): An Introduction to Quantitative Analysis in Human Geography.

CC/12: Remote Sensing and GIS **6 Credits**

GEO/H/CC/T/12: (Theory): Remote Sensing and GIS **4 Credits**

Unit-I: Remote Sensing **2 Credits**

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

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

2 Credits

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

Reference Books:

- Campbell J. B., 2007: Introduction to Remote Sensing, Guildford Press.
- Jensen J. R., 2004: Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
- Joseph, G. 2005: Fundamentals of Remote Sensing, United Press India.
- Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition).
- Nag P. and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi.
- Rees W. G., 2001: Physical Principles of Remote Sensing, Cambridge University Press.
- Singh R. B. and Murai S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub.
- Wolf P. R. and Dewitt B. A., 2000: Elements of Photogrammetry: With Applications in GIS, McGrawHill.
- Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi

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

1. Georeferencing of map
2. Digitisation of features: Point, Line and Polygon
3. Data attachment overlay and preparation of thematic map (bargraph, pie-chart and choropleth)
4. Preparation of FCC using IRS LISS-III and/or LANDSAT (ETM+) data
5. Preparation of LULC map by Supervised Image Classification (Maximum Likelihood) using IRS LISS-III or LANDSAT (ETM+) data

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

Discipline Specific Elective (DSE):

DSE/01: Urban Geography or Cultural and Settlement Geography **6 Credits**

GEO/H/DSE/T/01/A: (Theory): Urban Geography **6 Credits**

Unit-I **3 Credits**

1. Urban Geography: Nature, Scope, Approaches and recent trends
2. Theories of Urban Morphology: Concentric Zone Theory, Sector Theory and Multiple Nuclei Theory
3. Concept of Hierarchy; Christaller's Central Place Theory
4. Rank Size Rule; The Law of the Primate City
5. Patterns of urbanisation in developed and developing countries

Unit-II **3 Credits**

1. Ecological process of urban growth
2. City Region: Concept, Structure and Characteristics
3. Patterns and trends of urbanization in India
4. Case studies of Delhi, Kolkata with reference to Land use and Urban issues (housing, slum)
5. Urban renewal programme - JNNURM

Reference Books:

- Fyfe N. R. and Kenny J. T., 2005: The Urban Geography Reader, Routledge.
- Graham S. and Marvin S., 2001: Splintering Urbanism: Networked Infrastructures,Technological Mobilities and the Urban Condition, Routledge.
- Hall T., 2006: Urban Geography, Taylor and Francis.
- Kaplan D. H., Wheeler J. O. and Holloway S. R., 2008: Urban Geography, John Wiley.
- Knox P. L. and McCarthy L., 2005: Urbanization: An Introduction to Urban Geography, Pearson Prentice Hall New York.
- Knox P. L. and Pinch S., 2006: Urban Social Geography: An Introduction, Prentice-Hall.
- Pacione M., 2009: Urban Geography: A Global Perspective, Taylor and Francis.
- Sassen S., 2001: The Global City: New York, London and Tokyo, Princeton University Press.
- Ramachandran R., (1989): Urbanisation and Urban Systems of India, Oxford University Press, New Delhi
- Ramachandran, R., 1992: The Study of Urbanisation, Oxford University Press, Delhi
- Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, Science Pub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.
- Singh, R.B. (Ed.) (2015) Urban development, challenges, risks and resilience in Asian megacities. Advances in Geographical and Environmental Studies, Springer

OR

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

Unit-I: Cultural Geography 3 Credits

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

Unit-II: Settlement Geography 3 Credits

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

Reference Books:

- Banerjee Guha, S. ed (2004): Space, Society & Geography, Rawat Publication, Delhi
- Bardhan, P., 2003, Poverty, age structure & Political Economy in India, Oxford University Press
- Biswas, A.K., Jortajada, C., 2006, Apprising Sustainable development, Oxford University
- Dhanagare, D.N., 2004, Themes and Perspectives in Indian Sociology, Rawat Publication, Delhi
- Dohrs, I., Sommers, L., 1967, Cultural Geography. Thomas Crowell Company
- Fellmann, J.D., Getis, A., Getis, J., 2000, Human Geography-Landscape of Human Activity, McGraw Hill
- Fern, R.L., 2002, Nature, God and Humanity, Cambridge University Press
- Gadhil, M., Guha, R., 2000, The Use and Abuse of Nature, Oxford University Press
- Gregory, D., Urry, J.,1985, Social Relation and Spatial Structure, MacMillan
- Herbert, D.T., Jhonston, R.J., 1982, Geography and Urban Environment. John Willey & Sons
- Hussain, M., 2007, Models in Geography, Rawat Publication
- Jordan, T., Rowntree, L., 1990, human Mosaic, Harper Collins Publishers
- Knox, P., Pinch, S., 2000, Urban Social Geography, Pearson Education
- Mitchell, D. 2000, Cultural Geography- A Critical Introduction, Black well.

DSE/02: Population Geography or Social Geography **6 Credits**

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

Unit-I **2 Credits**

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

Unit-II **4 Credits**

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

Reference Books:

- Barrett H. R., 1995: Population Geography, Oliver and Boyd.
- Bhende A. and Kanitkar T., 2000: Principles of Population Studies, Himalaya Publishing House.
- Chandna R. C. and Sidhu M. S., 1980: An Introduction to Population Geography, Kalyani Publishers.
- Clarke J. I., 1965: Population Geography, Pergamon Press, Oxford.
- Jones, H. R., 2000: Population Geography, 3rd ed. Paul Chapman, London.
- Lutz W., Warren C. S. and Scherbov S., 2004: The End of the World Population Growth in the 21st Century, Earthscan
- Maurya S D (2009) Jansankya Bhugol, Sharda Putak Bhawan, Allahabad
- Newbold K. B., 2009: Population Geography: Tools and Issues, Rowman and Littlefield Publishers.
- Pacione M., 1986: Population Geography: Progress and Prospect, Taylor and Francis.
- Panda B P (1988): Janasankya Bhugol, M P Hindi Granth Academy,Bhopal
- Wilson M. G. A., 1968: Population Geography, Nelson.

OR

GEO/H/DSE/T/02/B: (Theory): Social Geography **6 Credits**

Unit-I **3 Credits**

1. Social Geography: Nature, Scope and Content
2. Social Groups and Social Behaviour
3. Concept of Social Structure and Process
4. Elements of Social Structure: Caste, Class, Religion, Race
5. Social Stratification in India
6. Contemporary Social-environmental Issues with references to India

Unit-II **3 Credits**

1. Concept of Social Well-being, Quality of Life
2. Indicators of Social Well-being after Knox and Smith
3. Social Geographies of Inclusion and Exclusion
4. Social Pathology: Crime and Violence
5. Social Impact Assessment (SIA): Concept and Importance
6. Social Policies in India: Sarva Shiksha Abhiyan (SSA) and National Rural Health Mission (NRHM)

Reference Books:

- Ahmed A., 1999: Social Geography, Rawat Publications.
- Casino V. J. D., Jr., (2009) Social Geography: A Critical Introduction, Wiley Blackwell.
- Cater J. and Jones T., 2000: Social Geography: An Introduction to Contemporary Issues, Hodder Arnold.
- Holt L., 2011: Geographies of Children, Youth and Families: An International Perspective, Taylor & Francis.
- Panelli R., 2004: Social Geographies: From Difference to Action, Sage.
- Rachel P., Burke M., Fuller D., Gough J., Macfarlane R. and Mowl G., 2001: Introducing Social Geographies, Oxford University Press.
- Smith D. M., 1977: Human geography: A Welfare Approach, Edward Arnold, London.
- Smith D. M., 1994: Geography and Social Justice, Blackwell, Oxford.
- Sopher, David (1980): An Exploration of India, Cornell University Press, Ithasa
- Valentine G., 2001: Social Geographies: Space and Society, Prentice Hall

SEMESTER-VI

CORE COURSE (CC):

GEO/H/CC/T/13: (Theory): Evolution of Geographical Thoughts 6 Credits

Unit-I: Nature of Pre Modern Geography 2 Credits

1. Development of Geography and contributions of Greek, Chinese and Indian geographers
2. Impact of 'Dark Age' on Geography and Arab contributions
3. Geography during the Age of 'Discovery' and 'Exploration' (Contributions of Portuguese Voyages, Columbus, Vasco da Gama, Magellen, Thomas Cook)
4. Transition from Cosmography to Scientific Geography (Contributions of Bernard Varenius and Immanuel Kant); Dualism and Dichotomies (General vs. Particular, Physical Vs. Human, Regional vs. Systematic, Determinism vs. Possibilism, Ideographic vs. Nomothetic)

Unit-II: Foundations of Modern Geography and Recent Trends 4 Credits

1. Evolution of Geographical thoughts in Germany, France, Britain and United States of America
2. Contributions of Humbolt and Ritter
3. Contributions of Ratzel, Richthofen and Hettner
4. Schools of Geographical thought: French, British and American
5. Trends of Geography in the post World War-II period
6. Evolution of Geographical thought in India
7. Quantitative Revolution and its impact; the perspectives of Behaviouralism, Systems approach, Radicalism and Feminism in Geography
8. Towards Post Modernism: Changing concept of space in Geography; Geography in the 21st Century

Reference Books:

- Adhikari, S. (2004): Fundamental of Geographical Thought, Orient Blackswan.
- Arentsen M., Stam R. and Thuijis R., 2000: Post-modern Approaches to Space, ebook.
- Bhat, L.S. (2009) Geography in India (Selected Themes). Pearson
- Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice– Hall India.
- Hartshone R., 1959: Perspectives of Nature of Geography, Rand MacNally and Co.
- Holt-Jensen A., 2011: Geography: History and Its Concepts: A Students Guide, SAGE.
- Hussain, M. (2014): Evolution of Geographical Thought, Rawat
- Johnston R. J., (Ed.): Dictionary of Human Geography, Routledge.
- Johnston R. J., 1997: Geography and Geographers, Anglo-American Human Geography since 1945, Arnold, London.
- Kapur A., 2001: Indian Geography Voice of Concern, Concept Publications.
- Martin Geoffrey J., 2005: All Possible Worlds: A History of Geographical Ideas, Oxford.
- Soja, Edward 1989. Post-modern Geographies, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.

CC14: Disaster Management **6 Credits**

GEO/H/CC/T/14: (Theory): Disaster Management **4 Credits**

Unit-I: Concepts **2 Credits**

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

Unit-II: Disaster Case Studies **2 Credits**

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

Reference Books:

- Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
- Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
- Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
- Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
- Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
- Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
- Singh Jagbir (2007) "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. New Delhi.

GEO/H/CC/P/14: (Practical): Disaster Management **2 Credits**

An individual Project Report based on any one case study among the following disasters incorporating a preparedness plan in the vicinity of the candidate's institution or residence:

1. Thunderstorm
2. Landslide
3. Flood
4. Coastal / river bank erosion
5. Fire
6. Industrial accident
7. Structural collapse

Reference Books:

- Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
- Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
- Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
- Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
- Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
- Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
- Singh Jagbir (2007) "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. New Delhi.

Discipline Specific Elective (DSE):

DSE/03: Fluvial Geomorphology or Resource Geography **6 Credits**

GEO/H/DSE/T/03/A: (Theory): Fluvial Geomorphology **6 Credits**

1. Scope and significance of Fluvial Geomorphology; Concept of Fluvial Hydrosystem; Geographers approach to study of the rivers
2. Run off: components and controlling factors; Run off cycle
3. Channel pattern: types and controlling factors
4. Drainage basin and its significance as a hydrological unit
5. Linear, areal and altitudinal properties of drainage basin; Horton's stream laws; Hypsometric curve
6. Fluvial landforms: Terraces, alluvial fans, badlands and accretion topography
7. River bank erosion: management and its impact on land use
8. Integrated watershed management: Principles and significance

Reference Books:

- Bloom, A.L. 1998: Geomorphology: A Systematic analysis of Latre Cenozoic Landforms, 3rd Ed, Prentice Hall, Upper Saddle River, New Jersey
- Bridges, E.M., 1990: World Geomorphology, Cambridge University Press, Cambridge.
- Charlton, R. 2016: Fundamentals of Fluvial Geomorphology, 2nd Ed., Routledge, London
- Chorley, R., Schumm, S. and Sugden, D.E. 1994: Geomorphology, Methuen, London
- Chorley, R.J. and Kennedy, B.A. 1971: Physical Geography: A Systems Approach, Prentice Hall, Upper Saddle River, New Jersey
- Faniran, A. and Jeje, L.K. 1983: Humid Tropical Geomorphology, Longman, London
- Goudie, A.S. (ed) 2004: Encyclopaedia of Geomorphology, vol. 1 & 2, Routledge, London
- Gupta, A. 2011: Tropical Geomorphology, Cambridge University Press, Cambridge
- Gupta, A. (ed) 2008: Large Rivers, Willey, New York
- Hugget, R.J. 2011: Fundamentals of Geomorphology, Routledge, New York
- Kale V.S. and Gupta A. 2001: Introduction to Geomorphology, Orient Longman, Hyderabad
- Knighton, D. 1998: Fluvial Forms and Processes: A New Perspective, Arnold, London
- Morisawa, M. 1985: Rivers, Longman, London
- Petts, G.E. and Amoros, C (eds) 1996: Fluvial Hydrosystems, Chapman and Hall, London
- Selby, M.J. 1985: Earth's Changing surface, Oxford University Press, London

OR

GEO/H/DSE/T/03/B: (Theory): Resource Geography **6 Credits**

Unit-I **3 Credits**

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

Unit-II **3 Credits**

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

Reference Books:

- Cutter S. N., Renwich H. L. and Renwick W., 1991: Exploitation, Conservation, Preservation: A Geographical Perspective on Natural Resources Use, John Wiley and Sons, New York.
- Gadgil M. and Guha R., 2005: The Use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity, Oxford University Press. USA.
- Holechek J. L. C., Richard A., Fisher J. T. and Valdez R., 2003: Natural Resources: Ecology, Economics and Policy, Prentice Hall, New Jersey.
- Jones G. and Hollier G., 1997: Resources, Society and Environmental Management, Paul Chapman, London.
- Klee G., 1991: Conservation of Natural Resources, Prentice Hall, Englewood.
- Mather A. S. and Chapman K., 1995: Environmental Resources, John Wiley and Sons, New York.
- Mitchell B., 1997: Resource and Environmental Management, Longman Harlow, England.
- Owen S. and Owen P. L., 1991: Environment, Resources and Conservation, Cambridge University Press, New York.
- Rees J., 1990: Natural Resources: Allocation, Economics and Policy, Routledge. London.

DSE/04: Soil and Bio Geography or Agricultural Geography **6 Credits**

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

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

Reference Books:

- Biswas, T.D. and Mukherjee, S.K. 1997: Textbook of Soil Science, TataMcGraw Hill
- Brady, N.C. and Weil, R.R. 1996: The Nature and Properties of Soil, 11th edition, Longman, London
- Floth, H.D. 1990: Fundamentals of Soil science, 8th edition, John Wiley and Sons, New York
- Morgen, R.P.C. 1995: Soil Erosion and Conservation, 2nd Edition, Longman, London
- Schwab, G.O., Fangmer, D.D. and Elliot, W.L. 1996: Soil and Water Management Systems, 4th edition, Jhon Eiley and sons Inc., New York
- Young, A. 2000: Land Resource: Now and Future, Cambridge University Press, Cambridge: 332p.
- Chapman, J.L. and Rens, M.J. 1993: Ecology: Principle and Applications, Cambridge University Press, Cambridge
- Chairas, D.D. Reganold, J.P. and Owen, O.S. 2002: National Resource Conservation and management for a Sustainable future, 8th edition, Prentice Hall, Lo-glewood cliffs
- Huggett, R. 1998: Fundamentals of Biogeography, Routledge, London
- Kormondy, E.J. 1996: Concept of Ecology, 4th edition, Prentice-Hall, India, New Delhi
- Myers, A.A. and Giller, P.S. (editors) 1998: Analytical Biogeography: an Integrated Approach to Study and Plant Distribution. Chapman and Hall, London

OR

GEO/H/DSE/T/04/B: (Theory): Agricultural Geography **6 Credits**

Unit-I **2 Credits**

1. Progress of Agricultural Geography with reference to allied disciplines; Approaches to study of Agricultural Geography
2. Origin and dispersal of agriculture; Role of agriculture on human society
3. Factors affecting agriculture; Classification of world agricultural systems
4. Location and characteristics of major agricultural types: Intensive subsistence, Extensive commercial and Plantation agriculture.

Unit-II **4 Credits**

1. Concept of cropping pattern, crop combination, gross and net cropped area, crop rotation
2. A critical review and contemporary perspective of Von Thunen's model
3. Definition and factors affecting yield; Measures of agricultural productivity
4. Role of irrigation in agriculture with special reference to India
5. Problems of agriculture with special reference to South Asian Countries
6. World patterns of agricultural production and food security
7. Land use survey and land classification (USDA)
8. Globalization and Agriculture with special reference to India

Reference Books:

- Basu, D.N., and Guha, G.S., 1996: Agro-Climatic Regional Planning in India, Vol.I & II, Concept Publication, New Delhi.
- Bryant, C.R., Johnston, T.R, 1992: Agriculture in the City Countryside, Belhaven Press, London.
- Burger, A., 1994: Agriculture of the World, Aldershot, Avebury.
- Grigg, D.B., 1984: Introduction to Agricultural Geography, Hutchinson, London.
- Hussain, M. (1996): Systematic Agricultural Geography, Rawat Publication
- Ilbery B. W., 1985: Agricultural Geography: A Social and Economic Analysis, Oxford University Press.
- Mohammad, N., 1992: New Dimension in Agriculture Geography, Vol. I to VIII, Concept Pub., New Delhi.
- Morgan, G.C. and Leong, G.C. (1982): Human and Economic Geography, Oxford University Press.
- Roling, N.G., and Wageruters, M.A.E., (ed.) 1998: Facilitating Sustainable Agriculture, Cambridge University Press, Cambridge.
- Shafi, M., 2006: Agricultural Geography, Doring Kindersley India Pvt. Ltd., New Delhi
- Singh, J., and Dhillon, S.S., 1984: Agricultural Geography, Tata McGraw Hill, New Delhi.
- Tarrant J. R., 1973: Agricultural Geography, David and Charles, Devon.

UNIVERSITY OF KALYANI

Syllabus for B.A/B.Sc. (General/ Program) Course
in
Geography

According to the
Choice Based Credit System (CBCS)
and
Semester System: I-VI

WITH EFFECT FROM THE ACADEMIC SESSION

2018-2019

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.A. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-I				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/01	Core	GEOTECTONICS AND GEOMORPHOLOGY AND SCALE AND CARTOGRAPHY	60L	4
GEO/G/CC/P/01			60P	2
-	Core	As to be offered by other departments	-	6
-	Language Core	Lang 1-1	-	6
-	AECC	Environmental studies	-	2
Total		**4 courses**	**-**	**20**
SEMESTER-II				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/02	Core	CLIMATOLOGY, SOIL AND BIOGEOGRAPHY AND SURVEYING AND LEVELLING	60L	4
GEO/G/CC/P/02			60P	2
-	Core	As to be offered by other departments	-	6
-	Language Core	Lang 2-1	-	6
-	AECC	Communicative English/ MIL		2
Total		**4 courses**	**-**	**20**
SEMESTER-III				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/03	Core	HUMAN GEOGRAPHY AND MAP PROJECTION AND MAP INTERPRETATION	60L	4
GEO/G/CC/P/03			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	Core Lang 1-2	-	6
(GEO/G/SEC/P/01/A or GEO/G/SEC/P/01/B)	SEC	COMPUTER BASICS AND COMPUTER APPLICATIONS **OR** REMOTE SENSING	60P	2
Total		**4 courses**	**-**	**20**

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.A. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-IV				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/04	Core	ENVIRONMENTAL GEOGRAPHY AND FIELD WORK	60L	4
GEO/G/CC/P/04			60P	2
-	Core	As to be offered by other departments	-	6
-	Language Core	Core Lang2-2	-	6
(GEO/G/SEC/P/02/A or GEO/G/SEC/P/02/B)	SEC	ADVANCE SPATIAL STATISTICAL TECHNIQUES **OR** FIELD WORK	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-V				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
-	DSE	-	-	4
-		-	-	2
-	DSE	As to be offered by other departments	-	6
-	GE (Any discipline other than discipline 1 and 2)	-	-	6
(GEO/G/SEC/P/03/A or GEO/G/SEC/P/03/B)	SEC	FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT **OR** COLLECTION, MAPPING AND INTERPRETATION OF CLIMATIC DATA	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-VI				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
-	-	-	-	4
-		-	-	2
-	DSE	As to be offered by other departments	-	6
-	GE (Any discipline other than discipline 1 and 2)	-	-	6
(GEO/G/SEC/P/04/A or GEO/G/SEC/P/04/B)	SEC	COLLECTION, MAPPING AND INTERPRETATION OF PEDOLOGICAL DATA **OR** ROCKS AND MINERALS AND THEIR MEGASCOPIC IDENTIFICATION	60P	2
Total		**4 courses**	**-**	**20**
Total (All semesters)		***24 courses***	**-**	***120***

N.B.: Core Course (CC) in Geography of Semester I, II, III & IV may be offered as GE Papers for other subjects (both Hons. & General/ Prog. Course).

- **(Detailed Syllabus of Semester IV, V & VI will be published shortly)**

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.Sc. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-I				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/01	Core	GEOTECTONICS AND GEOMORPHOLOGY AND SCALE AND CARTOGRAPHY	60L	4
GEO/G/CC/P/01			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	6
-	AECC	Environmental studies	-	2
Total		**4 courses**	**-**	**20**
SEMESTER-II				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/02	Core	CLIMATOLOGY, SOIL AND BIOGEOGRAPHY AND SURVEYING AND LEVELLING	60L	4
GEO/G/CC/P/02			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	
-	AECC	Communicative English/ MIL	-	2
Total		**4 courses**	**Total**	**20**
SEMESTER-III				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/03	Core	HUMAN GEOGRAPHY AND MAP PROJECTION AND MAP INTERPRETATION	60L	4
GEO/G/CC/P/03			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	6
(GEO/G/SEC/P/01/A or GEO/G/SEC/P/01/B)	SEC	COMPUTER BASICS AND COMPUTER APPLICATIONS **OR** REMOTE SENSING	60P	2
Total		**4 courses**	**-**	**20**

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.Sc. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-IV				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/04	Core	ENVIRONMENTAL GEOGRAPHY AND FIELD WORK	60L	4
GEO/G/CC/P/04			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	6
(GEO/G/SEC/P/02/A or GEO/G/SEC/P/02/B)	SEC	ADVANCE SPATIAL STATISTICAL TECHNIQUES **OR** FIELD WORK	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-V				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
-	DSE	-	-	4
-		-	-	2
-	DSE	As to be offered by other departments	-	6
-	GE (Any discipline other than discipline 1 and 2)	-	-	6
(GEO/G/SEC/P/03/A or GEO/G/SEC/P/03/B)	SEC	FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT **OR** COLLECTION, MAPPING AND INTERPRETATION OF CLIMATIC DATA	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-VI				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
-	DSE	-	-	4
-		-	-	2
-	DSE	As to be offered by other departments	-	6
-	GE (Any discipline other than discipline 1 and 2)	-	-	6
(GEO/G/SEC/P/04/A or GEO/G/SEC/P/04/B)	SEC	COLLECTION, MAPPING AND INTERPRETATION OF PEDOLOGICAL DATA **OR** ROCKS AND MINERALS AND THEIR MEGASCOPIC IDENTIFICATION	60P	2
Total		**4 courses**	**-**	**20**
Total (All semesters)		***24 courses***	**-**	***120***

N.B.: Core Course (CC) in Geography of Semester I, II, III & IV may be offered as GE Papers for other subjects (both Hons. & General/ Prog. Course).

- **(Detailed Syllabus of Semester IV, V & VI will be published shortly)**

B.A. / B.Sc. (General/ Program) Course in Geography

CORE COURSE (CC):

CC/01: Geotectonics and Geomorphology and Scale and Cartography 6 Credits

GEO/G/CC/T/01: (Theory): Geotectonics and Geomorphology 4 Credits

1. Lithosphere – Internal Structure of Earth based on Seismic Evidence
2. Weathering: Types and Related Landforms
3. Plate Tectonics and its Associated Landforms
4. Landform Development in Arid Regions
5. Landform Development in Glaciated Regions
6. Development of Fluvial Landforms
7. Fluvial Cycle of Erosion – Davis and Penck
8. Hydrosphere: Hydrological Cycle, Ocean Bottom Relief Features, Tides and Ocean Currents

Reference Books:

- Conserva, H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA
- Gabler, R. E., Petersen, J. F., and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA
- Garrett, N., 2000: Advanced Geography, Oxford University Press
- Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford
- Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, NJ
- Husain, M., 2002: Fundamentals of Physical Geography, Rawat Publications, and Jaipur
- Monkhouse, F. J., 2009: Principles of Physical Geography, Platinum Publishers, Kolkata
- Singh, S. 1998: Geomorphology, Prayag Pustak, Allahabad
- Strahler, A. N., and Strahler, A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York
- Thornbury, W. D., 1969: Principles of Geomorphology, Wiley

GEO/G/CC/P/01: (Practical): Scale and Cartography 2 Credits

1. Map Scale: Types and Application
2. Linear and Comparative Scale
3. Representation of Data: Dot, Proportional Circles, Choropleth, Flow Diagram
4. Taylor's Climograph and Hythergraph

Reference Books:

- Dent, B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill
- Gupta, K. K., and Tyagi, V. C., 1992: Working with Maps, Survey of India, DST, New Delhi
- Mishra, R. P., and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing
- Robinson, A., 1953: Elements of Cartography, John Wiley
- Sharma, J. P., 2010: Prayogic Bhugol, Rastogi Publishers
- Singh, R. L., and Singh, R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Steers, J. A., 1965: An Introduction to the Study of Map Projections, University of London

CC/02: Climatology, Soil and Biogeography and Surveying and Levelling 6 Credits

GEO/G/CC/T/02: (Theory): Climatology, Soil and Biogeography 4 Credits

1. Elements of Weather and Climate; Thermal and Chemical Composition and Layering of the Atmosphere
2. Heat Balance, Pressure Belt and Planetary Wind Circulation System
3. Forms of Precipitation and Types of Rainfall
4. Tropical and Temperate Cyclones, Climatic Classification (Koppen)
5. Definition of Soil; Physical and Chemical Properties of Soil (Soil Texture, Colour and pH)
6. Soil Forming Factors; Soil Formation (Podzol and Laterite)
7. Definition of Biosphere and Biogeography; Meaning of Ecology, Ecosystem, Environment, Ecotone, Communities, Habitats and Biotopes
8. Environmental Problems and Management: Air Pollution, Bio-diversity Loss, Solid and Liquid Waste

Reference Books:

- Barry, R. G., and Carleton, A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK
- Barry, R. G., and Chorley, R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York
- Critchfield, H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
- Lutgens, F. K., Tarbuck, E. J., and Tasa, D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey
- Oliver, J. E., and Hidore, J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi
- Trewartha, G. T., and Horne, L. H., 1980: An Introduction to Climate, McGraw

GEO/G/CC/P/02: (Practical): Surveying and Levelling 2 Credits

1. Definition and Classification of Surveying
2. Open and Close Traversing by Prismatic Compass
3. Drawing of Longitudinal Profile by Dumpy Level

Reference Books:

- Singh, R. L., and Singh, R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Sarkar, A., 2015: Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi

CC/03: Human Geography and Map Projection and Map Interpretation 6 Credits

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

1. Definition, Nature, Major Subfields, Contemporary Relevance
2. Space and Society: Cultural Regions; Race; Religion and Language
3. Population: Population Growth and Demographic Transition Theory
4. Types of Population Migration with Reference to India
5. World Population Distribution and Composition (Age, Gender and Literacy)
6. Settlements: Types and Patterns of Rural Settlements
7. Classification of Urban Settlements; Functional Classification of Towns

Reference Books:

- Chandna, R. C., 2010: Population Geography, Kalyani Publisher
- Daniel, P.A., and Hopkinson, M. F., 1989: The Geography of Settlement, Oliver & Boyd, London
- Johnston, R., Gregory, D., Pratt, G. et al., 2008: The Dictionary of Human Geography, Blackwell Publication
- Jordan-Bychkov et al., 2006: The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York
- Ghosh, S., 2015: Introduction to Settlement Geography. Orient Black Swan Private Ltd., Kolkata

GEO/G/CC/P/03: (Practical): Map Projection and Map Interpretation 2 Credits

1. Simple Conical Projection with One Standard Parallel
2. Cylindrical Equal Area Projection
3. Interpretation of Topographical Maps: relation between Physiography, Drainage and Settlement
4. Interpretation of Weather Maps (Pre-Monsoon, Monsoon and Post Monsoon)

Reference Books:

- Dent, B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill
- Gupta, K. K., and Tyagi, V. C., 1992: Working with Maps, Survey of India, DST, New Delhi
- Mishra, R. P., and Ramesh, A., 1989: Fundamentals of Cartography, Concept Publishing
- Robinson, A., 1953: Elements of Cartography, John Wiley
- Sharma, J. P., 2010: Prayogic Bhugol, Rastogi Publishers
- Singh, R. L., and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Steers, J. A., 1965: An Introduction to the Study of Map Projections, University of London

SKILL ENHANCEMENT COURSE (SEC):

SEC/01: Computer Basics and Computer Applications OR Remote Sensing 2 Credits

GEO/G/SEC/P/01/A: (Practical): Computer Basics and Computer Applications 2 Credits

1. Numbering Systems; Binary Arithmetic
2. Data Computation, Storing and Formatting in Spreadsheets: Computation of Rank, Mean, Median, Mode, Standard Deviation, Moving Averages, Derivation of Correlation, Coefficient of Variation , Regression
3. Preparation of Annoted Diagrams and its Interpretation: Scatter Diagram and Histogram
4. Internet Surfing: Generation and Extraction of Information

Reference Books:

- Bartee, T. C., 1977: Digital Computer Fundamental; McGraw Hill
- Blissmer, 1996: Working with MS Word; Houghton Mifflin Co
- Chauhan, S., Chauhan, A., and Gupta, K., 2006: Fundamental of Computer; Firewall Media
- Flake, L. J., McClintock, C. E., and Turner, S., 1989: Fundamental of Computer Education; Wordsworth Pub. Co
- Johnson, S., 2007: Microsoft Power Point 2007; Pearson Paravia Bruno
- Leon, A., and Leon, M., 1999: A Beginners Guide to Computers, Vikas
- Leon, A., and Leon, M., 1999: Introduction to Computer, USB Publishers' Distributors Ltd
- Leon, A., and Leon, M., 1999: Introduction to Computer, USB Publishers' Distributors Ltd
- Malvino, A. P., Leach, D. P., 1981: Digital Principles and Applications; Tata McGraw Hill
- Mano, M. M., and Kime, C. R., 2004: Logic and Computer Design Fundamental; Prentice Hall
- Rajaraman, V., 2003: Fundamentals of Computer, Prentice Hall Publisher
- Rajaraman, V., 2008: Computer Primer; Prentice Hall of India Pvt. Ltd
- Sarkar, A., and Gupta, S. K., 2002: Elements of computer Science, S Chand and Company, New Delhi
- Sarkar, A., and Gupta, S. K., 2002: Elements of Computer Science, S Chand and Company, New Delhi
- Shepard, A., 2007: Perfect Pages; Shepard Publications
- Tyson, H. L., 2007: Microsoft Word 2007 Bible; John Wiley
- Walkenbach, J., 2007: Excel 2007 Bible; John Wiley

OR

GEO/G/SEC/P/01/B: (Practical): Remote Sensing **2 Credits**

1. Concepts and Principles of Remote Sensing (RS): Classification of RS Satellites and Sensors
2. Sensor Resolutions and Their Application with reference to IRS and Landsat Missions, Image Referencing Schemes and Data Acquisition
3. Preparation of False Colour Composites (FCC) from IRS LISS-III and Landsat TM, Landsat ETM; Principles of Image Rectification and Enhancement
4. Principles of Image Interpretation and Feature Extraction, Preparation of Inventories of Landuse/ landcover Features from Satellite Images

*A Project File Consisting of Four Exercises on the Above Themes is to be submitted

Reference Books:

- Bhatta, B., 2008: Remote Sensing and GIS, Oxford University Press, New Delhi
- Campbell, J. B., 2007: Introduction to Remote Sensing, Guildford Press
- Jensen, J. R., 2005: Introductory Digital Image Processing: A Remote Sensing Perspective, Pearson Prentice-Hall
- Joseph, G., 2005: Fundamentals of Remote Sensing, United Press India
- Lillesand, T. M., Kiefer, R. W., and Chipman, J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition)
- Li, Z., Chen, J., and Batsavias, E., 2008: Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences CRC Press, Taylor and Francis, London
- Mukherjee, S., 2004: Textbook of Environmental Remote Sensing, Macmillan, Delhi
- Nag, P., and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi
- Singh, R. B., and Murai, S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub

UNIVERSITY OF KALYANI

Syllabus for B.A/B.Sc. (General/ Program) Course
in
Geography

According to the
Choice Based Credit System (CBCS)
and
Semester System: I-VI

WITH EFFECT FROM THE ACADEMIC SESSION

2018-2019

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.A. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-I				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/01	Core	GEOTECTONICS AND GEOMORPHOLOGY AND SCALE AND CARTOGRAPHY	60L	4
GEO/G/CC/P/01			60P	2
-	Core	As to be offered by other departments	-	6
-	Language Core	Lang 1-1	-	6
-	AECC	Environmental studies	-	2
Total		**4 courses**	**-**	**20**
SEMESTER-II				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/02	Core	CLIMATOLOGY, SOIL AND BIOGEOGRAPHY AND SURVEYING AND LEVELLING	60L	4
GEO/G/CC/P/02			60P	2
-	Core	As to be offered by other departments	-	6
-	Language Core	Lang 2-1	-	6
-	AECC	Communicative English/ MIL		2
Total		**4 courses**	**-**	**20**
SEMESTER-III				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/03	Core	HUMAN GEOGRAPHY AND MAP PROJECTION AND MAP INTERPRETATION	60L	4
GEO/G/CC/P/03			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	Core Lang 1-2	-	6
(GEO/G/SEC/P/01/A or GEO/G/SEC/P/01/B)	SEC	COMPUTER BASICS AND COMPUTER APPLICATIONS **OR** REMOTE SENSING	60P	2
Total		**4 courses**	**-**	**20**

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.A. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-IV				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/04	Core	ENVIRONMENTAL GEOGRAPHY AND FIELD WORK	60L	4
GEO/G/CC/P/04			60P	2
-	Core	As to be offered by other departments	-	6
-	Language Core	Core Lang2-2	-	6
(GEO/G/SEC/P/02/A or GEO/G/SEC/P/02/B)	SEC	ADVANCE SPATIAL STATISTICAL TECHNIQUES **OR** FIELD WORK	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-V				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/DSE/T/01/A or GEO/G/DSE/T/01/B	DSE	Geography of India or Economic Geography	75L+15T	6
-	DSE	As to be offered by other departments	-	6
GEO/G/GE/T/01	GE (Any discipline other than discipline 1 and 2)	Disaster Management	75L+15T	6
(GEO/G/SEC/P/03/A or GEO/G/SEC/P/03/B)	SEC	FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT **OR** COLLECTION, MAPPING AND INTERPRETATION OF CLIMATIC DATA	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-VI				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/DSE/T/02/A or GEO/G/DSE/T/02/B	DSE	DISASTER MANAGEMENT **OR** GEOGRAPHY OF TOURISM	75L+15T	6
-	DSE	As to be offered by other departments	-	6
GEO/G/GE/T/02	GE (Any discipline other than discipline 1 and 2)	Sustainable Development	75L+15T	6
(GEO/G/SEC/P/04/A or GEO/G/SEC/P/04/B)	SEC	COLLECTION, MAPPING AND INTERPRETATION OF PEDOLOGICAL DATA **OR** ROCKS AND MINERALS AND THEIR MEGASCOPIC IDENTIFICATION	60P	2
Total		**4 courses**	**-**	**20**
Total (All semesters)		***24 courses***	**-**	***120***

N.B.: Core Course (CC) in Geography of Semester I, II, III & IV may be offered as GE Papers for other subjects (both Hons. & General/ Prog. Course).

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.Sc. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-I				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/01	Core	GEOTECTONICS AND GEOMORPHOLOGY AND SCALE AND CARTOGRAPHY	60L	4
GEO/G/CC/P/01			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	6
-	AECC	Environmental studies	-	2
Total		**4 courses**	**-**	**20**
SEMESTER-II				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/02	Core	CLIMATOLOGY, SOIL AND BIOGEOGRAPHY AND SURVEYING AND LEVELLING	60L	4
GEO/G/CC/P/02			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	
-	AECC	Communicative English/ MIL	-	2
Total		**4 courses**	**Total**	**20**
SEMESTER-III				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/03	Core	HUMAN GEOGRAPHY AND MAP PROJECTION AND MAP INTERPRETATION	60L	4
GEO/G/CC/P/03			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	6
(GEO/G/SEC/P/01/A or GEO/G/SEC/P/01/B)	SEC	COMPUTER BASICS AND COMPUTER APPLICATIONS **OR** REMOTE SENSING	60P	2
Total		**4 courses**	**-**	**20**

COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM FOR B.Sc. GENERAL/ PROGRAM COURSE IN GEOGRAPHY

Semester-wise course structure

(6 Credit: 75 Marks)

SEMESTER-IV				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/CC/T/04	Core	ENVIRONMENTAL GEOGRAPHY AND FIELD WORK	60L	4
GEO/G/CC/P/04			60P	2
-	Core	As to be offered by other departments	-	6
-	Core	As to be offered by other departments	-	6
(GEO/G/SEC/P/02/A or GEO/G/SEC/P/02/B)	SEC	ADVANCE SPATIAL STATISTICAL TECHNIQUES **OR** FIELD WORK	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-V				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/DSE/T/01/A or GEO/G/DSE/T/01/B	DSE	Geography of India or Economic Geography	75L+15T	6
-	DSE	As to be offered by other departments	-	6
GEO/G/GE/T/01	GE (Any discipline other than discipline 1 and 2)	Disaster Management	75L+15T	6
(GEO/G/SEC/P/03/A or GEO/G/SEC/P/03/B)	SEC	FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT **OR** COLLECTION, MAPPING AND INTERPRETATION OF CLIMATIC DATA	60P	2
Total		**4 courses**	**-**	**20**
SEMESTER-VI				
Course Code	**Course Nature**	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
GEO/G/DSE/T/02/A or GEO/G/DSE/T/02/B	DSE	DISASTER MANAGEMENT **OR** GEOGRAPHY OF TOURISM	75L+15T	6
-	DSE	As to be offered by other departments	-	6
GEO/G/GE/T/02	GE (Any discipline other than discipline 1 and 2)	Sustainable Development	75L+15T	6
(GEO/G/SEC/P/04/A or GEO/G/SEC/P/04/B)	SEC	COLLECTION, MAPPING AND INTERPRETATION OF PEDOLOGICAL DATA **OR** ROCKS AND MINERALS AND THEIR MEGASCOPIC IDENTIFICATION	60P	2
Total		**4 courses**	**-**	**20**
Total (All semesters)		***24 courses***	**-**	***120***

N.B.: Core Course (CC) in Geography of Semester I, II, III & IV may be offered as GE Papers for other subjects (both Hons. & General/ Prog. Course).

B.A. / B.Sc. (General/ Program) Course in Geography

SEMESTER-I

CORE COURSE (CC):

CC/01: Geotectonics and Geomorphology and Scale and Cartography 6 Credits

GEO/G/CC/T/01: (Theory): Geotectonics and Geomorphology 4 Credits

1. Lithosphere – Internal Structure of Earth based on Seismic Evidence
2. Weathering: Types and Related Landforms
3. Plate Tectonics and its Associated Landforms
4. Landform Development in Arid Regions
5. Landform Development in Glaciated Regions
6. Development of Fluvial Landforms
7. Fluvial Cycle of Erosion – Davis and Penck
8. Hydrosphere: Hydrological Cycle, Ocean Bottom Relief Features, Tides and Ocean Currents

Reference Books:

- Conserva, H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA
- Gabler, R. E., Petersen, J. F., and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA
- Garrett, N., 2000: Advanced Geography, Oxford University Press
- Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford
- Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, NJ
- Husain, M., 2002: Fundamentals of Physical Geography, Rawat Publications, and Jaipur
- Monkhouse, F. J., 2009: Principles of Physical Geography, Platinum Publishers, Kolkata
- Singh, S. 1998: Geomorphology, Prayag Pustak, Allahabad
- Strahler, A. N., and Strahler, A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York
- Thornbury, W. D., 1969: Principles of Geomorphology, Wiley

GEO/G/CC/P/01: (Practical): Scale and Cartography 2 Credits

1. Map Scale: Types and Application
2. Linear and Comparative Scale
3. Representation of Data: Dot, Proportional Circles, Choropleth, Flow Diagram
4. Taylor's Climograph and Hythergraph

Reference Books:

- Dent, B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill
- Gupta, K. K., and Tyagi, V. C., 1992: Working with Maps, Survey of India, DST, New Delhi
- Mishra, R. P., and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing
- Robinson, A., 1953: Elements of Cartography, John Wiley
- Sharma, J. P., 2010: Prayogic Bhugol, Rastogi Publishers
- Singh, R. L., and Singh, R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Steers, J. A., 1965: An Introduction to the Study of Map Projections, University of London

B.A. / B.Sc. (General/ Program) Course in Geography

SEMESTER-II

CC/02: Climatology, Soil and Biogeography and Surveying and Levelling 6 Credits

GEO/G/CC/T/02: (Theory): Climatology, Soil and Biogeography 4 Credits

1. Elements of Weather and Climate; Thermal and Chemical Composition and Layering of the Atmosphere
2. Heat Balance, Pressure Belt and Planetary Wind Circulation System
3. Forms of Precipitation and Types of Rainfall
4. Tropical and Temperate Cyclones, Climatic Classification (Koppen)
5. Definition of Soil; Physical and Chemical Properties of Soil (Soil Texture, Colour and pH)
6. Soil Forming Factors; Soil Formation (Podzol and Laterite)
7. Definition of Biosphere and Biogeography; Meaning of Ecology, Ecosystem, Environment, Ecotone, Communities, Habitats and Biotopes
8. Environmental Problems and Management: Air Pollution, Bio-diversity Loss, Solid and Liquid Waste

Reference Books:

- Barry, R. G., and Carleton, A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK
- Barry, R. G., and Chorley, R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York
- Critchfield, H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
- Lutgens, F. K., Tarbuck, E. J., and Tasa, D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey
- Oliver, J. E., and Hidore, J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi
- Trewartha, G. T., and Horne, L. H., 1980: An Introduction to Climate, McGraw

GEO/G/CC/P/02: (Practical): Surveying and Levelling 2 Credits

1. Definition and Classification of Surveying
2. Open and Close Traversing by Prismatic Compass
3. Drawing of Longitudinal Profile by Dumpy Level

Reference Books:

- Singh, R. L., and Singh, R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Sarkar, A., 2015: Practical Geography: A Systematic Approach. Orient Black Swan Private Ltd., New Delhi

B.A. / B.Sc. (General/ Program) Course in Geography

SEMESTER-III

CC/03: Human Geography and Map Projection and Map Interpretation 6 Credits

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

1. Definition, Nature, Major Subfields, Contemporary Relevance
2. Space and Society: Cultural Regions; Race; Religion and Language
3. Population: Population Growth and Demographic Transition Theory
4. Types of Population Migration with Reference to India
5. World Population Distribution and Composition (Age, Gender and Literacy)
6. Settlements: Types and Patterns of Rural Settlements
7. Classification of Urban Settlements; Functional Classification of Towns

Reference Books:

- Chandna, R. C., 2010: Population Geography, Kalyani Publisher
- Daniel, P.A., and Hopkinson, M. F., 1989: The Geography of Settlement, Oliver & Boyd, London
- Johnston, R., Gregory, D., Pratt, G. et al., 2008: The Dictionary of Human Geography, Blackwell Publication
- Jordan-Bychkov et al., 2006: The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York
- Ghosh, S., 2015: Introduction to Settlement Geography. Orient Black Swan Private Ltd., Kolkata

GEO/G/CC/P/03: (Practical): Map Projection and Map Interpretation 2 Credits

1. Simple Conical Projection with One Standard Parallel
2. Cylindrical Equal Area Projection
3. Interpretation of Topographical Maps: relation between Physiography, Drainage and Settlement
4. Interpretation of Weather Maps (Pre-Monsoon, Monsoon and Post Monsoon)

Reference Books:

- Dent, B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw Hill
- Gupta, K. K., and Tyagi, V. C., 1992: Working with Maps, Survey of India, DST, New Delhi
- Mishra, R. P., and Ramesh, A., 1989: Fundamentals of Cartography, Concept Publishing
- Robinson, A., 1953: Elements of Cartography, John Wiley
- Sharma, J. P., 2010: Prayogic Bhugol, Rastogi Publishers
- Singh, R. L., and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
- Steers, J. A., 1965: An Introduction to the Study of Map Projections, University of London

SKILL ENHANCEMENT COURSE (SEC):

SEC/01: Computer Basics and Computer Applications OR Remote Sensing 2 Credits

GEO/G/SEC/P/01/A: (Practical): Computer Basics and Computer Applications 2 Credits

1. Numbering Systems; Binary Arithmetic
2. Data Computation, Storing and Formatting in Spreadsheets: Computation of Rank, Mean, Median, Mode, Standard Deviation, Moving Averages, Derivation of Correlation, Coefficient of Variation , Regression
3. Preparation of Annoted Diagrams and its Interpretation: Scatter Diagram and Histogram
4. Internet Surfing: Generation and Extraction of Information

Reference Books:

- Bartee, T. C., 1977: Digital Computer Fundamental; McGraw Hill
- Blissmer, 1996: Working with MS Word; Houghton Mifflin Co
- Chauhan, S., Chauhan, A., and Gupta, K., 2006: Fundamental of Computer; Firewall Media
- Flake, L. J., McClintock, C. E., and Turner, S., 1989: Fundamental of Computer Education; Wordsworth Pub. Co
- Johnson, S., 2007: Microsoft Power Point 2007; Pearson Paravia Bruno
- Leon, A., and Leon, M., 1999: A Beginners Guide to Computers, Vikas
- Leon, A., and Leon, M., 1999: Introduction to Computer, USB Publishers' Distributors Ltd
- Leon, A., and Leon, M., 1999: Introduction to Computer, USB Publishers' Distributors Ltd
- Malvino, A. P., Leach, D. P., 1981: Digital Principles and Applications; Tata McGraw Hill
- Mano, M. M., and Kime, C. R., 2004: Logic and Computer Design Fundamental; Prentice Hall
- Rajaraman, V., 2003: Fundamentals of Computer, Prentice Hall Publisher
- Rajaraman, V., 2008: Computer Primer; Prentice Hall of India Pvt. Ltd
- Sarkar, A., and Gupta, S. K., 2002: Elements of computer Science, S Chand and Company, New Delhi
- Sarkar, A., and Gupta, S. K., 2002: Elements of Computer Science, S Chand and Company, New Delhi
- Shepard, A., 2007: Perfect Pages; Shepard Publications
- Tyson, H. L., 2007: Microsoft Word 2007 Bible; John Wiley
- Walkenbach, J., 2007: Excel 2007 Bible; John Wiley

OR

GEO/G/SEC/P/01/B: (Practical): Remote Sensing **2 Credits**

1. Concepts and Principles of Remote Sensing (RS): Classification of RS Satellites and Sensors
2. Sensor Resolutions and Their Application with reference to IRS and Landsat Missions, Image Referencing Schemes and Data Acquisition
3. Preparation of False Colour Composites (FCC) from IRS LISS-III and Landsat TM, Landsat ETM; Principles of Image Rectification and Enhancement
4. Principles of Image Interpretation and Feature Extraction, Preparation of Inventories of Landuse/ landcover Features from Satellite Images

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

Reference Books:

- Bhatta, B., 2008: Remote Sensing and GIS, Oxford University Press, New Delhi
- Campbell, J. B., 2007: Introduction to Remote Sensing, Guildford Press
- Jensen, J. R., 2005: Introductory Digital Image Processing: A Remote Sensing Perspective, Pearson Prentice-Hall
- Joseph, G., 2005: Fundamentals of Remote Sensing, United Press India
- Lillesand, T. M., Kiefer, R. W., and Chipman, J. W., 2004: Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition)
- Li, Z., Chen, J., and Batsavias, E., 2008: Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences CRC Press, Taylor and Francis, London
- Mukherjee, S., 2004: Textbook of Environmental Remote Sensing, Macmillan, Delhi
- Nag, P., and Kudra, M., 1998: Digital Remote Sensing, Concept, New Delhi
- Singh, R. B., and Murai, S., 1998: Space-informatics for Sustainable Development, Oxford and IBH Pub

B.A. / B.Sc. (General/ Program) Course in Geography

SEMESTER-IV

CC/04: Environmental Geography and Field Work 6 Credits

CORE COURSE (CC):

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

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

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

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

Reference Books:

- Casper J.K. (2010): Changing Ecosystems: Effects of Global Warming. Infobase Pub. New York.
- Hudson, T. (2011): Living with Earth: An Introduction to Environmental Geology, PHI Learning Private Limited, New Delhi.
- Miller, G.T. (2007): Living in the Environment: Principles, Connections, and Solutions, Brooks/ Cole Cengage Learning, Belmont.
- Singh, R.B. (1993): Environmental Geography, Heritage Publishers, New Delhi.
- UNEP (2007) Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme. University Press, Cambridge.
- Wright R. T. and Boorse, D. F. (2010): Toward a Sustainable Future, PHI Learning Pvt Ltd, New Delhi.
- Singh, R.B. and Hietala, R. (Eds.) (2014): Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer

SEC/02: (Practical): Advance Spatial Statistical Techniques or Field Work

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

1. Differences between Spatial and Non-spatial data, Nearest Neighbour Analysis
2. Concept of probability and Normal Distribution and their geographical application, Skewness (Pearson's Method)
3. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions, sampling estimates for large and small samples tests involving means and proportions
4. Correlation and Regression Analysis: Rank order correlation and product moment correlation; linear regression, residuals from regression
5. Time Series Analysis: Least Squares, Moving mean method, Time series components

Note: Any Statistical Software Package (e.g. SPSS, MS Excel, R, etc.) may be used for practice.

*A project file consisting of five exercises on the above themes is to be submitted.

Reference Books:

- Bart James E and Gerld M.Barber (1996): Elementary Statistics for Geographers, The Guieford Press, London.
- Eldon, D. (1983): Statistics in Geography: A Practical Approach, Blackwell, London.
- Cressie, N.A.C. (1991): Statistics for Spatial Analysis, Wiley, New York.
- Gregory, S. (1978): Statistical Methods and the Geographer (4th Edition), Longman, London.
- Haining, R.P. (1990): Spatial Data Analysis in the Social and Environmental Science, Cambridge University Press, Cambridge.
- Mc Grew, Jr. and Cahrles, B. M. (1993): An Introduction to Statistical Problem Solving in Geography, W.C. Brocan Publishers, New Jersey.
- Mathews, J.A. (1987): Quantitative and Statistical Approaches to Geography: A Practical Manual Pergamon, Oxford.
- S.K. (1998): Statistics for Geoscientists: Techniques and Applications, Concept Publishing Company, New Delhi.
- Wei, W.S. (1990): Time Series Analysis: Variate and Multivariate Methods, Addison Wesley Publishing.
- Yeates, Mauris (1974): An Introduction to Quantitative Analysis in Human Geography, Mc Grawhill, New York

OR

GEO/G/SEC/P/02/B: (Practical): Field Work **2 Credits**

Students are required to carry out a comprehensive field work in a village/mouza/town/C.D.Block/ drainage basin selecting a particular **research problem**. There should be a clear-cut **Problem background, major Objectives, Methodology and Findings**. The Field Report should be written within 4000 words and the total number of pages in the Field Report should not exceed 30 pages ((A4 Pages) including texts, figures, tables, photographs, maps, references (APA) and appendices.

The fieldwork along with the diagrams and illustrations should be prepared in computer using the standard (Using MS-Word for typing and Excel for calculation and graphs). The cartographic and statistical techniques used in the fieldwork should be at par with the syllabus of the UG Course.

Guidelines for Fieldwork:

The following methods are to be followed for framework:

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

B.A. / B.Sc. (General/ Program) Course in Geography

SEMESTER-V

DSE/01: Geography of India or Economic Geography 6 Credits

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

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

Reference Books:

- Hussain M. (1992): Geography of India, Tata McGraw Hill Education.
- Mamoria C. B. (1980): Economic and Commercial Geography of India, Shiva Lal Agarwala.
- Miller F. P., Vandome A. F. and McBrewster J. (2009): Geography of India: Indo-GangeticPlain, Thar Desert, Major Rivers of India, Climate of India, Geology of India, AlphascriptPublishing.
- Nag P. and Sengupta S. (1992): Geography of India, Concept Publishing.
- Pichamuthu C. S. (1967): Physical Geography of India, National Book Trust.
- Sharma T. C. and Coutinho O. (1997): Economic and CommercialGeography of India, Vikas Publishing.
- Singh Gopal (1976): A Geography of India, Atma Ram.
- Spate O. H. K. and Learmonth A. T. A. (1967): India and Pakistan: A General and RegionalGeography, Methuen.
- Rana, Tejbir Singh, 2015, Diversity of India, R.K. Books, Delhi.

OR

GEO/G/DSE/T/01/B: (Theory): Economic Geography 6 Credits

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

Reference Books:

- Alexander J. W. (1963): Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
- Bagchi-Sen S. and Smith H. L. (2006): Economic Geography: Past, Present and Future, Taylor and Francis.
- Coe N. M., Kelly P. F. and Yeung H. W. (2007): Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
- Combes P., Mayer T. and Thisse J. F. (2008): Economic Geography: The Integration of Regions and Nations, Princeton University Press.
- Durand L., 1961: Economic Geography, Crowell.
- Hodder B. W. and Lee R. (1974): Economic Geography, Taylor and Francis.
- Wheeler J. O. (1998): Economic Geography, Wiley.
- Willington D. E. (2008): Economic Geography, Husband Press.

GEO/G/SEC/P/03: Field Techniques and Survey Based Project Report or Collection, Mapping and Interpretation of Climatic Data 2Credits

GEO/G/SEC/P/03/A: (Practical): Field Techniques and Survey Based Project 2 Credits

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

OR

GEO/G/SEC/P/03/B: (Practical): Collection, Mapping and Interpretation of Climatic Data 2Credits

1. Sources of climatic data
2. Instruments used for measuring weather elements: Thermometer, Barometer, Hydrometer, Rain gauge and Wind vane
3. Drawing of Temperature-Rainfall Graphs
4. Drawing of Isotherm and Isohyet
5. Preparation of Climograph (Taylor's), Hythergraph and Windrose diagram
6. Interpretation of Indian Daily Weather Map

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

Generic Elective (GE):

GE/01: Disaster Management 6 Credits

GEO/G/GE/T/01: (Theory): Disaster Management 6 Credits

1. Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification of hazards
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping
3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.
4. Manmade disasters: Causes, Impact, Distribution and Mapping of Soil erosion and Accidental release of toxic chemicals
5. Response and Mitigation to Disasters: Institutional set up, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

Reference Books:

- Government of India., (1997): Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Kapur, A. (2010): Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
- Modh, S. (2010): Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
- Singh Jagbir. (2007): "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
- Singh, R. B. (ed.), (2006): Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
- Singh, R.B. (2005): Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
- Sinha, A. (2001): Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
- Stoltman, J.P. et al. (2004): International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

B.A. / B.Sc. (General/ Program) Course in Geography

SEMESTER-VI

DSE/02: Disaster Management or Geography of Tourism 6 Credits

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

1. Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification of hazards
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping
3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.
4. Manmade disasters: Causes, Impact, Distribution and Mapping of Soil erosion and Accidental release of toxic chemicals
5. Response and Mitigation to Disasters: Institutional set up, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters

Reference Books:

- Government of India., 1997: Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Kapur, A., 2010: Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
- Modh, S., 2010: Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
- Singh Jagbir., 2007: "Disaster Management Future Challenges and Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
- Singh, R. B. (ed.), 2006: Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
- Singh, R.B., 2005: Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
- Sinha, A., 2001: Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
- Stoltman, J.P. et al., 2004: International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

OR

GEO/G/DSE/T/02/B: (Theory): Geography of Tourism **6 Credits**

1. Scope and Nature: Concepts and Issues, Tourism, Recreation and Leisure Inter-Relations; Geographical Parameters of Tourism by Robinson
2. Types of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage
3. Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings, Incentives, Conventions and Exhibitions (MICE)
4. Impact of Tourism: Economy; Environment; Society
5. Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal Areas; National Tourism Policy

Reference Books:

- Dhar, P.N., 2006: International Tourism: Emerging Challenges and Future Prospects. Kanishka, New Delhi.
- Hall, M. and Stephen, P., 2006: Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
- Kamra, K. K. and Chand, M., 2007: Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
- Page, S. J., 2011: Tourism Management: An Introduction, Butterworth-Heinemann-USA. Chapter 2.
- Raj, R. and Nigel, D., 2007: Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge, USA, www.cabi.org.
- Singh Jagbir., 2014: "Eco-Tourism" Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
- Tourism Recreation and Research Journal, Center for Tourism Research and Development,Lucknow

GE/02: Sustainable Development 6 Credits

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

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

Reference Books:

- Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003): Just Sustainabilities: Development in an Unequal World. London: Earthscan. (Introduction and conclusion.).
- Ayers, Jessica and David Dodman (2010): "Climate change adaptation and development I: the state of the debate". Progress in Development Studies 10 (2): 161-168.
- Baker, Susan (2006): Sustainable Development. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, "The concept of sustainable development").
- Brosius, Peter (1997): "Endangered forest, endangered people: Environmentalist representations of indigenous knowledge", Human Ecology 25: 47-69.
- Lohman, Larry (2003): "Re-imagining the population debate". Corner House Briefing 28.
- Martínez-Alier, Joan et al (2010): "Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm" Ecological Economics 69: 1741-1747.
- Merchant, Carolyn (Ed.) (1994): Ecology. Atlantic Highlands, N.J: Humanities Press. (Introduction, pp 125.)
- Osorio, Leonardo et al (2005): "Debates on sustainable development: towards a holistic view of reality". Environment, Development and Sustainability 7: 501-518.
- Robbins, Paul (2004): Political Ecology: A Critical Introduction. Blackwell Publishing.
- Singh, R.B. (Eds.) (2001): Urban Sustainability in the Context of Global Change, Science Pub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.

SKILL ENHANCEMENT COURSE (SEC):

SEC/04: Collection, Mapping and Interpretation of Pedological Data or Rocks and Minerals and their Megascopic Identification

2 Credits

GEO/G/SEC/P/04/A: (Practical): Collection, Mapping and Interpretation of Pedological Data

2 Credits

1. Procedure of soil sample collection
2. Preparation of Ternary diagram by using soil texture data
3. Estimation of Soil p^H using soil kit
4. Estimation of Soil organic carbon using soil kit
5. Estimation of available of NPK using soil kit
6. Mapping and interpretation: p^H , NPK and organic carbon

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

OR

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

2 Credits

1. Types and characteristics of rocks and minerals

2. Megascopic identification of the following rocks and minerals mentioning their identifying characteristics.

Rocks: Granite, Basalt, Dolerite, Shale, Limestone, Sandstone, Gneiss, Slate, Quartzite, Marble

Minerals: Quartz, Feldspar, Mica (Muscovite and Biotite), Calcite, Bauxite, Magnetite, Haematite, Galena, Chalcopyrite

UNIVERSITY OF KALYANI

DEPARTMENT OF HISTORY

Structure of the revised syllabus for B.A. Honours/Programme course for semester-wise CBCS curriculum

A. TOTAL Number of courses in UG-CBCS (B.A. in History Honours):

Types of course	Core course (CC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A. IN HISTORY HONOURS UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practical**	**Theory + Tutorial**
1.A.	Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1 = 14
2.	**Elective Courses: (8 papers)**		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
#Optional Dissertation/ Project Work in place of* one *DSE paper (6 credits) in 6th semester			
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
	Total Credit:	**140**	**140**
## ***Wherever there is a practical, there will be no tutorial and vice- versa.***			

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.(HISTORY) HONOURS

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

A. TOTAL Number of courses in UG-CBCS UNDER B.A. IN HISTORY(PROG.) COURSE

Types of course	Core course (CC)	Elective course		Ability Enhncemnt Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancmnt compulsory course(AECC)	Skill Enhancmnt course (SEC)	
No. of course	12	6(BSc)/4(BA/B.Com)	2((BA/B.Com)	2	2	24
Credit/course	6	6	6	2	2	120

TABLE-1: DETAILS OF COURSES OF B.A. IN HISTORY(PROGRAMME) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practicl**	**Theory + Tutoril**
1.A.	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
1.B.	Core Course (Practical/Tutorial)*(12 papers)	12x2 = 24	12x1 = 12
2.	**Elective Courses: (6 papers)**		
A.	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
B.	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
C.	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
D.	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	--	2x1 = 2
#Optional Dissertation/ Project Work in place of* one *DSE paper (6 credits) in 6th semester			
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (4 papers of 2 credits each)----------	4x2 = 8	4x2 = 8
	Total Credit:	**120**	**120**
## ***Wherever there is a practical, there will be no tutorial and vice- versa.***			

TABLE-2: SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A. HISTORY (PROG.)

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC-1,2 6)	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	1 (L_1-1)	1 (L_2-1)	1 (L_1-2)	1 (L_2-2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Courses/ Sem.	4	4	4	4	4	4	24	--
Total Credit /Semester	20	20	20	20	20	20	--	120

Core Course

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

Semester-1

Course – I

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

Unit-1: Historiography of early India – historical interpretations - imperialist vs nationalist school - leftist vs liberal school - secular vs religious school.

Unit-2: Evolution from paleolithic to neolithic cultures - chalcolithic societies from Baluchistan to Gujrat - growth and decline of pre-state non-iron urban culture - the Harappan Civilization ; problem of the Indus script - journey from proto-historic to historic India.

Unit-3: Legacy of the Harappan Culture - the Aryan penetration and the Anglo-Oriental debate ; beginning of iron age and settled agriculture - patterns of settlement and cultural changes - emergence of caste society, organized religion and state territoriality - the Vedic literature.

Unit-4:The non-Vedic political economy of the 16 Mahajanapadas - spread of protestant religions – Ajivikism, Jainism and Buddhism ; commercial and urban growth of India - rise of Magadha as an imperial power.

Reading

1. D. D. Kosambi : *The Culture and Civilization of Ancient India in Historical Outline*
2. A. L. Basam : *The Wonder that was India.*
3. Irfan Habib : *Pre-History ; Indus Civilization (2002) : The Vedic Age (2003)*
4. Romila Thapar : *Early India from the Beginning to 1300*
5. Upinder Singh : *A History of Ancient and Early Medieval India.*
6. R.S.Sharma : *India's Ancient Past.*
7. Bridget and Allchin : *The Rise of Civilization in India and Pakistan.*
8. Uma Chakraborty *: The Social Dimensions of Early Buddhism.*

Course – II

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

Unit-1: Pre-historic and proto-historic cultures beyond India – beginning of agriculture and animal husbandry – searches into the history of Africa, the Aztec Civilization and the Inca Society.

Unit-2: Bronze Civilizations of Egypt, Mesopotamia, China and eastern Mediterranean lands.

Unit-3: The Polis and slave society of ancient Greece - rise of ancient Rome – decline of the Roman Empire – agrarian economy and trade – the Church and the question of religion.

Unit-4: Societies in Central Islamic Lands - spread of Islam – the Ummah, Caliphite State, Shariah and Sufi culture.

Reading

1. *Oxford History of the Classical World*
2. Burns and Ralph : *World Civilizations*
3. V. Gordon Childe : *What Happened in History*
4. Amar Farooqui : *Early Social Formations.*
5. R.T.Matthews and F. DeWitt Platt : *Western Humanities*
6. J. Kelley Sowards : *Western Civilization*
7. Jacquetta Hawkes : *First Civilizations*
8. M.G.S. Hodgson : *The Venture of Islam*

Semester-2

Course-III

Ancient India from the Maurya to Late Gupta period

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

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

Unit-3: Age of the Guptas - consolidation of Second Magadhan empire - debates on golden age, brahminical revival and growth of feudalism - decline of the Gupta power and beginning of political decentralization of India - assessing Harshavardhana as the last great emperor.

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

Reading

1. Romila Thapar : (i) *Ancient India* ; (ii) *Asoka and the Decline of the Mauryas*
2. D.D. Kosambi : *An Introduction to the Study of Indian History*
3. Irfan Habib : *The Mauryan India*
4. R.S.Sharma : *Indian Feudalism*
5. S.K.Maity : *Economic Life in Northern India in the Gupta Period*
6. B.P.Sahu ed. *: Land System and Rural Society in Early India*

7. Susan Huntington : *The Art of Ancient India*
8. D.P.Chattopadhyay : *History of Science and Technology in Ancient India*

Course-IV

History of Early Medieval India

Unit-1: Sources of History and historiography of the period - contemporary texts and travelogues - indigenous literature and archaeology.

Unit-2: From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas.

Unit-3: Condition in the pre-Sultanate period - Polity, Society, Economy, Religion and Culture - towards transition.

Unit-4: Northern India under the Delhi Sultanate - the Turkish invasions from 997 to 1206 AD - consolidation of the Sultanate from 1206 to 1286 AD - the Khalji Revolution and the omnipotent state under the Khaljis - The Tughluq period of reforms and counter reforms - decline of the Delhi Sultanate.

Reading

1. B.D.Chattopadhyay : *The Making of Early Medieval India*
2. Satish Chandra : *The Delhi Sultanate*
3. R.S.Sharma and K.M.Srimali eds. : *Comprehensive History of India*, Vol. IV
4. Md. Habib and K.A.Nizami eds. : *Comprehensive History of India*, Vol V
5. Hermann Kulke ed.: *The State in India* (AD 1000 – 1700)
6. Irfan Habib : *Medieval India – The Study of a Civilization*
7. N. Karashima : *South Indian History and Society*
8. Salma Farooqui : *A Comprehensive History of Medieval India*

Semester-3

Course – V

The Delhi Sultanate in Retrospect

Unit-1: The successor states of Bijoynagar, Bahmani and Bengal - society, economy, art, architecture and literature.

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

Unit-3: Economy of Sultanate India - changes in land revenue administration - new agrarian relations - industry and urbanization - trade and currency.

Unit-4: Ideas of state and kingship - moves from theocracy to secular administration - development of bhakti and sufi philosophy - language, literature, art and architecture.

Reading

1. A.L.Srivasva : *The Sultanate of Delhi*
2. S.A.A.Rizvi : *The Wonder that was India*
3. Satish Chandra : *Medieval India-1, The Delhi Sultanate*
4. Peter Jackson : *The Delhi Sultanate*
5. Hermann Kulke ed.: *The State in India* (AD 1000 – 1700)
6. Irfan Habib : *Medieval India – The Study of a Civilization*
7. N. Karashima : *South Indian History and Society*
8. Salma Farooqui : *A Comprehensive History of Medieval India*

Course - VI

Rise of the Modern West

Unit-1: Structural features of European feudalism - the Crusades and the 14th century crisis of feudalism - decline of feudalism in western Europe but its survival in eastern Europe .

Unit-2: Socio-economic roots of Renaissance - spread of new social ideas - secularism and humanism - art, architecture, science and literature - the printing revolution.

Unit-3: Reformation – origin, course and results - progress of the movement from Luther to Calvin ; the counter Reformation.

Unit-4: Europe from Thirty Years' War to Seven Years' War – rise of early nation states, Spain, France, England and Russia.

Reading

1. Meenaxi Phukan : *Rise of the Modern West*
2. Eugene F. Rice and Jr. Anthony Grafton : *The Foundations of Early Modern Europe*
3. Euan Cameron *: Early Modern Europe*
4. Wallace K. Ferguson ed. : *Renaissance-Studies towards the Modern State*
5. V.H.H.Green : *Renaissance and Reformation – A Survey of European History Between 1450-1660.*
6. Theodore Rabb ed. *: The Struggle for Stability in Early Modern Europe*
7. J.H.Parry : *Europe and a Wider World*
8. J.Huizinga : *Waning of the Middle Ages*

Course – VII

Europe in Transition

Unit-1: Geographical explorations and overseas empires of Portugal and Spain - shift of economic balance from the Mediterranean to the Atlantic ocean - commercial and price revolution.

Unit-2: Seventeenth century crisis in Europe - mercantilism and economic transition - Glorious Revolution in England and great changes in political, economic and state structure; from scientific to Industrial Revolution - rise of industrial societies in Europe.

Unit-3: American War of Independence – birth of new democratic politics.

Unit-4: From the age of Enlightenment to the Age of Liberalism - from feudalism to capitalism- the transition debate.

Reading

1. *The New Cambridge Modern History of Europe*, Vol. VI-VII
2. *D.H.Pennington : Seventeenth century Europe*
3. Jan de Vries *: Economy of Europe in an Age of Crisis,1600-1750*
4. Stephen J. Lee : *Aspects of European History, 1494-1789*
5. Rodney : *Transition from Feudalism to Capitalism*
6. C.M.Cipolla : *Before the Industrial Revolution, 1000-1700*
7. Rila Mukherjee : *Europe Transformed (1350-1789)*
8. Rila Mukherjee : *The Lost Worlds of Europe*

Semester-4

Course - VIII

History of Mughal India

Unit-1: Survey of sources and different aspects of historiography of Mughal India – reading of the texts of AbulFazal, Badauni, Abdul Hamid Lahori and Bernier - Studies in the writings of Sir Jadunath Sarkar and historians from Delhi and Aligarh schools.

Unit-2: Making of the Mughal State from Akbar to Aurangzeb - state and religion - management of land and agriculture - evolution of the administrative system - mansab and jagir - the Mughal ruling classes - nobility and zamindars - the peasants and village community.

Unit-3: Trade, commerce, and monetary system - routes of trade and commodity pattern of internal transactions - overseas trade and commodity pattern - markets and monetary system.

Unit-4: Urban centres - morphology of cities - urban economy – crafts, technology and industry - imperial *karkhanas* - urban social structure, merchant communities, bankers, artisans, craftsmen and labourers.

Reading

1. Satish Chandra : *Medieval India Par II, The Mughal Empire*
2. S.A.A.Rizvi : *The Wonder that was India*
3. Tapan Raychaudhuri and Irfan Habib eds. ; *The Cambridge Economic History of India,* Vol.I
4. Mohibul Hasan : *Historians of Medieval India*
5. Richard M. Eaton ed. : *India's Islamic Traditions*
6. A.L.Srivastava : *The Mughal Empire*
7. Satish Chandra : *Parties and Politics at the Mughal Court*
8. Goutam Bhadra : *Mughal Juge Krishi Arthaniti O Krishak Bidroha*

Course – IX

History of Late Medieval India

Unit-1: Society and culture – religion of the masses - language, music and literature - art and architecture.

Unit-2: Regional polity – the Marathas under *Shivaji* and the *Peshwas* - the Sikh challenge.

Unit-3: Decline of the Mughal Empire - agrarian crisis and the eighteenth century debate.

Unit -4 : Emergence of successor states – Bengal, *Awadh,* Mysore and Hyderabad.

Reading

1. Catherine Asher and Cynthia Talbot : *India Before Europe*
2. Cynthia Talbot *: Pre-Colonial India in Practice*
3. 2. S.A.A.Rizvi : *The Wonder that was India*
4. Tapan Raychaudhuri and Irfan Habib eds. ; *The Cambridge Economic History of India*, Vol.I
5. Richard M. Eaton ed. : *India's Islamic Traditions*
6. C.A.Bayly : Rulers, Townsmen and Bazars
7. Satish Chandra : *Parties and Politics at the Mughal Court*
8. Goutam Bhadra : *Mughal Juge Krishi Arthaniti O Krishak Bidroha*

Course - X

Rise of Modern Europe

Unit-1: Historiography – studies in the writings of Alfred Cobban, Lefebvre, Eric Hobsbawm, E.P.Thompson, David Thomson andA.J.P.Taylor.

Unit-2: The eighteenth century background to the French Revolution - society, economy, and polity ; the philosophers and the ideological revolution.

Unit-3: People in the French Revolution – aristocracy, bourgeois, peasants and workers - the Constituent Assembly and its achievements - Girondins and Jacobins - the Reign of Terror and the Rise and fall of the Jacobin Republic - the Thermidorian reaction and the Directory ; the Napoleonic Era - interpreting the French Revolution.

Unit-4: The unity and disunity in Europe in 1815 - the Vienna Congress and rise of Metternich - struggle between forces of continuity and change.

Reading

1. Eric Hobsbawm *: The age of Revolution* (1789-1848)
2. Arun Bhattacharyya : *History of Europe* (1453-1789)
3. Alfred Cobban : *A History of Modern France* (2 vols.) ; *The debate on the French Revolution*
4. Georges Lefebvre : *The Coming of the French Revolution*
5. E.P.Thompson : *The Making of the English working Class*
6. David Thomson : *Europe Since Napoleon*
7. A.J.P.Taylor : *Europe, Grandeur and Decline*
8. S.N.Sen : *Europe and the World*

Semester-5

Course - XI

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

Unit-1: Understanding Modern Indian History- historiography, concepts, terminologies, approaches.

Unit-2: Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and its ideology - rule of law, orientalism, utilitarianism.

Unit-3: Rural Economy and Society – land revenue settlements - agrarian structure and transformation debate - commercialization of agriculture - rural stratification thesis, peasants and landless labourers - detribalization and the environmental question - de-industrialization, rural credit and indebtedness.

Unit-4: Nature of colonial exploitation - drain of wealth - famines in India - monetization and entitlement debate - resistance from the tribes and peasants till the Revolt of 1857 - analysing the Revolt and its aftermath.

Reading

1. Amar Farooqui : *The Establishment of British Rule* (1757-1813)
2. Bipan Chandra : *Modern India*
3. B.L.Grover : *A New Look on Modern Indian History*
4. Dharma Kumar ed. : *The Cambridge economic History of India,* Vol. 2
5. Tirthankar Roy : *The Economic History of India*
6. Irfan Habib : *Indian Economy Under Early British Rule* (1757-1857)
7. Sabyasachi Bhattacharyya ed. : *1857-Drohakal*
8. Elisabeth Kolesky : *Colonial Justice in British India – White Violence and the Rule of Law*

Course – XII

History of Modern India from Renaissance to Independence

Unit-1: The cultural revolution of the nineteenth century - critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms - colonisation of education - the women's question.

Unit-2: Re-industrialisation of India following the spread of railway network - colonial fiscal policy and the balance of Indian trade - rise and growth of the Indian capitalist and working class.

Unit-3: Interpreting Indian nationalism – messianic and developmental - different phases of the nationalist struggle - politics of association and politics of union - different political parties and their ideologies - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah - workers' and peasants' movements.

Unit-4: Colonial policy of divide and rule - religious polarisation of the nationalist leaders - demand for Pakistan and partition of 1947 - the refugee question - struggle for new developmental economy, democracy and security in the bi-polar world.

Reading

1. Sekhar Bandypadhyay : *From Plassey to Partition*
2. Bipan Chandra, Mridula Mukherjee et.al.eds. : *India's Struggle for Independence*
3. Bipan Chandra : *Rise and Growth of Economic Nationalism in India*
4. Judith Brown : *Gandhi's Rise to Power, 1915-22*
5. Sumit Sarkar : *Modern India (1885-1947)*
6. Ranajit Guha ed. : *A Subaltern Studies Reader*
7. Paul Brass : *The Politics of India Since Independence*
8. Bipan Chandra : *India After Independence*

Semester-6

Course – XIII

Modern Europe : From Nationalism to Socialism

Unit-1: The age of Revolutions – the national revolutions (1830-1850) - the liberal revolutions and the transformation of Russian society - remaking of eastern Europe.

Unit-2: The economic revolutions, consolidation of capitalism and formation of big national states in Germany and Italy - imperial advances before and after Bismarck – developments in eastern Europe - the new balance of power in Europe - Europe divided.

Unit-3: Politics of democracy - industrial society and its critics - new concept of welfare state and revolution in medical science - reason, social change and social reform - the new woman - arts transformed.

Unit-4: The socialist challenge - from utopian to Marxian socialism - the German, French and Russian variety of socialist politics.

Reading

1. Eric Hobsbawm : *The Age of Capital* (1848-1875) ; *The Age of Empire* (1875-1914)
2. Eric Hobsbawm : *Industry and Empire ; Nations and Nationalism*
3. James Joll : *Europe Since 1870*
4. T.C.W. Blanning : *The Short Oxford History of Europe (nineteenth century), 1989-1914*
5. G. Barraclough : *An Introduction to Contemporary History*
6. Anthony Wood : *History of Europe (1815-1960)*
7. Andrew Porter : *European Imperialism* (1870-1914)
8. George Lichtheim : *A Short History of Socialism*

Course – XIV

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

Unit-1: Different theories of world politics - the Marxist and non-Marxist approaches.

Unit-2: Roots of European imperialism and the World Wars as the total war - impact of war on European mind - Peace settlement of 1919 and search for the collective security - the League of Nations.

Unit-3: Aspects of the war economy in the inter-war period - the depression and new theories of mixed economy - the collapse of the Weimer state in Germany and the rise of the Nazis to power - fascism in Italy.

Unit-4: The World after 1945 - theories of the Cold War and the division of Europe - the emergence of the American and Soviet spheres of influence - various military and economic alliances - regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle east and Afghanistan.

Reading

1. J.M.Gabriel : *Worldviews and Theories of International Relations*
2. J.J.Roth ed. : *World War 1 – A Turning Point in Modern History*
3. Eric Hobsbawm : *The Age of Extremes, the Short Twentieth Century*
4. A.J.P.Taylor : *Origins of the Second World War*
5. J. Robert wegs : *Europe Since 1945*
6. Kanti Bajpai and Harish C. Shukul ; *Interpreting World Politics*
7. W.C.McWilliams and Harry Piotrowski : *The World Since 1945*
8. Andreas Wenger and Doron Zimmermann : *Internatinal Relations(Cold War to Globalized World)*

Discipline Specific Elective Course (Any four out of Six)
Semester-5 (any two out of three)

Course – I
History of China from Tradition to Revolution

Unit-1: Traditional China – sino-centrism - society - social groups and classes - confucian value system - closed chinese economy - the canton trade.

Unit-2: Confronting the foreigners - Opium Wars - treaties with imperialist powers - foreigners' struggle for concessions in China - China as an 'informal colony' – increasing western pressure - the open door policy - transformation of China from a feudal society to a semi-colonial and semi-feudal society.

Unit-3: The People's response – from Taiping to Boxer - self –strengthening movement and reforms 1860 -1898 and 1901-1908 - revolution of 1911 – from nationalism to comprador-ship, Sun Yat Sen to Yuan-Shi-Kai - Warlordism since 1916 - revolt of the Chinese working class, the May Fourth Movement.

Unit-4: Development of Chinese industrial economy and growth of the Chinese proletariat - spread of communism among the proletariat in between the world wars - Chiang Kai Shek, Kuomintang and the united front - break with the front and the mature phase of Chinese communist movement under Mao Tse Tung - the Long March and the Communist Revolution of China.

Reading

1. Sachindranath Chattopadhyay : *Mahachiner Itikatha*
2. P.B.Ebrey ed. : *Chinese Civilization and Society*
3. J.K.Fairbank ed. : *The Cambridge History of China*
4. J.K.Fairbank et al : *East Asia – Modern Transformation*
5. Forein Language Press, Peking : *The Opium War* to *The Revolution of 1911*, series of 5 vols.
6. Tan Chung : *Studies on the 19th Century China and Imperialists China the Brave New World*
7. Jean Chesneaux et al : *China from 1911 Revolution to Liberation*
8. Y. Immanuel Hsu : *The Rise of Modern China*

Course – II
History of Japan from Meiji Restoration to the Second World War

Unit-1: Tokugawa Baku-han system of Japan– its nature - crisis encounter with the west - Meiji restoration - processes of modernization – social, military, political and economic.

Unit-2: Popular and democratic movements - Satsuma rebellion; popular rights movement and Meiji constitution.

Unit-3: Growth of militarism in Japan and her imperialist projects - Sino -Japanese relations; Anglo-Japanese alliance - Russo-Japanese war - World War I and after - the Manchurian crisis.

Unit-4: Rise of political parties in Japan and their failure to sustain democratic system - Japan and the two World Wars.

Reading

1. The Cambridge History of Japan
2. K.Asakawa : The Early Institutional Life of Japan
3. Richard Storry : A History of Modern Japan
4. J.K.Fairbank et al : East Asia – Modern Transformation
5. G.Beasely : The Modern History of Japan
6. E.H.Norman : Japan's emergence as a Modern State
7. J.W.Hall : Japan from Pre-history to Modern Times
8. K.B.Pyle : The Making of Modern Japan

Course – III
Issues of the Contemporary World

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

Reading

1. Robert J.C.Young : *Postcolonialism*
2. Pramod K. Mishra : South asia – *Challenge and Co-operation*
3. Walter Lippman : *The Cold War and Making of the Modern World*
4. Herbert Feis *: From Trust to terror-the Onset of the Cold War*
5. Julius Braunthal : *History of the International-World Socialism*,2 Vols.
6. M.R.Gordon and B.F.Trainor : *The General's War-the inside Story of the Conflict in the Gulf*
7. W.C.McWilliams and Harry Piotrowski : *The World Since 1945*
8. C.V.Findley and John Rothay : *Twentieth Century World*

Semester-6
(Any two out of three)

Course - I
History of Bangladesh from Liberation to the present day

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

Reading

1. Jaya Chatterjee : *Bengal Divided*
2. Asfak Hossain : *Bangladesher Itihas*
3. Sirajul Islam ed. : *History of Bangladesh*
4. Badruddin Umar : *Purba Banglar Bhasha andolon O Tatkalin Rajniti*
5. Amitabha Gupta : *Purba Pakistan*
6. Israil Khan : *Bhashar Rajniti O Banglar Samasya*
7. Sukumar Biswas ed. : *Bangladesher Bhasha Andolon O Kolkatar sambadpatra*
8. Purabi Basu O Harun Habib eds. : *Bangali*

Course – II
History of Africa, 1500 to 2000 A.D.

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

1. Michael Crowder ed. : *Cambridge History of Africa*, Vol.VIII
2. Basil Davidson : *Africa in Modern History*
3. E.Flint ed. : *Cambridge History of Africa*, Vol. V
4. A.J.Temu and B.swal eds. : *Historians and Africanist History*
5. A.Mazrui ed. : *UNESCO General History of Africa*

6. A.G.Hopkins : *An Economic History of West Africa*
7. Ralph Austen : *African Economic History*
8. Donald Crummy ed. : *Banditry, Rebellion and Social Protest in Africa*

Course – III
History of Women in India

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

Reading

1. C.T.Mohanty : *Thirld World women and the Politics of Feminism*
2. Rinita Mazumder : *A Short Introduction to Feminist theory*
3. Kumkum Sangari and Sudesh Vaid eds. : Recasting Women
4. Clarisse Bader : *Women in Ancient India*
5. M.Kaur : *Women in Indian Freedom Struggle*
6. Mrinalini Sinha : *Colonial Politics and the Idea of Masculinity*
7. Rajat Kanta Roy ed. : *Mind, Body and Society*
8. Geraldine Forbes : *Women in Modern India*

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

Course – I
Human Rights in India

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

Reading

1. Bertrand Russell : *Freedom versus Authority*
2. Sujata Bhadra : *Prasanga Manabadhikar*
3. Bina agarwal : *Field of Her Own*

Course – II
History of Indian Environment

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

Reading

Richard Grove et al eds. : *Nature and the Orient*
Ranjan Chakraborty Ed. : *Situating Environmental History*
Ramchandra Guha : *Environmentalism*

Course – III
Making of Contemporary India

Unit-1 : Towards independence – from Government of India Act (1935) to the Mountbatten Plan – partition and birth of the new State of India in 1947 – communal riots, influx of refugees and their rehabilitation.
Unit-2 : Making of the Republic – the Constituent Assembly and framing of the Constitution – integration of princely states – electoral politics and the changing party system – setting the tone for new foreign policy, non-aligned movement, issues of Pakistan, Bangladesh and China.
Unit-3 : The Indian Economy – planned economy – the land question – industry and labour – the demographic and public health.
Unit-4 : The Indian Society – caste, religion and gender – movements and legislations – education - cultural trends, institutions and ideas, literature, media and performing arts.

Reading

1. Rajni Kothari : *Politics in India*
2. Stephen P. Cohen : *Emerging Power India*
3. Robert W. Stern : *Changing India*

Course – IV
Social and Cultural History of Bengal ,14th to 20th centuries

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

Reading

1. N.K.Sinha ed. : *History of Bengal*
2. Sirajul Islam Ed. : *History of Bengal, 3 Vols*
3. Pradip Bose ed. : *Refugee rehabilitation in West Bengal*

Course – V
Regional History of Bengal – *Nadia* and *Murshidabad*

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

Reading

1. Kumudnath Mallik : *Nadia Kahini* ; Kantichandra Rardi : *Nabadwip Mahima* (ed.by J. Chaudhuri)
2. *Nadia District Gazetteer* and Mohit Roy : *Nadia Oonish Satak*
3. J.H.T. Walsh : *A History of Murshidabad District* and K.M.Mohsin ; *A Bengal District in Transition*

Course – VI
Great Historians of the World and their Philosophy of History

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

Reading

1. E. Sreedharan : *A Textbook of Historiography*
2. J.O.Urmson and J.Ree eds. : *Philosophy and Philosophers*
3. R.B.Woodings : *Fontana Dictionary of Modern Thinkers*

Ability Enhancement Compulsory Course
Semester-I
Essentials of the Environmental Science

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

Reading

1. Manindra Narayan Majumder : *Pariveshvidya*
2. Robert Arvill : *Man and Environment* : Lores and Margery Milne : *Water and Life*
3. L.R.Brown et al eds. : *State of the World*

Semester-2
Communicative and Interpretative English

Unit-1 : Language of Communication - Verbal and Non-verbal (Spoken and Written), Personal, Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Group communication

Unit-2 : Speaking Skills - Monologue, Dialogue, Group Discussion, Effective Communication/ Mis- Communication, Interview, Public Speech
Unit-3 : Reading and Understanding Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts
Unit-4 : Writing Skills Documenting, Report Writing, Making notes, Letter writing

Reading
1. *Fluency in English* - Part II, Oxford University Press
2. *Business English*, Pearson
3. *Language, Literature and Creativity*, Orient Blackswan

Skill Enhancement Elective Course
Semester-3
(Any one)

Course – I
Understanding Heritage, Art and architecture of India

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

Reading

1. David Lowenthal : *Possessed by the Past – The Heritage Crusade and the Spoils of History*
2. B.N.Goswami : *Essence of Indian Ar*t ; Niharranjan Roy : *An approach to Indian Art*
S.S.Biswas : *Protecting the Cultural Heritage ;* D.P.Agarwal *: The Archaeology of India*

Course – II
Sports and Society in India in Historical Perspective

Unit-1 : Concepts and theories – Sports and History – Greek Philosophy of Sports – Greek and Roman Tradfition of Sports – the Olympics.
Unit-2 : Ideas of sports from ancient and medieval texts of India – sociology of pre-colonial Indian sports – race, religion, caste and gender.

Unit-3 : Colonization of Indian sports in the 19th and 20th centuries – imposition of European sports on Indian society – commercialization of sports - impact on mind and body.
Unit-4 : Sports in post-colonial India – sports in education – sports and economy – sports and politics – sports and diplomacy - effects of globalization on Indian sports.

Reading

1. Kausik Bandyopadhyay : *Sports History in India, Prospects and Problems*
2. Ronojoy Sen : *Nation at Play, A History of Sports in India*
3. J. Coakley : *Sports and Society, Issues and Controversies*

Semester-4
(Any one)

Course – I
The Bengal Music

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

Reading

1. Karunamaya Goswami : *History of Bengali Music*
2. Dilipkumar Mukhopadhyay : *Banglar Ragsangeet Charchar Itihas*
3. Gita Chatterjee : *Bengali Swadeshi Sangeet*

Course – II
Studies in Electronic Communication System

Unit-1 : Different communication theories – communication in a globalized society and economy – aspects of electronic communication.
Unit-2 : Technologies and instruments of electronic communication – state and administration – people and their culture.
Unit-3. Introduction to Computer Networks - Data communications, components, data representation(ASCII,ISO etc.) - direction of data flow(simplex, half duplex, full duplex);

Networks - distributed processing, network criteria, physical structure (type of connection, topology) - categories of network (LAN, MAN,WAN).
Unit-4 : Internet - brief history, internet today - protocols and standards - reference models: OSI reference model, TCP/IP reference model, their comparative study.

Reading

1. B. A. Forouzan : *Data Communications and Networking*
2. A. S. Tanenbaum : *Computer Networks*
3.Ralf Steinmetz and Klara Naharstedt : *Multimedia: Computing, Communications Applications*

Structure of B.A.(General Program) in History

Core Course
(One in each Semester up to the 4th one)

Course – 1

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

Unit-1 : Sources and interpretation – broad survey of paleolithic, mesolithic and neolithic cultures – the Harappan Civilisation – journey from the Vedic state to the 16 Mahajanapadas – from the age of the Vedas to the age of Jainism and Buddhism.
Unit-2 : The Maurya rule in Magadha - Asoka's Dhamma and administration - The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Splits in Jainism and Buddhism - Vaishnavism, Saivism

Unit-3: Age of the Guptas ; consolidation of Magadhan empire ; debates on golden age, brahminical revival and growth of feudalism ; decline of the Gupta power and beginning of political decentralization of India ; assessing Harshavardhana as the last great emperor.

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

Course – 11

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

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

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

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

Course – 111

History of Modern India till Independence

Unit-1: Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh ; colonial state and development of its administration – orientalism and utilitarianism - land revenue settlements and results thereof.

Unit-2: Exploitation and resistance – de-peasantization and de-industrialization - drain of wealth - famines in India - resistance from the tribes and peasants till the Revolt of 1857 - analysing the revolt and its aftermath – colonial policy of further exploitation through railways and industrial network.

Unit-3: The cultural revolution of the nineteenth century ; critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms ; colonisation of education ; the women's question.

Unit-4: Interpreting Indian nationalism – swadeshi movement and different phases of the nationalist struggle - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah ; workers' and peasants' movements – religious polarisation of national politics – partition and independence (1947).

Course – 1V

History of Europe from the Fifteenth to the Twentieth Century.

Unit-1: Renaissance and Reformation - socio-economic roots - secularism and humanism - art, architecture, science and literature - the printing revolution.

Unit-2: Seventeenth century crisis - Glorious Revolution in England and great changes in political, economic and state structure - American War of Independence, birth of new democratic politics - from scientific to Industrial Revolution - rise of industrial societies in Europe – the transition debate.

Unit-3: The French Revolution ; society, economy, and polity ; the philosophers and the ideological revolution – the Napoleonic era – the Vienna Settlement and the Metternich system - revolutions of 1830 and 1848 – birth of the united nation states of Germany and Italy – Karl Marx and the socialist challenge in Europe.

Unit-4: Roots of European imperialism, Nazism and Fascism - the World Wars as the total wars - from the League of Nations to the UNO - the Cold War after 1945 - various military and economic alliances ; regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle East and Afghanistan.

General Reading

1. N.K.Sinha and N.R.Roy : *History of India*
2. R.C.Majumder ed. : *History and Culture of the Indian People* (different volumes)
3. Norman Lowe : *Mastering Modern World history*

Reference Reading

1. R.C.Majumder : *Ancient India*
2. H.C.Raychaudhuri : *Political History of Ancient India*
3. D.N.Jha : *Early India*
4. Ranabir Chakraborty : *Bharat Itihaser Adi Parba*
5. Ranabir Chakraborty : *Prachin Bharater Arthanaitik Itihaser Sandhane*
6. Narendranath Bhattacharyya : *Dharma O Samskriti-Prachn Bharatiya Prekshapat*
7. A.L.Srivastava : *The Sultanate of Delhi*
8. A.L.Srivastava : *The Mughal Empire*
9. Amales Tripathi : *Italir Renaissance Bangalir Samskriti*
10. Amales Tripathi : *Swadhinata Sangrame Bharater Jatiya Congress*
11. Arjun Dev and Indira Arjun Dev : *History of the World*
12. David S. Mason : *A Concise History of Modern Europe*

Text Reading

1. Gopal Chandra Sinha : *Bharatbarsher Itihas, Prachin O Adi Madhyajug*
2. Soumitra Srimani : *Sultani Rajattakale Bharat*
3. Subodh Mukhopadhyay : *Adimadhya O Madhyajuger Bharat*
4. Aniruddha Ray : *Mughaljuger Bharat*
5. Samar Mallik : *Adhunik Bharat*
6. Suranjan Chattopadhyay) Siddhartha Guha Ray : *Adhunik Bharater Itihas*
7. Samar Mallik : *Adhunik Europe*
8. Subodh Mukhopadhyay : *Adhunik Europe*
9. Nirmal Chandra Datta : *Madhyajug Theke Europer Adhunikatay Uttaran*
10. Basabendra Basu : *Adhunik Europer Bibartan*
11. Gourisankar Dey : *Itihaser Aloya Samakalin Bishwa*
12. Alok Kumar Ghosh : *Antarjatik Samparka O Bartaman Bishwa*

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE

IN

PHILOSOPHY (PROGRAMME/GENERAL)

WITH EFFECT FROM THE ACADEMIC SESSION

2018-19

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE IN PHILOSOPHY (PROGRAMME/GENERAL)

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

   2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

   2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE IN PHILOSOPHY (PROGRAMME/GENERAL)

A. TOTAL Number of courses in UG-CBCS (B.A./B.Sc./B.Com. PROGRAMME /GENERAL):

Types of course	Core course (CC)	Elective course		Ability Enhncemnt Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancmnt compulsory course(AECC)	Skill Enhancmnt course (SEC)	
No. of course	12	6(BSc)/4(BA/B.Com)	2((BA/B.Com)	2	2	24
Credit/course	6	6	6	2	2	120

TABLE-1: DETAILS OF COURSES OF B.A./ B.SC./ B.COM.(PROGRAMME/ GENERAL) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practicl**	**Theory + Tutoril**
1.A.	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
1.B.	Core Course (Practical/Tutorial)*(12 papers)	12x2 = 24	12x1 = 12
2.	**Elective Courses: (6 papers)**		
A.	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
B.	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
C.	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
D.	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	--	2x1 = 2
#Optional Dissertation/ Project Work in place of* one *DSE paper (6 credits) in 6th semester			
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (4 papers of 2 credits each)----------	4x2 = 8	4x2 = 8
	Total Credit:	**120**	**120**
## Wherever there is a practical, there will be no tutorial and vice- versa.			

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

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC-1,2 6)	2(1A,2A)	2 (1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	1 (L_1-1)	1 (L_2-1)	1 (L_1-2)	1 (L_2-2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Courses/ Sem.	4	4	4	4	4	4	24	--
Total Credit /Semester	**20**	**20**	**20**	**20**	**20**	**20**	**--**	**120**

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

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC-1,2,3 (6)	3 (1A,2A,3 A)	3 (1B,2B, 3B)	3 (1C,2C, 3C)	3 (1D,2D, 3D)			12	72
DSE - 1,2,3 (6)	-	-	-	-	3 (1A,2A,3A)	3 (1B,2B,3B)	6	36
GE (6)	--	--	--	--	--	--	--	--
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Course/ Sem	4	4	4	4	4	4	24	--
Total Credit /Semester	**20**	**20**	**20**	**20**	**20**	**20**	**--**	**120**

TABLE-3: SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN B.A./B.COM/B.SC.(PROGRAMME/ GENERAL)
(6 Credit: 75 Marks)

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
PHIL-G-CC-T-01	Indian Philosophy	Core (75L+15T)	6(5L+1T)
2A	Subject –II (Any other)	Core	6
(L_1-1)	L1-1	Core	6
AECC-01	English/MIL/Environmental Science	Ability enhancement compulsory (30L)	2(2L)
Total	4 courses	**Total**	**20**
SEMESTER-II			
Course Code	**Course Title**	**Course wise Class**	**Credit**
PHIL-G-CC-T-02	Western Logic	Core (75L+15T)	6(5L+1T)
2B	Subject –II (Any other)	Core	6
1 (L_2-1)	L2-1	Core	6
AECC-02	English/MIL communication/Environmental Science	Ability enhancement compulsory (30L)	2(2L)
Total	4 courses	**Total**	**20**
SEMESTER-III			
Course Code	**Course Title**	**Course wise Class**	**Credit**
PHIL-G-CC-T-03	History of Western Philosophy	Core (75L+15T)	6(5L+1T)
2C	Subject –II (Any other)	Core	6
(L_1-2)	L1-2	Core	6
PHIL-G-SEC-T-1 (any one)	Logical Rules and Fallacies (Indian)	Skill Enhancement (30L)	2(2L)
	From Second Discipline/Subject		
Total	**4 courses**	**Total**	**20**
SEMESTER-IV			
Course Code	**Course Title**	**Course wise Class**	**Credit**
PHIL-G-CC-T-4	Social and Political Philosophy	Core (75L+15T)	6(5L+1T)
2D	Subject –II (Any other)	Core	6
(L_2-2)	L2-2	Core	6
PHIL-G-SEC-T-2 (any one)	Logical Rules and Fallacies (Western)	Skill enhancement	2(2L)
	From Second Discipline/Subject		
Total	**4 courses**	**Total**	**20**
SEMESTER-V			
Course Code	**Course Title**	**Course wise Class**	**Credit**
PHIL-G-DSE-T-1A or	Philosophy of Religion	Discipline specific (75L+15T)	6(5L+1T)

PHIL-G-DSE-T-1A	or Vedic Value System		
Discipline Specific Elective Course – II	From other discipline/subject		6
PHIL-G-SEC-T-3 (any one)	Philosophy in Practice From Second Discipline/Subject	Skill Enhancement (30L)	2(2L)
PHIL-G-GE-T-01	Applied Ethics	Generic Elective (75L+15T)	6
Total	**4 courses**	**Total**	**20**
SEMESTER-VI			
Course Code	**Course Title**	**Course Nature**	**Credit**
PHIL-G-DSE-T-1B or PHIL-G-DSE-T-1B	Western Ethics or Contemporary Indian Philosophy	Discipline specific (75L+15T)	6(5L+1T)
Discipline Specific Elective Course – II	From other discipline/Subject		6
PHIL-G-SEC-T-4	Yoga Philosophy From Second Discipline/Subject	Skill Enhancement (30L)	2(2L)
PHIL-G-GE-T-02	(A) Inductive Logic	Generic Elective (75L+15T)	6
Total	**4 courses**	**Total**	**20**
Total (All semesters)	***26 courses***	***Total***	***120***

**Detail Course & Contents of each subject specific syllabus will be given as per standard format as provided below.*

- **COURSE CODE & COURSE TITLE:**
- ***Each paper of any course denoted by-(2-4 letters Subject Code--Honours/General (H/G)--Course Type(CC/GE/DSE)-(Theory/Tutorial/Practical)-Number of course. Ex.-Chemistry-CHEM-H-CC-T-1)***

A. Core courses (CC)

PHIL-G-CC-T-01	Indian Philosophy
PHIL-G-CC-T-02	Western Logic
PHIL-G-CC-T-03	History of Western Philosophy
PHIL-G-CC-T-04	Social and Political Philosophy

B. Discipline specific elective courses (DSE)

PHIL-G-DSE-T-1A	(A) Philosophy of Religion
PHIL-G-DSE-T-1A	(B) Vedic Value System
PHIL-G-DSE-T-1B	(A) Western Ethics
PHIL-G-DSE-T-1B	(B) Contemporary Indian Philosophy

C. Generic elective courses (GE):

PHIL-G-GE-T-01	(A) Applied Ethics
PHIL-G-GE-T-02	(A) Inductive Logic

D. Ability enhancement compulsory courses (AECC)

AECC	As Prescribed by the University
AECC	As Prescribed by the University

E. Skill enhancement courses (SEC)

PHIL-G-SEC-T-1	Logical Rules and Fallacies (Indian)
PHIL-G-SEC-T-2	Logical Rules and Fallacies (Western)
PHIL-G-SEC-T-3	Philosophy in Practice
PHIL-G-SEC-T-4	Yoga Philosophy

B.A./B.Com/B.Sc.. (PROGRAMME /GENERAL)
SEMESTER-I/II/.....
Course: UG—HCC/DSE/..-01/02/..
Course title:
Core/Generic/---- Course;
Credit-6/2; Full Marks-75/50

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

COURSE CONTENT:

SEMESTER -I

PHIL-G-CC-T-01 **Indian Philosophy**		
Unit-Wise Division: **Prescribed Course:**		**Total 56 Credits**
Unit: I	Distinctive Features of Indian Philosophy.	**03 Credits**
Unit: II	Basics concepts of Vedic and the Upanisadic World Views. *ṛta* (The Cosmic Order); *ṛṇa* (Duty/Obligation) *ātman*; *jāgrat* , *svapna* , *suṣupti* , *turīya*; *śreyas* ,*preyas* ,*karma*.	**03 Credits**
Unit :III	Cārvāka Epistemology: *pratyakṣa* as the only source of knowledge; refutation of *anumāna*.	**08 Credits**
Unit: IV	Buddhism: Four Noble Truth (*catvari aryasatya*ni), *pratītyasamudpāda*, *nairātmyavāda,* different schools of Buddhism.	**10 Credits**
Unit: V	Jaina: *mahavrata*, *anuvrata, syadvada* and *anekantavada*.	**08 Credits**
Unit: VI	Nyāya: *pratyakṣya*, *anumāna (*definition and classification)	**10 Credits**
Unit: VII	Vaiśeṣika: Seven *padārtha*-s.	**08 Credits**
Unit: VIII	Advaita Metaphysics: Brahman, *māyā*.	**06 Credits**

Suggested Readings :

S.C. Chatterjee: *The Nyaya Theory of Knowledge*.

S.K. Maitra: *Fundamental Questions of Indian Metaphysics and Logic*

N. Hiriyanna: *Outlines of Indian Philosophy*

S.C. Chatterjee And D.M.Dutta: *An Introduction to Indian Philosophy*

N.B. Chakraborty: *Bharatiya Darsan*

C.D. Sharma: *A Critical Survey of Indian Philosophy*

Karuna Bhattercharya: *Nyaya-Vaisesika Darsan*

Pradyot Kr. Mondal: *Bharatiya Darsan*

Dipak Bagchi: *Bharatiya Darsan*

Sayan Madhava (translated and elucidated in Bengali by Satyajoti Chakraborty) : *Sarba Darsana Samagraha*

Debabrata Sen *: Bharatiya Darsan* (in Bengali)

Pradyot Kr. Mondal : *Bharatiya Darsan* (in Bengali)

Nirod Baran Chakraborty *: Bharatiya Darsan* (in Bengali

Dakshina Ranjan Sastri : *Chavaka Darsan* (in Bengali)

Debiprasad Chattopadhyay : *Bharatiya Darsane Bastubad* (in Bengali)

Satish Chandra Nyayacharya : *Jaina Darsaner Digdarsan*

Pradyat Kr. Mondal : *Vaisesika Darsan* (in Bengali)

Carvakacarca: Ramakrisna Bhattacharya(in Bengali)

- Panchanan Sastri: Carvaka Darshan: i (in Bengali)
- Amit Kumar Bhattacharya : Carvaka Darshan: (in Bengali)
- Panchanan Sastri: Bauddha Darshan: (in Bengali)
- Gautama Buddher Darshan o Dharma :Sukomol Choudhury (in Bengali)
- Amit Kumar Bhattacharya : Bauddha Darshan (in Bengali)
- Bidhubhusan Bhattachary: *Ksanabhangavada*: in Bengali)
- Satindra Chandra Bhattacharya: *Jainadarshaner Digdarshan*(in Bengali)
- Phanibhushan Tarkavagisha: *Nyaya Darshan* (in Bengali)
- Phanibhushan Tarkavagisha: *Nyaya Paricaya* (in Bengali)
- Karuna Bhattacharya :*Nyaya-Vaisesika Darshan* (in Bengali)
- Nyaya Tattva Parikrama: Kalikrishna Bandyopadhyaya :Nyaya Tattva Parikrama: (in Bengali)

SEMESTER-II

PHIL-G-CC-T-02 Western Logic		
Prescribed Course:		**Total 56 Credits**
Western Logic		
Unit: I	Introductory topics: Distinction between Deductive and Inductive argument, Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness.	**04 Credits**
Unit: II	Aristotelian classification of categorical proposition, Distribution of terms.	**04 Credits**
Unit: III	Immediate inference based on the square of opposition ; conversion , obversion	**04 Credits**
Unit: IV	Categorical syllogism; figure, mood, rules of validity; Fallacies.	**06 Credits**
Unit: V	Symbolic Logic: Use of Symbols.	**03 Credits**
Unit: VI	Truth-Functions ; negation ,conjunction, disjunction, implication, equivalence	**05 Credits**
Unit: VII	Tautology, Contradiction, Contingency.	**05 Credits**
Unit: VIII	Decision Procedure : Truth Table	**05 Credits**
Unit: IX	Using Truth Tables for testing the validity of arguments; Venn Diagram for testing validity; Fallacies.	**08 Credits**
Unit: X	Mill's Method of experimental enquiry, Analogy	**12 Credits**

Suggested Readings:

- I.M. Copi & C. Cohen: *Itroduction to Logic (13th edn.)*
- Indra Kumar Roy: *Pratiki Nyaya*
- Rama Pradas Das: *Sanketic juktivijñān (*vol-I-IV)
- R.C. Jeffrey: *Formal Logic – its scope and limits*
- W. Hodges: *Logi*c
- W.Salman: *Logic*
- Ramaprasad Das: Nabya Yuktibijnana :*Pratham theke caturtha khanda*
- Ramaprasad Das :*Sanketik Yuktibijnana*
- Ramaprasad Das O Subirranjan Bhattacharya :*Samsad Yuktibijnana Abhidhan*

- Ramaprasad Das :*Sanketik Yuktivijnan* (Vakyakalan O Vidheyakalan):
- Ramaprasad Das: *Sabdajijnasa-Sabder Prakar o Prakriti*
- Ramaprasad Das:*Yukhtivaijnanik Paddhati*

SEMESTER-III

PHIL-G-CC-T-03 **HISTORY OF WESTERN PHILOSOPHY**		
Prescribed Course:		**Total 56 Credits**
Unit: I	**A. Plato:** Knowledge and Opinion **B. Descartes:** Cogito Ergo Sum, Mind -Body Dualism and its critique by Ryle.	**06 Credits** **06 Credits**
Unit: II	**A. Spinoza:** Concepts of Substance **B. Leibnitz:** Theory of Monads **C.Locke:** Refutation of innate ideas, The origin and formation of ideas, Simple and Complex ideas.	**05 Credits** **07 Credits** **07 Credits**
Unit: III	**A. Berkeley:** Critique of Locke's theory of Material substance **B. Hume:** Theory of Causation	**05Credits** **06 Credits**
Unit: IV	**Kant:** Classification of Propositions, Possibility of synthetic *a priori.*	**12 Credits**

Suggested Readings:

•The Greek Philosophers from Thales to Aristotle: W. K. C. Guthrie

• A History of Western Thought : G. Skirbekk & N. Gilje

A Critical History of Greek Philosophy: W.T. Stace

• Encyclopedia of Philosophy: P. Edwards (ed.)

• A History of Philosophy: F. Copleston, vols. I, II, IV, V, VI

• History of Western Philosophy: B. Russell

• History of Modern Philosophy: R. Falckenberg

• A Critical History of Modern Philosophy: Y.H. Masih

• A History of Philosophy: F. Thilly

• A History of Modern Philosophy: W.K. Wright

• A Critical History of Western Philosophy: D.J. O'Connor

• A History of Philosophy from Descartes to Wittgenstein: R. Scruton

• The Fundamental Questions of Philosophy: A.C. Ewing

• A Brief History of Western Philosophy: A. Kenny

• The Works of Descartes: Haldane & Ross (eds.)

• Descartes: The Project of Pure Enquiry: B. Williams

• Descartes: A. Kenny

• Spinoza: Leon Roth

• Leibniz:An Introduction to His Philosophy: N. Rescher

• Kant's Metaphysics of Experience: H.J. Paton Vols I & II

• The Philosophy of Kant: J. Kemp

• Kant: Paul Guyer

• A Handbook to Kant's Critique of Pure Reason: Rashvihari Das

• Kant: S. Körner

• Kant: Allen W. Wood

•.N. Mohanty Lectures on Kant's Critique of Pure Reason

• Tarak Candra Roy (*pratham o dvitiya khanda*) *Paschatya Darshaner Itihas*: in Bengali

•: Kalyan Chandra Gupta :*Paschatya Darshaner Itihas* in Bengali

• Susanta Chakraborty :Paschatya Darshaner Itihas in Bengali

• Samarendra Bhattacharya Paschatya Darshaner Itihas: (*pratham o dwitiya khanda*) in Bengali

• N.B. Chakraborty Paschatya Darshaner Itihas(Plato o Aristotle): in Bengali

• Debabrata Sen: Paschatya Darshaner Itihas (Plato o Aristotle): in Bengali

• Chandrodaya :*Paschatya Darshaner Itihas:Ikshanvada*(Locke,Berkeley,Hume)

Bhattacharya in Bengali

• N.B. Chakraborty :*Paschatya Darshaner Itihas* (Locke,Berkeley,Hume): in Bengali

• Ramaprasad Das: *Hume-er Enquiry-Ekti Upasthapana*: in Bengali

• Kanter Darshan-Tattva o Prayog: Prahlad Kumar Sarkar (ed.) in Bengali

• Kanter Darshan:Rasvihari Das in Bengali

• Mrinal Kanti Bhadra ; *Kanter Shuddha Prajnar Bichar*: in Bengali

SEMESTER-IV

PHIL-G-CC-T-04

Social and Political Philosophy

Prescribed Course:		**Total :56 Credits**
Unit: I	Nature and scope of social and political philosophy, Their relation to Sociology, Social philosophy, Politics and Ethics.	**12 Credits**
Unit: II	Individual, Society, Community.	**10 Credits**
Unit: III	Social Institutions: Association, Institution, Family, Marriage, Education and Religion	**12 Credits**
Unit: IV	Political Ideologies: Democracy, Socialism, *sarvodaya*.	**12 Credits**
Unit: V	Methods of Political Action: Terrorism, *satyagraha*	**10 Credits**

Suggested Readings:

- Gisbert: *Fundamentals of Sociology*
- N.V.Joshi: *Social and Political Philosophy*
- A.K.Sinha: *Outlines of Social Philosophy*
- G.R.Madam: *Theoretical Sociology*
- D.D. Raphael: *Problems of Political Philosophy*
- K.G. Mashruwalla: *Gandhi and Marx*

- K.Roy & C. Gupta (ed): *Essays in Social and Political Philosophy*
- Amal Kumar Mukhopadhyay: *Rastra Darsen Dhara*
- Amalendu Mukhopadhyay: Samajik O Rajnaitik Tattver Niti
- Sovanlal DuttaGupta: Marxiya Rastrachina
- A.C. Grayling (Ed.)Philosophy: A Guide through the subject
- P.F. Strawson Individuals: An Essay in Descriptive Metaphysics
- A.J. Ayer The Concept of Person and Other Essays
- P. Gisbert : Fundamentals of Sociology:
- J.S. Mackenzie :Outlines of Social Philosophy
- D.D. Raphael Problems of Political Philosophy
- R.M. MacIver & C.H. Page :Society
- M. Ginsberg :Sociology
- Tom Bottomore: Sociology
- S.N. Shankar :Rao Sociology
- D.C. Bhattacharya Sociology
- P.B. Kar Sociology
- C.E.M. Joad Guide to Modern Thought
- C.E.M. Joad Introduction to Modern political Theory
- Buddhadeb Bhattacharya :The Evolution of Political Philosophy of Gandhi
- Jayantanuja Bandyopadhyay Social and Political Thought of Gandhi
- D.M. Dutta The Philosophy of Mahatma Gandhi
- K.S. Bharathi: The Philosophy of Sarvodaya
- Karl Marx & Frederick Engels: Communist Manifesto
- F. Engels Socialism: Utopian and Scientific
- Karl Popper: Open Society and Its Enemies: Karl Popper
- M. Cornforth The Open Philosophy and the Open Society
- T.N. Madan (ed.) Religion in India
- S. Radhakrishnan Religion and Society
- Amal Kumar Mukhopadhyay: Secularism in the Present Indian Society
- Bulletin of the Ramakrishna Mission Institute of Culture, Vol. LVII, No. 11
- Rajeev Bhargava (ed.): Secularism and Its Critics
- Andre Beteille Civil Society and Its Institutions
- Kaushik Basu & Sanjay Subramaniyam (eds.)
  Unraveling the Nation: Sectarian Conflict and India's Secular Identity
- D.E. Smith :India as A Secular State
- C.L. Wayper :Political Thought:
- W.T. Blackstone Political Philosophy: An Introduction
- Krishna Roy :Political Philosophy: East and West
- V.P. Verma: Political Philosophy
- Krishna Roy & Chhanda Gupta
  (eds.) :Essays in Social and Political Philosophy
- R. Nelson :Western Political Thought: Brian
- Shefali Jha: Western Political Thought: From Plato to Marx:
- Pritibhushan Chattopadhyay :*Samaj Darshan Dipika* (in Bengali)
- Parimal Bhushan Kar : *Samaj Tattva* (in Bengali)
- T. Bottomore: *Samaj Tattva* (in Bengali)
- Anadi Kumar Mahapatra: *Bisay Samaj Tattva*
- A.K. Mahapatra O P. Mukherjee Samajdarshan O Rashtradarshaner Parichoy: (in Bengali)

- Amal kumar Mukhopadhyay :*Rashtradarshaner Dhara* (in Bengali)
- Sandip Das: *Samaj O Rajnaitikdarshan* (in Bengali)
- Marx O Engels: *Samyabader Istehar* (in Bengali)
- F. Engels : *Samajtantra: Kalpanik O Baijnanik* (in Bengali)
- Shovan Lal Dutta Gupta: *Marxiya Rashtrachinta* (in Bengali)
- Gurudas Bandyopadhyay :*Sarvodaya Andoloner Itihas* (in Bengali)
- M.K. Gandhi :*Gandhi Rachanasambhar* (in Bengali)
- Biplab Chakraborti :*Bharater Dharmanirapekshatar Sankat* in Essays on Science and Society
- Ashis Nandy. *Dharmanirapekshata Birodhi Istahar*
- Dilip Kumar Chattopadhyay: *Adhunin Rastriya Matavader Bhumika*
- Nirmal Kr. Sen: *Rastrachinter Itihas*

SEMESTER-V

PHIL-G-DSE-T-1A **Philosophy of Religion** **Prescribed Course:**		**Total: 56 Credits**
Unit I	Philosophy of Religion : Nature and Concern	**10 Credits**
Unit II	Arguments for and against the Existence of God (Indian and Western)	**14 Credits**
Unit III	Reason and Faith : *Jñāna* and *Bhakti*	**10 Credits**
Unit IV	Religious Pluralism	**12 Credits**

Recommended Readings:-

- Bhagvat Gītā: *Relevant Chapters*
- Galloway: *Philosophy of Religion*
- John Hick: *Philosophy of Religion*
- Brian Davies: *An Introduction to the Philosophy of Religion*

- James Churchill & Davids V. Jones: *An Introductory Reader in the Philosophy of Religion*
- D.A. Trueblood: *Philosophy of Religion*
- Chemparathy: *Indian Rational Theology* (This book contains an English Translation of Udayanas Nyayakusumanjali)
- John Hick (Ed): *Classical and Contemporary Readings in Philosophy of Religion*
- D.M. Edwards: *The Philosophy of Religion*
- N. K. Brahma: *Philosophy of Hindu Sadhana*
- Brian Davies: *An Introduction to the Philosophy of Religion*
- A. Sharma :Indian Philosophy of Religion
- P.B. Chatterjee :Comparative Religion
- Eric J. Sharpe : Comparative Religion
- M. Eliade (Ch I, Sec. I)Patterns in Comparative Religion
- D.P. Chattopadhyay Atheism in Indian Philosophy
- Sukharanjan Saha (ed.): Essays in Indian Philosophy (pp-145-169
- Bhattacharya
- Gopika Mohan Bhattacharya: Studies in Nyaya-Vaisesika Theism (pp-102-137,139-159):
- Satyajyoti Chakraborty : (*Pratham Khanda)Sarvadarshanasamgraha* (in Bengali)
- Dilip Kumar Mohanta :*Dharmadarshanser Katipoy Samasya*(in Bengali)
- Sushil Kumar Chakraborty :*Dharma Darshan* (in Bengali)
- Bharatiya Dharmaniti: Amita Chattopadhyay (Sampadita) (in Bengali)
- B.B. Purakayastha :*Bharatiya Darshane Nirishvarvada*: (pp-39-50,56-66) (in Bengali)
- Chandana Das : *Bharatiya Darshaner Drishtite Muktir Swarup* (in Bengali)
- The Religions of the World: R.K.M. Institute of Culture
- Encyclopedia Britannica, Vol. I
- Encyclopedia of Islam, Vols. I & II
- S. Radhakrishnan :Indian Religions
- : H.D. Bhattacharya: *Foundations of Living Faith*
- Saral Jhingram Aspects of Hindu Morality
- S.R. Saha (ed.): A Brief Account of the Religion of the Hindus: Srilekha Dutta in Religions of the People of India:
- Tapan Kumar Chakraborty Dharma in Hinduism: An Ideal Religion
- S.R. Saha (ed.)Religions of the People of India
- Jainism-A Religion of Non-Theistic Humanism: Tushar Sarkar in Religions of the People of India

- Gopinath Bhattacharya Essays in Analytical Philosophy (Ch.VII)
- Anukul Bandyopadhyay : Buddhism in India and Abroad

or

PHIL-G-DSE-T-1A **Vedic Value System** **Prescribed Course:**		**Total: 56 Credits**
Unit I	1. Vedic System of Values 2. Concept of Man and Humanity	**06 Credits** **06 Credits**
Unit II	1. *Purusartha*-s (*dharma*, *artha*, *kāma* & *mokṣa*) 2. *Nature of svadharma and sādhāraṇa dharma*	**08 Credits** **06 Credits**
Unit III	**UNIT – III :** *Varnāśrama dharma*	**04 Credits**
Unit IV	Three ways to attain *Mokṣa* (*Bhagavad Gītā*) (*Jñāna Mārga*, *Karma Mārga*, *Bhakti Mārga*)	**14 Credits**
Unit V	*Niskāma Karma*	**12 Credits**

Recommened Readings:-

- Chaterjee, S. Chandra*, The Fundamentals of Hinduism, Calcutta, University of Calcutta, 1970.*
- Dasgupta, S.N. *: A History of Indian Philosophy, Delhi, Motilal Banarasidass, 1975.*
- Srimad Bhagavad Gita
- *Radhakrishnan, S, Indian Philosophy, Vol-I & II, New York : The Macmillan Company, 1956.*
- *Hirriyan, N; Outlines of Indian Philosophy, London, George Alhen & Unwin (1952)*
- *Radhakrishnan, S; The Hindu View of Life, London Unwin Books, 1960. Suggested Readings:*
- *English:*

- Rajendra Prasad : *Ethics in the Gita- An Analytical Study*
- Swami Ranganathananda *Central Theme of Gita*
- Madhusudan Saraswati: *Śrimadbhagabadgīta*
- Atul Chandra Sen :*Śrimadbhagabadgīta*
- Jagadish Chandra Ghosh *Śrigīta:*
- Sri Aurobindo: *Gitanibandha*
- *Śrimadbhagabadgīta:* Swami Jagadiswarananda*(Tran.)*

SEMESTER-VI

PHIL-G-DSE-T-1B **Western Ethics** **Prescribed Course :**		**Total: 56 Credits**
Unit-1	The nature of Ethics: its concerns.	**4 Credits**
Unit-1I	The notion of Good, Right, Duty/ Obligation.	**10 Credits**
Unit-1II	Object of Moral Judgments	**6 Credits**
Unit-1V	Teleological Ethics : Hedonism , Utilitarianism	**10 Credits**
Unit-V	Deontological Ethics : Kant	**8 Credits**
Unit-VI	Virtue Ethics: Aristotle	**8 Credits**
Unit-VII	Theories of Punishment	**10 Credits**

Recommended Readings:-

- W. Frankenaa: *Ethics*
- W.Lillie: *An Introduction to Ethics*
- Somnath Chakrborty: *Nitividyar tattvakatha*
- Dikshit Gupta: *Nitisastra* (in Bengali)
- *Nitividya* : Samarendra Bhhattacharya (in Bengali)
- *Nitividya* Sibapada Chakraborty (in Bengali)
- Prasanta Bhattacharya: *A text book of Philosophy*
- Ulia Driver: *Ethics*
- J.D. Mabbot: *Introduction to Ethics*.
- J.Hospers: *Human Conduct*
- Roselind Hursthrone: *Virtue Ethics*
- S. Radhakrishnan: *History of Philosophy-Eastern and Western*: (Vol. I & II):
- P.B. Chatterjee :*Principles of Ethics*

- J.S. Mackenzie: A Manual of Ethics
- W. Lillie: *An Introduction to Ethics*
- J. Thiroux (Chs II & III):*Ethics-Theory and Practice*:
- Y.V. Satyanaryana *Ethics-Theory and Practice*
- J. Nuttal : *Moral Reasons*:
- J. Hospers : *Human Conduct*
- Julia Driver : *Ethics-The Fundamentals*
- R. Sullivan : *An Introduction to Kant's Ethics*
- *Aristotle* :*Nicomachean Ethics*
- T.L. Beauchamp : *Philosophical Ethics-An Introduction to Moral Philosophy*:
- Rosalind Hursthouse: *Virtue Ethics*
- Rajendra Prasad *Karma,Causation and Retributive Morality* (in Bengali)
- *Nitishastra*: Dikshit Gupta
- *Nitividya*: Sibapada Chakraborty
- *Pashchatya Darshaner Itihas* (Pratham o dwitiya khanda): S. Radhakrishnan
- *Dharma Darshan*: A. Bandyopadhyay o K.C. Gupta
- *Dharma Darshan*: Rabindranath Das
- *Dharmadarshanser Katipoy Samasya:* Dilip Kumar Mohanto
- *Dharma Darshan:* Sushil Kumar Chakraborty
- *Bharatiya Dharmaniti*: Amita Chattopadhyay (Sampadita)
- *Bharatiya Darshane Nirishvarvada:* B.B. Purakayastha (pp-39-50,56-66)
- *Bharatiya Darshaner Drishtite Muktir Swarup:* Chandana Das
- *Sarvadarshanasamgraha:* Satyajyoti Chakraborty (Pratham Khanda)
- *Phalita Nitividya*: Santosh Kumar Pal (in Bengali)
- *Nitividyar Tattvakatha:* Somnath Chakrabarty (in Bengali)
- *Prasanga manavadikara*: Tattva o Satya: Anuradha Chattopadhyay (in Bengali)
- *Vyavaharika Nitividya*: Nabakumar Nandi O Manik Bal (in Bengali)
- *Phalita Nitividya*: Dikshit Gupta (in Bengali)
- History of Philosophy-Eastern and Western: (Vol. I & II): S. Radhakrishnan
- *Principles of Ethics*: P.B. Chatterjee
- *A Manual of Ethics*: J.S. Mackenzie
- *Ethics:* W. Frankena
- *An Introduction to Ethics*: W. Lillie
- *Ethics-Theory and Practice*: J. Thiroux (Chs II & III)
- Ethics-Theory and Practice: Y.V. Satyanaryana
- Moral Reasons: J. Nuttal
- Human Conduct: J. Hospers

- Ethics-The Fundamentals: Julia Driver
- An Introduction to Kant's Ethics: R. Sullivan
- Nicomachean Ethics: Aristotle
- Philosophical Ethics-An Introduction to Moral Philosophy: T.L. Beauchamp (ed.)
- Virtue Ethics: Rosalind Hursthouse (Ch. III)
- Karma,Causation and Retributive Morality: Rajendra Prasad

Bengali:

- *Nitividya*: Mrinal Kanti Bhadra
- *Nitividyar Tattvakatha*: Somnath Chakraborty
- *Nitishastra*: Dikshit Gupta
- *Nitividya*: Samarendra Bhattacharya
- *Nitividya*: Sibapada Chakraborty
- *Pashchatya Darshaner Itihas (Pratham o dwitiya khanda):* S. Radhakrishnan
- *Dharma Darshan*: A. Bandyopadhyay o K.C. Gupta
- *Dharma Darshan*: Rabindranath Das
- *Dharmadarshanser Katipoy Samasya*: Dilip Kumar Mohanto
- *Dharma Darshan*: Sushil Kumar Chakraborty
- *Bharatiya Dharmaniti*: Amita Chattopadhyay (Sampadita)
- *Bharatiya Darshane Nirishvarvada*: B.B. Purakayastha (pp-39-50,56-66)
- *Bharatiya Darshaner Drishtite Muktir Swarup*: Chandana Das
- *Sarvadarshanasamgraha*: Satyajyoti Chakraborty (Pratham Khanda)

Or

PHIL-G-DSE-T-1B

Contemporary Indian Philosophy
Total: 56 Credits

Prescribed Course: **Total: 56 Credits**

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

Recommended Readings:

- Practical Vedanta: Swami Vivekananda
- Integral Yoga: Sri Aurobindo
- Religion of Man: Rabindranath Tagore
- Biplabi bhābuk- Manabendranath, *Mukti sadhana*r *tin parva*: Edited by Shivnarayan Ray (in Bengali)
- English:
- Contemporary Indian Philosophy: T.M.P. Mahadevan & G.V. Saroja
- Contemporary Indian Philosophy: Basant Kumar Lal
- Contemporary Indian Philosophy: Binoy Gopal Roy
- Practical Vedanta (Vol.II,pp-291-358): Swami Vivekananda
- Swami Vivekananda as a Philosopher: J.L. Shaw
- The Philosophy of Swami Vivekananda: Pradip Kumar Sengupta
- The Complete Works of Swami Vivekananda (Vol.I,pp-333-343 & II,pp-70-87,375-396):Mayavati Memorial Edition
- The Philosophy of Vivekananda: Govinda Dev
- Patraboli : Swami Vivekananda
- Religion Of Man: Rabindranath Tagore
- The Philosophy of Rabindranath Tagore : Binay Gopal Roy
- Philosophy of Rabindranath Tagore: S. Radhakrishnan
- Rabindra Rachanabali (Khanda 12,pp-532-545,567-614): Janmashatbarshiki Samskaran
- Rabindra Darsan: Sachindranath Gangopadhyay, Pabitra Kumar Roy,
- Nripendranath Bandyopadhyay
- Life Divine: Sri Aurobindo
- Synthesis of Yoga: Sri Aurobindo
- Integral Yoga: Sri Aurobindo
- Among the Great: Dilip Kumar Roy (Chapter on Sri Auribindo)
- Towards Supermanhood-The Philosophy of Sri Aurobindo: P.B. Chatterjee
- The Philosophy of Sri Aurobindo: Ramnath Sharma
- An Introduction to the Philosophy of Sri Aurobindo: S.K. Maitra
- • Guide to Sri Aurobindo's Philosophy: K.D. Acharya
- • Future Evolution of Man-The Divine Life Upon Earth: Sri Aurobindo
- • Sri Aurobindo-The Prophet of Life Divine: Haridas Choudhuri
- • Sri Aurobindo's Concept of the Superman: Chittaranjan Goswami

SEMESTER III

PHIL-H-SEC-T-01 **Logical Rules and Fallacies (Indian)**		
Prescribed Course:		**Total 38 Credits**
Unit: I	Definition and classification of *anumāna* (a) The Nyāya model (*chala*, *jāti*, *nigrahasthāna*, *vāda*, *jalpa*, *vitaṇdā*) (b) The Buddhist model (*prasaṅga*)	12 **Credits**
Unit: II	**Aid to *Anumāna*:** (a) *tarka* (b) *avayava* (c) *dṛṣṭānta* (d) *siddhānta*	8 **Credits**
Unit: I II	Nature of *Hetu* and *Hetvābhāsa*	18 **Credits**

Suggested Readings:

- Phanibhushan Tarkabagish: *Nyāya Parichaya*
- Th. Stcherbatsky: *Buddhist Logic*, Vol.-I
- Bimal Krishna Matilal: *The Character of Logic in India*
- B. N. Singh: *Indian Logic*
- S. C. Chatterjee: *Nyāya Theory of Knowledge References*
- Bimal Krishna Matilal: *Perception*, Chap. 3 (OUP,1986)
- J.N. Mohanty: *Reason and Tradition in Indian Thought* (Oxford, 1998) . Challenging interpretations of many key doctrines
- Marie-Helene Gorisse and Peter Van Ormondt: A Day of Indian Logic
- Bidubhusan Bhattacharya: *Indian Logic,*Motilal Baranasidass, Delhi
- Dilipkumar Mohanta: *Madhyamaka Darsaner Ruprekha*
- Dilipkumar Mohanta: *Vigrahavyavartanī,* Mahabodhi Soci

SEMESTER IV

PHIL-H-SEC-T-02
Logical Rules and Fallacies (Western)

Prescribed Course:

PHIL-G-SEC-T-02

Logical Rules and Fallacies (Western)

Prescribed Course: **Total: 38 Credits**

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

SEMESTER V

PHIL-G-SEC-T-03

Philosophy in Practice

Prescribed Course:

Recommended Topics:

Total: 38 Credits

1. Common and Differentiating Characteristics of Philosophy and *darśana* 2.Nature of Inquiry in Philosophy and *darśana*	**10 Credits**
3. Outlines of the types of Inquiry in Philosophy and *darśana*: (a) Epistemic Inquiry in Philosophy and *darśana,* (b) Metaphysical Inquiry in Philosophy and *darśana,* (c) Axiological Inquiry in Philosophy and *darśana*	**10 Credits**
4. A few Model World-views and corresponding paths leading to Perfection Plato's view, *Gītā*, Ten Commandments	**18 Credits**

Recommended Readings:

• H. Cappelen: *The Oxford Handbook of Philosophical Methodology,* Oxford University Press, 2016
• B.K. Matilal: *The Word and The World,* Oxford University Press, 2001
• Bimal Krishna Matilal: *The Character of Logic in India*
• Bertrand Russell: *Problems of Philosophy*

• Paul F. Kisak: *Philosophical Methodology: the Methods of Philosophical Inquiry* CSI Publishing Platform, 2016
• E. V. Stubley: Philosophic as a Method of Inquiry
• R. M. Keon: Philosophic Semantics and Philosophic Inquiry
• The Methods of philosophy is the Methods of Inquiry (https://explicitblog.wordpress.com)
• Plato : *The Republic*
• G. E. Moore: *Some Main Problems of Philosophy,* New York
• Īśvarakṛṣṇa : *Sāṁkhyakārikā*
• Sadānanda Yogīndra: *Vedāntasāra*

From Second Discipline/Subject

SEMESTER VI

PHIL-G-SEC-T-04

YOGA PHILOSOPHY

Prescribed Course :

Recommended Topics: **Total: 38Credits**

The Definition and Essence of Yoga	**10 Credits**
Yoga in Jainism, *Yoga* in Buddhism (*vipassanā*) and *Yoga* in *Bhagvadgītā*	**18 Credits**
Patanjali's *Astāngika Yoga Mārga*	**10 Credits**

Recommended Readings:

● Abhishiktananda, Swami: (1974) Guru and Disciple, London: Society for the Promotion of Christiona Knowledge,
● Aranya, H.: (1983) Yoga Philosophy of Patanjali, rev. ed.. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
● Bhattacharya, H. (1956) (ed.). The Cultural Heritage of India, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.
● Cleary, T. (1995) translated Buddhist Yoga: A Comprehensive Course, Boston, Mass: Shambhala Publications.

● Dasgupta, S. N. (1930) Yoga Philosophy in Relation to Other Systems of Indian Thought, Calcutta: University of Calcutta.
● Gopalan S. (1974) *Outlines of Jainism*, John Wiley & Sons (Asia) Pvt Ltd.
● Kaveeshwar, G. W. (1971) *The Ethics of the Gita*, Delhi: Motilal Banarsidas
• Swami Vivekananda, *Bani O Racana* (*samagra khanda*)
• Patanjal Yoga Darsan, Harihārananda Aranya, Paschimbanga Rajya Pustak in Bengali
• Patanjal Darsan: Purnachandra Vedantachancu, Paschimbanga Rajya Pustak in Bengali
• *Shaḍadarsan Yoga*, Dinesh Chandra Bhattacharya, Paschimbanga Rajya Pustak in Bengali

From Second Discipline/Subject

SEMESTER V

PHIL-G-GE-T-1

Prescribed Course :	**Applied Ethics**	**Total: 56 Credits**
. **Unit – I**	An Introduction to Moral Philosophy and Applied Ethics.	**10 Credits**
Unit – II	**Value of Human Life:** 1. Human Rights 2. Punishment	**10 Credits**
Unit – III	**Environmental Ethics:** 1. Nature as Means and End. **2.** Respect for animal ecology.	**10 Credits**
Unit – IV	**Professional Ethics and Public Policy:** Medical Ethics – Surrogacy, Doctor – patient relation, Euthanasia.	**10 Credits**
Unit -V	Discrimination: Gender, class and caste	**10 Credits**

Recommended Readings:

- *Motilal Sashi (ed) (2010) Applied Ethics and Human Rights : Conceptual Analysis and Contextual Applications, London, Anthem Press.*
- *Rachel James, (2011) The Elements of Moral Philosophy. Oxford, Oxford University Press.*
- *Singer Peter (1986) Applied Ethics. Oxford, Oxford University Press.*
- *Yogi, Manavini, M, Euthanasia : Its Moral Implications, (2007), Delhi, Pratibha Prakashan.*
- *Hammer Bhonda and Kellner Dougles (eds). (2009), Medical and Cultural studies : Critical Approaches, New York, Peter Lang Publishing.*

- *Holmes Rolston and Andrew Light (eds.), (2007), Environmental Ethics : An Anthology. USA, Blackwell.*
- Attitudes to Nature'John Passmore,, Environmental Ethics (ed.)
- Robert Elliot, Oxford University Press, Oxford, 1998
- Respect for Nature: A Theory of Environmental Ethics (Select
- Parts),Paul Taylor, Princeton University Press, Princeton, 1986
- 'Intrinsic value, Environmental Obligation and Naturalness', Robert ElliotMonist, 1975
- 'The Shallow and the Deep, Long-Range Ecology Movements: A Summary',Arne Naess, Inquiry, 1973
- Nature, Self and Gender: Feminism, Environmental Philosophy and the Critique of Rationalism, Val Plumwood, Environmental Ethics (ed.) Robert Elliot, Oxford University Press, Oxford, 1998

Bengali:

- *Paribesh o Naitikata*: Nirmalya Narayan Chakraborty, Progressive Book Forum, Kolkata, 2002
- *Phalita Nitividya*: Santosh Kumar Pal (in Bengali)
- *Nitividyar Tattvakatha*: Somnath Chakrabarty (in Bengali)
- *Prasanga manavadikara*: Tattva o Satya: Anuradha Chattopadhyay (in Bengali)
- *Vyavaharika Nitividya*: Nabakumar Nandi O Manik Bal (in Bengali)
- *Phalita Nitividya*: Dikshit Gupta (in Bengali)
- 1)Feminist Thought: A Comprehensive Introduction, Rosemarie Tong ,Vol
- 1&2, Third Edition, Westview Press, 2009
- 2) Feminist Thought, Shefali Moitra, Munshiram Manoharlal Publishers Pvt
- .Ltd in association with Centre of Advanced Study in Philosophy, Jadavpur
- University, Kolkata, 2002
- The Second Sex, Simone De Beauvoir, Vintage Books, London, 2001
- A Companion to Feminist Philosophy (ed. Alison, M, Jaggar and Iris Marion Young), Willey-Blackwell, 1999
- Feminist Knowledge (RLE Feminist Theory) Critique and
- Construct,(ed.Sneja Gunew),Routledge Library Editions,2014
- Representing Reason: Feminist Theory and Formal Logic, (in ed.Rachel Jaffe
- Falmange and Marjorie Hans), Rowman and Littlefield Publisher, 2002
- Narivad,Rajasree Basu, *Paschimbanga Rajya Pustak* Parshad,Kolkata ,2012. (Bengali)

- *Naitikata o Narivad*,: Shefali moitra ,New age Publishers Pvt Ltd,Kolkata,2003.(Bengali)

SEMESTER VI

Prescribed Course:	**PHIL-G-GE -T02** **INDUCTIVE LOGIC**	**Total: 56 Credits**
. **Unit – I**	**Introduction to Inductive Logic** 1.Subject matter of Inductive Logic 2. Inductive Procedure and stages of Inductive procedure 3. Problem of Induction	**10 Credits**
Unit – II	**Kinds of Induction** 1. Scientific Induction 2. Unscientific Induction 3. Analogy	**10 Credits**
Unit – III	**Postulates of Induction:** 1. Law of Uniformity of Nature 2. Law of Universal Causation	**10 Credits**
Unit – IV	**Hypothesis** 1. Definition of Hypothesis with Examples. 2. Kinds of Hypothesis 3. Conditions of a legitimate Hypothesis 4. Verification of a Hypothesis	**12 Credits**
Unit -V	Mills method of experimental enquiry	**14 Credits**

Recommended Readings:

- *Chakravati. C. (2007) Logic : Informal Symbolic and Inductive, New Delhi Prentice Hall of India*
- *Copi, I.M. (2013) : Introduction to Logic, New Delhi : sPearson.*
- *Hackinng, I (2001) An Introduction to Probability and Inductive Logic; Cambridge University Press.*
- *Read, C : The Project Gutenburg, ebook of Logic (ebook) (18440) (2006*
- *Bholanath Ray: Text Book of Deductive Logic*
- *Ramaprasad Das: Sabda o artha in Bengali*
- *Nabya Yuktibijnana (Pratham theke caturtha khanda): Ramaprasad Das*

- • *Sanketik Yuktibijnana: Ramaprasad Das*
- • *Samsad Yuktibijnana Abhidhan: Ramaprasad Das O Subirranjan Bhattacharya*

UNIVERSITY OF KALYANI

CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE
IN
PHYSICAL EDUCATION (GENERAL)

WITH EFFECT FROM THE ACADEMIC SESSION
2018-19

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

B.A./B.SC. PROGRAM IN PHYSICAL EDUCATION

A. TOTAL Number of courses in UG-CBCS (B.A./B.Sc. Program in Physical Education):

Types of course	Core course (CC)	Elective course		Ability Enhncemnt Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancmnt compulsory course(AECC)	Skill Enhancmnt course (SEC)	
No. of course	12	6(BSc)/4(BA/B.Com)	2((BA/B.Com)	2	2	24
Credit/course	6	6	6	2	2	120

TABLE-1: DETAILS OF COURSES OF (B.A./B.Sc. Program in Physical Education)UNDER CBCS :

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practicl**	**Theory + Tutoril**
1.A.	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
1.B.	Core Course (Practical/Tutorial)*(12 papers)	12x2 = 24	12x1 = 12
2.	**Elective Courses: (6 papers)**		
A.	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
B.	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
C.	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
D.	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	--	2x1 = 2
#Optional Dissertation/ Project Work in place of **one** *DSE paper (6 credits) in 6th semester*			
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (4 papers of 2 credits each)----------	4x2 = 8	4x2 = 8
	Total Credit:	**120**	**120**
## *Wherever there is a practical, there will be no tutorial and vice- versa.*			

TABLE-2: SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN (B.A./B.Sc. Program in Physical Education):

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC-1,2 6)	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	1 (L_1-1)	1 (L_2-1)	1 (L_1-2)	1 (L_2-2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Courses/ Sem.	4	4	4	4	4	4	24	--
Total Credit /Semester	20	20	20	20	20	20	--	120

B.A./B.Sc. Program in Physical Education

1st Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC1A	Foundation and History of Physical Education	Core course	**4-0-2**	**6**	**75**
CC2A	Discipline-2 (Core-1) other than Physical Education	Core course		**6**	**75**
CC (Language)	Language 1A / L1-1	Core course Language	**5-1-0**	**6**	**75**
AECC 1	Environmental Studies	AECC-1 compulsory	**2-0-0**	**2**	**50**
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

2nd Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC1B	Management of Physical Education and Sports	Core course	**4-0-2**	**6**	**75**
CC2B	Discipline-2(Core-2) other than Physical Education	Core course		**6**	**75**
CC(Language)	Language 2A/ L2-1	Core course Language	**5-1-0**	**6**	**75**
AECC-2	communicative ENG or MIL	AECC-2 Compulsory	**2-0-0**	**2**	**50**
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

3rd Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC1C	Anatomy, Physiology and Exercise Physiology	Core course	**4-0-2**	**6**	**75**
CC2C	Discipline-2 (Core-3) other than Physical Education	Core course		**6**	**75**
CC (Language)	Language 1B/ L1-2	Core course Language	**5-1-0**	**6**	**75**
SEC (1)	Track and Field	SEC	**0-0-2**	**2**	**50**
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

4th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC1D	Health Education, Physical Fitness and Wellness	Core course	**4-0-2**	**6**	**75**
CC2D	Discipline-2 (Core-4) other than Physical education	Core course		**6**	**75**
CC (Language)	Language 2B/ L2-2	Core course Language	**5-1-0**	**6**	**75**
SEC (2)	Gymnastics and Yoga	SEC	**0-0-2**	**2**	**50**
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

5th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
DSE 1	DSE (Any one from Discipline-1 and any one from Discipline-2)				
	Discipline-1 (any one)	**DSE**		**6**	**75**
	Tests, Measurements and Evaluation in Physical Education		**4-0-2**		
	Sports Training		**4-0-2**		
	Discipline-2(Other than physical Education)			**6**	**75**
	1		**5-0-1**		
	2		**5-0-1**		
GE 1	GE -1 (for the students other than Phy. Edn.)	GE		**6**	**75**
	Modern trends in Physical Education and Sports Sciences		**6-0-0**		
SEC 3	SEC 3	SEC		**2**	**50**
	Indian Games (any one)- Kabaddi / Kho-Kho **And** **Racket Sports (Any one)-** Badminton/ Table Tennis		**0-0-2**		
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

6th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
DSE 2	DSE (Any one from Discipline-1 and any one from Discipline-2)				
	Discipline-1(Any one)	**DSE**		**6**	**75**
	Psychology in Physical Education and Sports		**4-0-2**		
	Project work		**2-0-4**		
	Discipline-2(Other than physical Education)			**6**	**75**
	1		**5-0-1**		
	2		**5-0-1**		
GE 2	GE 2 (for the students other than Phy. Edn.)	GE		**6**	**75**
	Health Education and Tests & Measurements in Physical Education		**6-0-0**		
			4-0-2		
SEC 4	SEC4	**SEC**		**2**	**50**
	Ball Games (any two) Football/Handball/Basketball/ Volleyball/ Netball/ Throwball		**0-0-2**		
		SEMESTERTOTAL		**20**	**275**

SEMESTER- 1

CORE PAPER-1: Foundation and History of Physical Education

Course Code- CC1A

Total number of classes - 60

Unit- I: Introduction **LH - 12**

1.1. Meaning and definition of Physical Education.
1.2. Aim and objectives of Physical Education.
1.3. Misconcepts and Modern concept of Physical Education.
1.4. Importance of Physical Education in modern society.

Unit- II: Biological and Sociological Foundations of Physical Education **LH - 18**

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

Unit- III: History of Physical Education **LH - 18**

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

Unit- IV: Yoga Education **LH - 12**

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

FIELD PRACTICAL

1. Learn and demonstrate the technique of Suryanamaskar.
2. Development of physical fitness through Callisthenics and Aerobic activities (Any one).

REFERENCES

1. Graham, G. (2001) Teaching Children Physical Education: Becoming a Master Teacher. Human Kinetics, Champaign, Illinois, USA.
2. Kamlesh, M.L. & Singh, M.K. (2006) Physical Education (Naveen Publication).
3. Lau, S.K. (1999) Great Indian Players, New Delhi, Sports.
4. Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, USA.
5. Siedentop, D. (2004) Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.
6. Shaffer, D.R. (2002) Development Psychology: Childhood and Adolescence. Thomson, Sydney, Australia.
7. Shukla, (2000) Mother on Education, National Council of Teacher Education, New Delhi.
8. Singh, A. et al. (2000) Essential of Physical Education, Kalyani Publishers, Ludhiana, Punjab.
9. Wuest, D.A. & C.A. Bucher (2006) Foundation of Physical Education, Exercise Science, and Sports. McGraw Hill Companies Inc.; New York, USA.

SEMESTER- 2

CORE PAPER- 2: Management of Physical Education and Sports

Course Code- CC1B

Total number of classes - 60

Unit- I: Introduction **LH - 12**

1.1. Concept and definition of Sports Management.
1.2. Importance of Sports Management.
1.3. Principles of Sports Management.
1.4. Sports Manager and his Duties.

Unit- II: Tournaments **LH – 18**

2.1. Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge).
2.2. Procedure of drawing fixture.
2.3. Methods of organizing Annual Athletic Meet and Play Day.
2.4. Methods of organization of Intramural and Extramural competition.

Unit- III: Facilities and Equipments **LH - 18**

3.1 Method of Standard Athletic Track marking.
3.2 Care and maintenance of play ground and gymnasium.
3.3 Importance, care and maintenance of sports equipments.
3.4 Time Table: Meaning, importance and factors affecting school's Physical Education Time Table.

Unit- IV: Leadership **LH - 12**

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

FIELD PRACTICAL

Lay out, knowledge and Officiating ability-

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

REFERENCES

1. Broyles, F. J. &Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). Administration of Physical Education and Athletic programme.St. Lolis: The C.V. Hosby Co.
3. Kozman, H.C. Cassidly, R. & Jackson, C. (1960).Methods in Physical Education. London: W.B. Saunders Co.
4. Pandy, L.K. (1977). Methods in Physical Education.Delhe: Metropolitan Book Depo.
5. Sharma, V.M. & Tiwari, R.H.: (1979). Teaching Methods in Physical Education. Amaravati: Shakti Publication.
6. Thomas, J. P.(1967). Organization & administration of Physical Education. Madras: Gyanodayal Press.
7. Tirunarayanan, C. &Hariharan, S. (1969). Methods in Physical Education.Karaikudi: South India Press.
8. Voltmer, E. F. &Esslinger, A. A. (1979).The organization and administration of Physical Education. New York: Prentice Hall Inc.
9. Singh, A. et al. (2010) Essential of Physical Education. Kalyayani Publishers.

SEMESTER- 3

CORE PAPER- 3: Anatomy, Physiology and Exercise Physiology

Course Code- CC1C

Total number of classes - 60

Unit- I: Introduction **LH – 12**

1.1. Meaning and definition of Anatomy, Physiology and Exercise Physiology.
1.2. Importance of Anatomy, Physiology and Exercise Physiology in Physical Education.
1.3. Human Cell- Structure and function.
1.4. Tissue- Types and functions.

Unit- II: Musculo-skeletal System **LH - 18**

2.1. Skeletal System- Structure of Skeletal System. Classification and location of bones and joints. Anatomical differences between male and female.
2.1. Muscular System- Types of Muscles. Location, Structure and function of Skeletal muscle.
2.3. Types of muscular contraction.
2.4. Effect of exercise and training on muscular system.

Unit- III: Circulatory System **LH – 18**

3.1 Blood- Composition and function.
3.2 Heart- Structure and functions. Mechanism of blood circulation through heart.
3.3 Blood Pressure, Athletic Heart and Bradycardia.
3.4 Effect of exercise and training on circulatory system.

Unit- IV: Respiratory System **LH – 12**

4.1 Structure and function of Respiratory organs.
4.2 Mechanism of Respiration.
4.3 Vital Capacity, O_2 Debt and Second Wind.
4.4 Effect of exercise and training on respiratory system.

LAB PRACTICAL

1. Assessments of BMI and WHR (Waist-to-hip ratio).
2. Assessment of Heart rate, Blood Pressure, Respiratory Rate, and Pick Flow Rate (any two).

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1. Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
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SEMESTER- 3

Track and Field

Course code: **SEC 1**

1. Track Events

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

2. Field events (any two)

2.1. Long Jump: Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing.
2.2. High jump: Approach Run, Take-off, Bar Clearance (Straddle) and Landing.
2.3. Shot put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique).
2.4. Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle).
2.5. Javelin Throw: Grip, Carry, Release and Recovery (3/5 Impulse stride).

SEMESTER- 4

CORE PAPER- 4: Health Education, Physical Fitness and Wellness

Course Code- CC1D

Total number of classes - 60

Unit- I: Introduction **LH – 18**

1.1. Concept, definition and dimension of Health.

1.2. Definition, aim, objectives and principles of Health Education.

1.3. Activities of Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations International Children's Emergency Fund (UNICEF) .

1.4. School Health Program- Health Service, Health Instruction, Health Supervision, Personal Hygiene and Health Record.

Unit- II: Health Problems in India- Prevention and Control **LH - 18**

2.1. Communicable Diseases- Malaria, Dengue, Chicken Pox and Diarrhoea.

2.2. Non-communicable Diseases- Obesity, Diabetes and Asthma.

2.3. Nutrition- Nutritional requirements for daily living. Preparation of Balance Diet chart. Health disorders due to deficiency of Protein, Vitamins and Minerals.

2.4. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Bow-Legs, Knock Knees and Flat Foot.

Unit- III: Physical Fitness and Wellness **LH - 12**

3.1 Physical Fitness- Meaning, definition and Importance of Physical Fitness.

3.2 Components of Physical Fitness- Health and Performance related Physical Fitness.

3.3 Concept of Wellness. Relationship between Physical activities and Wellness.

3.4 Ageing- Physical activities and its importance.

Unit- IV: Health and First-aid Management **LH - 12**

4.1 First aid- Meaning, definition, importance and golden rules of First-aid.

4.2 Concept of sports injuries- Sprain, Strain, Wound, Facture and Dislocation.

4.3 Management of sports injuries through the application of Hydro-therapy and Thermo-therapy.

4.4 Management of sports injuries through the application of Exercise and Massage therapy.

LAB PRACTICAL

1. First-aid Practical- Triangular Bandage: Slings (Arm Sling, Collar & Cuff Sling), Roller Bandages: Simple Spiral, Reverse Spiral, Figure of Eight, Spica splint
2. Practical knowledge on application of Hydro-therapy and Thermo-therapy.

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3. Ghosh, B.N. "Treaties of Hygiene and Public Health".
4. Hanlon, John J. "Principles of Public Health Administration" 2003.
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SEMESTER- 4

Gymnastics and Yoga

Course code: SEC 2

GYMNASTICS

1. Compulsory

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

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

2. Optional (any two)

2.1. Dive and Forward Roll
2.2. Hand Spring
2.3. Head Spring
2.4. Neck Spring
2.5. Hand Stand and Forward Roll
2.6. Summersault

YOGA

3. Asanas

3.1. **Standing Posture**
- 3.1.1. Ardhachandrasana
- 3.1.2. Brikshasana
- 3.1.3. Padahastasana

3.2. **Sitting Posture**
- 3.2.1. Ardhakurmasana
- 3.2.2. Paschimottanasana
- 3.2.3. Gomukhasana

3.3. **Supine Posture**
- 3.3.1. Setubandhasana
- 3.3.2. Halasana
- 3.3.3. Matsyasana

3.4 Prone Posture
- 3.4.1 Bhujangasana
- 3.4.2 Salvasana
- 3.4.3 Dhanurasana

3.5 Inverted Posture
- 3.5.1 Sarbangasana
- 3.5.2 Shirsasana
- 3.5.3 Bhagrasana

[Note: One Asana is compulsory from each Posture]

4. Pranayama (any two)

4.1. Kapalbhati
4.2. Bhramri
4.3. Anulam Vilom.

SEMESTER- 5

Tests, Measurement and Evaluation in Physical Education

Course code: DSE 1A

Total number of classes – 60

Unit- I: Introduction **LH - 12**

1.1. Concept of test, measurement & Evaluation.
1.2. Criteria of good test.
1.3. Principles of Evaluation.
1.4. Importance of Test, Measurement and Evaluation in Physical Education and Sports.

Unit- II:Measurement of Body Compositions and Somatotype Assessment LH - 18

2.1. Body Mass Index (BMI)- Concept and method of measurement.
2.2. Body Fat- Concept and method of measurement.
2.3. Lean Body Mass (LBM)- Concept and method of measurement.
2.4. Somatotype- Concept and method of measurement.

Unit- III: Fitness Test **LH - 18**

3.1 Kraus-Weber Muscular Strength Test
3.2 AAHPER Health Related Fitness Test
3.3 Queens College Step Test
3.4 J.C.R. Test

Unit- IV: Sports Skill Test **LH - 12**

4.1 Lockhart and McPherson Badminton Skill Test
4.2 Johnson Basketball Test Battery
4.3 McDonald Soccer Test
4.4 Brady Volleyball Test

LAB & FIELD PRACTICAL

1. Assessment of somatotype and % body fat (any one).
2. Assessment of AAHPER Youth Fitness Test and Queens College Step Test (any one).

REFERENCES

1. Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications.
2. Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press.
3. Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company.
4. Getchell B (1979) Physical Fitness A Way of Life, 2nd Edition New York.
5. John Wiley and Sons, Inc Jenson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publising Co. Inc.
6. Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications.
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9. Wilmore JH and Costill DL. (2005) Physiology of Sport and Exercise: 3rd Edition. Champaigm IL: Human Kinetics.
10. Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

SEMESTER- 5

Sports Training
Course code: DSE 1A
Total number of classes – 60

Unit- I: Introduction **LH - 12**

1.1. Meaning and definition of Sports Training.
1.2. Aim and characteristics of Sports Training.
1.3. Principles of Sports Training.
1.4. Importance of Sports Training.

Unit- II: Methods of Training and Conditioning in Sports **LH - 18**

2.1. Warming up and Cooling down- Meaning, types and methods.
2.2. Conditioning- Concept of Conditioning and its principles.
2.3. Training Methods- Circuit Training, Interval Training, Weight Training.
2.4. Periodisation- Meaning, types, aim and contents of different periods.

Unit- III: Training Load and Adaptation **LH - 18**

3.1 Training Load- Meaning, definition, types and factors of training load.
3.2 Components of training load.
3.3 Over Load- Meaning, causes, symptoms and tackling of over load.
3.4 Adaptation- Meaning and conditions of adaptation, Supercompensation

Unit- IV: Training Techniques **LH - 12**

4.1 Strength- Means and methods of strength development.
4.2 Speed- Means and methods of speed development.
4.3 Endurance- Means and methods of endurance development.
4.4 Flexibility- Means and methods of flexibility development.

FIELD PRACTICAL

1. Practical Experience of Weight Training and Circuit Training (any one).
2. Measurement of Speed, Strength (Grip/Leg), Explosive Strength (Leg) and Flexibility (any two).

REFERENCES

1. Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
2. Cart, E. Klafs &Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company.
3. Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book.
4. David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University.
5. Gary, T. Moran (1997) – Cross Training for Sports, Canada : Human Kinetics Hardayal.
6. Singh (1991) Science of Sports Training, New Delhi, DVS Publications.
7. Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia.
8. Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jones and Bartlett Publications.
9. Yograj Thani (2003), Sports Training, Delhi : Sports Publications

SEMESTER- 5

Modern Trends and Practices in Physical Education Exercise Sciences

(For the students other than Physical Education)

Course code: GE1

Total number of classes - 60

Unit- I: Introduction **LH - 12**

1.1. Meaning, definition and importance of physical Education and Sports.
1.2. Aims, objectives and scope of Physical Education.
1.3. Types of sports and their utility in Health and Fitness.
1.4. Meaning, definition and importance of Physical fitness and Motor fitness. Difference between physical fitness and motor fitness. Components of Physical fitness.

Unit- II: Biological, Psychological and Sociological Foundations of Physical Education **LH - 18**

2.1. Biological Foundation- Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development.
2.2. Meaning and definition of Psychology. Importance of Psychology in Physical Education. Psychological factors effecting in Physical Activity and Sports.
2.3. Sociological Foundation- Meaning and definition of Sociology. Social values and their Importance. Socialization through Sports
2.4. Role of games and sports in National Integration and International Understanding.

Unit- III: History of Physical Education **LH - 12**

3.1 Historical development of Physical Education and Sports in India- Pre-Independence period and Post-Independence period.
3.2 Ancient Olympic Games
3.3 Modern Olympic Games.
3.4 Asian Games and Commonwealth Games

Unit- IV: Exercise Sciences **LH - 18**

4.1 Meaning, definition and importance Exercise and Exercise Physiology.
4.2 Effects of short and long term exercise on Muscular systems.
4.3 Effects of short and long term exercise on Circulatory System.
4.4 Effects of short and long term exercise on Respiratory System.

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1. Kamlesh, M.L. & Singh, M.K. (2006) Physical Education (Naveen Publication).
2. Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, USA.
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5. Shukla, (2000) Mother on Education, National Council of Teacher Education, New Delhi.
6. Singh, A. et al. (2000) Essential of Physical Education, Kalyani Publishers, Ludhiana, Punjab.
7. Wuest, D.A. & C.A. Bucher (2006) Foundation of Physical Education, Exercise Science, and Sports. McGraw Hill Companies Inc.; New York, USA.
8. Fahey, T.D., M.P. Insel and W.T. Rath (2006) Fit & Well: Core Concepts and Labs in Physical Fitness, McGraw Hill, New York.
9. Kansal, D.K. (2012) A Practical Approach to Test Measurement and Evaluation Sports and Spiritual Science Publication, New Delhi.
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11. David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
12. 12. Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing

SEMESTER- 5

Indian Games and Racket Sports

Course Code: SEC 3

KABADDI

A. Fundamental skills

1. Skills in Raiding: Touching with hands, Use of leg-toe touch, squat leg thrust, side kick, mule kick, arrow fly kick, crossing of baulk line. Crossing of Bonus line.
2. Skills of holding the raider: Various formations, catching from particular position, different catches, catching formation and techniques.
3. Additional skills in raiding: Escaping from various holds, techniques of escaping from chain formation, offense and defence.
4. Game practice with application of Rules and Regulations.

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

OR

KHO-KHO

A. Fundamental skills

1. Skills in Chasing: Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distyal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Hammering, Rectification of foul.
2. Skills in running: Chain Play, Ring play and Chain & Ring mixed play.
3. Game practice with application of Rules and Regulations.

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

AND

BADMINTON

A. Fundamental skills

1. Basic Knowledge: Various parts of the Racket and Grip.
2. Service: Short service, Long service, Long-high service.
3. Shots: Over head shot, Defensive clear shot, Attacking clear shot, Drop shot, Net shot, Smash.
4. Game practice with application of Rules and Regulations.

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

OR

TABLE TENNIS

A. Fundamental skills

1. Basic Knowledge: Various parts of the Racket and Grip (Shake Hand & Pen Hold Grip).
2. Stance: Alternate & Parallel.
3. Push and Service: Backhand & Forehand.
4. Chop: Backhand & Forehand.
5. Receive: Push and Chop with both Backhand & Forehand.
6. Game practice with application of Rules and Regulations.

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

SEMESTER- 6

Psychology in Physical Education and Sports

Course Code- DSE 1B

Total number of classes - 60

Unit- I: Introduction **LH - 12**

1.1. Meaning and definition Psychology.
1.2. Importance and scope of Psychology.
1.3. Meaning and definition of Sports Psychology.
1.4. Need for knowledge of Sports Psychology in the field of Physical Education.

Unit- II: Learning **LH - 18**

2.1. Meaning and definition of learning.
2.2. Theories and Laws of learning.
2.3. Learning curve: Meaning and Types.
2.4. Transfer of learning- Meaning, definition and types. Factors affecting transfer of learning.

Unit- III: Psychological Factors **LH – 18**

3.1 Motivation- Meaning, definition, types and importance of Motivation in Physical Education and Sports.
3.2 Emotion- Meaning, definition, types and importance of Emotion in Physical Education and Sports.
3.3 Personality- Meaning, definition and types. Personality traits.
3.4 Role of physical activities in the development of personality.

Unit- IV: Stress and Anxiety **LH - 12**

4.1 Stress- Meaning, definition and types of Stress.
4.2 Causes of Stress.
4.3 Anxiety- Meaning, definition and types of Anxiety.
4.4 Management of Stress and Anxiety through physical activity and sports.

LAB PRACTICAL

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

REFERENCES

1. Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
2. Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.
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11. Whiting, K, Karman., Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

SEMESTER- 6

Dissertation/ Project

Course Code- DSE 1B

1.1 Subjects: Physical Fitness Components, Body composition and Somatotype, Educational Tour, Leadership Camp, Non-communicable diseases, Organization of Games & Sports.

1.2 Project Report Format:

- Introduction
- Procedure
- Results
- Conclusions
- Recommendations
- References

SEMESTER- 6

Health Education and Tests & Measurements in Physical Education

(For the students other than Physical Education)
Course Code: GE-2
Total number of classes - 60

Unit- I: Introduction **LH - 18**

1.1. Concept, definition and dimension of Health.
1.2. Definition, aim, objectives and principles of Health Education.
1.3. Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF).
1.4. Nutrition- Nutritional requirements for daily living. Preparation of Balance Diet chart. Health disorders due to deficiency of Protein, Vitamins and Minerals.

Unit- II: Health and First-aid Managements **LH - 18**

2.1. First aid- Meaning, definition, importance and golden rules of First-aid.
2.2. Concept of sports injuries- Sprain, Strain, Wound, Facture and Dislocation.
2.3. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Bow-legs, Knock Knees and Flat Foot.
2.4. Hypo-kinetic Diseases and Physical Activities- Obesity, Diabetes and Asthma.

Unit- III:Mesasurement of Body Compositions and Somatotype Assessmen **LH - 12** 3.1 Body Mass Index (BMI)- Concept and method of measurement.
3.2 Body Fat- Concept and method of measurement.
3.3 Lean Body Mass (LBM)- Concept and method of measurement.
3.4 Somatotype- Concept and method of Assessment

Unit- IV: Fitness Test **LH - 12**

4.1 Kraus-Weber Muscular Strength Test
4.2 AAHPER Health related Fitness Test
4.3 Queens College Step Test
4.4 J.C.R. Test

REFERENCES

1. Bucher, Charles A. "Administration of Health and Physical Education Programme".
2. Hanlon, John J. "Principles of Public Health Administration" 2003.
3. Turner, C.E. "The School Health and Health Education".
4. Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
5. Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
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13. Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

SEMESTER- 6

BALL GAMES (Any two)

Course code: SEC4

FOOTBALL

A. Fundamental Skills

1. Kicking: Kicking the ball with inside of the foot, Kicking the ball with Full Instep of the foot, Kicking the ball with Inner Instep of the foot, Kicking the ball with Outer Instep of the foot and Lofted Kick.
2. Trapping: Trapping- the Rolling ball, and the Bouncing ball with sole of the foot.
3. Dribbling: Dribbling the ball with Instep of the foot, Dribbling the ball with Inner and Outer Instep of the foot.
4. Heading: In standing, running and jumping condition.
5. Throw-in: Standing throw-in and Running throw-in.
6. Feinting: With the lower limb and upper part of the body.
7. Tackling: Simple Tackling, Slide Tackling.
8. Goal Keeping: Collection of Ball, Ball clearance- kicking, throwing and deflecting.
9. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

HANDBALL

A. Fundamental Skills

1. Catching, Throwing and Ball control,
2. Goal Throws: Jump shot, Center shot, Dive shot, Reverse shot.
3. Dribbling: High and low.
4. Attack and counter attack, simple counter attack, counter attack from two wings and center.
5. Blocking, GoalKeeping and Defensive skills.
6. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

BASKETBALL

A. Fundamental Skills

1. Passing: Two hand Chest Pass, Two hands Bounce Pass, One hand Baseball Pass, Side arm Pass, Overhead Pass, Hook Pass.
2. Receiving: Two hand receiving, One hand receiving, Receiving in stationary position, Receiving while Jumping and Receiving while Running.
3. Dribbling: How to start dribble, drop dribble, High Dribble, Low Dribble, Reverse Dribble, Rolling Dribble.
4. Shooting: Lay-up shot and its variations, One hand set shot, Two hands jump shot, Hook shot, Free Throw.
5. Rebounding: Defensive rebound and Offensive rebound.
6. Individual Defence: Guarding the player with the ball and without the ball, Pivoting.
7. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

VOLLEYBALL

A. Fundamental skills

1. Service: Under arm service, Side arm service, Tennis service, Floating service.
2. Pass: Under arm pass, Over head pass.
3. Spiking and Blocking.
4. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

NETBALL

A. Fundamental skills

1. Catching: one handed, two handed, with feet grounded and in flight.
2. Throwing (Different passes and their uses): One hand passes (shoulder, high shoulder, underarm, bounce, lob), two hand passes (Push, overhead and bounce).
3. Footwork: Landing on one foot, landing on two feet, Pivot, Running pass.
4. Shooting: One hand, forward step shot, and backward step shot.
5. Techniques of free dodge and sprint, sudden sprint, sprint and stop, sprinting with change at speed.
6. Defending: Marking the player, marking the ball, blocking, inside the circle, outside the circle. Defending the circle edge against the passing.
7. Intercepting: Pass and shot.
8. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

THROWBALL

Fundamental skills:

Overhand service, Side arm service, two hand catching, one hand overhead return, side arm return.

Rules and their interpretations and duties of officials.

B.A./B.Sc. Program in Physical Education

1st Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC-PE-1A	Foundation and History of Physical Education	Core course	4-0-2	6	75
CC-2A	Discipline-2 (Core-1) other than Physical Education	Core course		6	75
CC (Language)	Language 1A	Core course Language	5-1-0	6	75
AECC 1	Environmental Studies	AECC-1 compulsory	2-0-0	2	50
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

2nd Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC-PE-1B	Management of Physical Education and Sports	Core course	4-0-2	6	75
CC2B	Discipline-2(Core-2) other than Physical Education	Core course		6	75
CC(Language)	Language 2A	Core course Language	5-1-0	6	75
AECC-2	communicative ENG or MIL	AECC-2 Compulsory	2-0-0	2	50
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

3rd Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC-PE-1C	Anatomy, Physiology and Exercise Physiology	Core course	4-0-2	6	75
CC2C	Discipline-2 (Core-3) other than Physical Education	Core course		6	75
CC (Language)	Language 1B	Core course Language	5-1-0	6	75
SEC-PE- 1	Track and Field	SEC	0-0-2	2	50
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

4th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
CC-PE-1D	Health Education, Physical Fitness and Wellness	Core course	4-0-2	6	75
CC2D	Discipline-2 (Core-4) other than Physical Education	Core course		6	75
CC (Language)	Language 2B	Core course Language	5-1-0	6	75
SEC-PE- 2	Gymnastics and Yoga	SEC	0-0-2	2	50
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

5th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
	DSE				
DSE-PE-1	Tests, Measurements and Evaluation in Physical Education	**DSE**	5-0-1	**6**	75
DEC-PE-2	Sports Training	**DSE**	5-0-1	**6**	75
GE 1	GE 1	GE			
	Unrelated Discipline		4-0-2	**6**	75
SEC-PE- 3	SEC 3	SEC		2	50
	Indian Games (any one)- Kabaddi / Kho-Kho **And** **Racket Sports (Any one)-** Badminton/ Table Tennis		0-0-2		
		SEMESTER TOTAL		**20**	**275**

B.A./B.Sc. Program in Physical Education

6th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
	DSE	**DSE**			
DSE=PE- 3	Psychology in Physical Education and Sports		4-0-2	**6**	**75**
DSE-PE-4 /Project Work	Sports Medicine, Physiotherapy and Rehabilitation		4-0-2	**6**	**75**
GE 2	GE 2	GE			
	Unrelated Discipline		6-0-0	6	**75**
SEC –PE-4	SEC4	**SEC**			
	Ball Games (any two) Football/Handball/Basketball/ Volleyball/ Netball/ Throwball		0-0-2	2	**50**
		SEMESTERTOTAL		**20**	**275**

SEMESTER- 1

CORE PAPER-1: Foundation and History of Physical Education

Corse Code- CC-PE-1A

Total number of classes – 60

Unit- I: Introduction **LH – 12**

1.1. Meaning and definition of Physical Education.
1.2. Aim and objectives of Physical Education.
1.3. Misconcepts and Modern concept of Physical Education.
1.4. Importance of Physical Education in modern society.

Unit- II: Biological and Sociological Foundations of Physical Education **LH – 18**

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

Unit- III: History of Physical Education **LH – 18**

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

Unit- IV: Yoga Education **LH - 12**

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

FIELD PRACTICAL

1. Learn and demonstrate the technique of Suryanamaskar.
2. Development of physical fitness through Callisthenics and Aerobic activities (Any one).

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2. Kamlesh, M.L. & Singh, M.K. (2006) Physical Education (Naveen Publication).
3. Lau, S.K. (1999) Great Indian Players, New Delhi, Sports.
4. Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, USA.
5. Siedentop, D. (2004) Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.
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8. Singh, A. et al. (2000) Essential of Physical Education, Kalyani Publishers, Ludhiana, Punjab.
9. Wuest, D.A. & C.A. Bucher (2006) Foundation of Physical Education, Exercise Science, and Sports. McGraw Hill Companies Inc.; New York, USA.

10. Fahey, T.D., M.P. Insel and W.T. Rath (2006) Fit & Well: Core Concepts and Labs in Physical Fitness, McGraw Hill, New York.
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SEMESTER- 2

CORE PAPER- 2: Management of Physical Education and Sports

Corse Code- CC-PE-1B

Total number of classes - 60

Unit- I: Introduction **LH - 12**

1.1. Concept and definition of Sports Management.
1.2. Importance of Sports Management.
1.3. Principles of Sports Management.
1.4. Sports Manager and his Duties.

Unit- II: Tournaments **LH – 18**

2.1. Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge).
2.2. Procedure of drawing fixture.
2.3. Methods of organizing Annual Athletic Meet and Play Day.
2.4. Methods of organization of Intramural and Extramural competition.

Unit- III: Facilities and Equipments **LH – 18**

3.1 Method of Standard Athletic Track marking.
3.2 Care and maintenance of play ground and gymnasium.
3.3 Importance, care and maintenance of sports equipments.
3.4 Time Table: Meaning, importance and factors affecting school's Physical Education Time Table.

Unit- IV: Leadership **LH – 12**

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

FIELD PRACTICAL

Lay out, knowledge and Officiating ability-

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

REFERENCES

1. Broyles, F. J. &Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). Administration of Physical Education and Athletic programme.St. Lolis: The C.V. Hosby Co.
3. Kozman, H.C. Cassidly, R. & Jackson, C. (1960).Methods in Physical Education. London: W.B. Saunders Co.
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SEMESTER- 3

CORE PAPER- 3: Anatomy, Physiology and Exercise Physiology

Corse Code- CC-PE-1C

Total number of classes - 60

Unit- I: Introduction **LH – 12**

1.1. Meaning and definition of Anatomy, Physiology and Exercise Physiology.
1.2. Importance of Anatomy, Physiology and Exercise Physiology in Physical Education.
1.3. Human Cell- Structure and function.
1.4. Tissue- Types and functions.

Unit- II: Musculo-skeletal System **LH - 18**

2.1. Skeletal System- Structure of Skeletal System. Classification and location of bones and joints. Anatomical differences between male and female.
2.1. Muscular System- Types of Muscles. Location, Structure and function of Skeletal muscle.
2.3. Types of muscular contraction.
2.4. Effect of exercise and training on muscular system.

Unit- III: Circulatory System **LH – 18**

3.1 Blood- Composition and function.
3.2 Heart- Structure and functions. Mechanism of blood circulation through heart.
3.3 Blood Pressure, Athletic Heart and Bradycardia.
3.4 Effect of exercise and training on circulatory system.

Unit- IV: Respiratory System **LH – 12**

4.1 Structure and function of Respiratory organs.
4.2 Mechanism of Respiration.
4.3 Vital Capacity, O_2 Debt and Second Wind.
4.4 Effect of exercise and training on respiratory system.

LAB PRACTICAL

1. Assessments of BMI and WHR (Waist-to-hip ratio).
2. Assessment of Heart rate, Blood Pressure, Respiratory Rate, and Pick Flow Rate (any two).

REFERENCES

1. Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
2. Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
3. David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
4. Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
5. Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co. Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
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8. Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.
9. William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company.

SEMESTER- 3

Track and Field

Course code: **SEC-PE- 1**

1. Track Events

1.1. Starting Techniques: Standing start and Crouch start (its variations) use of Starting Block.

1.2. Acceleration with proper running techniques.

1.3. Finishing technique: Run Through, Forward Lunging and Shoulder Shrug.

1.4. Relay Race: Starting, Baton Holding/Carrying, Baton Exchange in between zone, and Finishing.

2. Field events (any two)

2.1. Long Jump: Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing.

2.2. High jump: Approach Run, Take-off, Bar Clearance (Straddle) and Landing.

2.3. Shot put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique).

2.4. Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle).

2.5. Javelin Throw: Grip, Carry, Release and Recovery (3/5 Impulse stride).

SEMESTER- 4

CORE PAPER- 4: Health Education, Physical Fitness and Wellness

Corse Code- CC-PE-1D

Total number of classes - 60

Unit- I: Introduction **LH – 18**

1.1. Concept, definition and dimension of Health.
1.2. Definition, aim, objectives and principles of Health Education.
1.3. Activities of Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations International Children's Emergency Fund (UNICEF) .
1.4. School Health Program- Health Service, Health Instruction, Health Supervision, Personal Hygiene and Health Record.

Unit- II: Health Problems in India- Prevention and Control **LH - 18**

2.1. Communicable Diseases- Malaria, Dengue, Chicken Pox and Diarrhoea.
2.2. Non-communicable Diseases- Obesity, Diabetes and Asthma.
2.3. Nutrition- Nutritional requirements for daily living. Preparation of Balance Diet chart. Health disorders due to deficiency of Protein, Vitamins and Minerals.
2.4. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Bow-Legs, Knock Knees and Flat Foot.

Unit- III: Physical Fitness and Wellness **LH - 12**

3.1 Physical Fitness- Meaning, definition and Importance of Physical Fitness.
3.2 Components of Physical Fitness- Health and Performance related Physical Fitness.
3.3 Concept of Wellness. Relationship between Physical activities and Wellness.
3.4 Ageing- Physical activities and its importance.

Unit- IV: Health and First-aid Management **LH - 12**

4.1 First aid- Meaning, definition, importance and golden rules of First-aid.
4.2 Concept of sports injuries- Sprain, Strain, Wound, Facture and Dislocation.
4.3 Management of sports injuries through the application of Hydro-therapy and Thermo-therapy.
4.4 Management of sports injuries through the application of Exercise and Massage therapy.

LAB PRACTICAL

1. First-aid Practical- Triangular Bandage: Slings (Arm Sling, Collar & Cuff Sling), Roller Bandages: Simple Spiral, Reverse Spiral, Figure of Eight, Spica splint
2. Practical knowledge on application of Hydro-therapy and Thermo-therapy.

REFERENCES

1. Bucher, Charles A. "Administration of Health and Physical Education Programme".
2. Delbert, Oberteuffer, et. al." The School Health Education".
3. Ghosh, B.N. "Treaties of Hygiene and Public Health".
4. Hanlon, John J. "Principles of Public Health Administration" 2003.
5. Turner, C.E. "The School Health and Health Education".
6. Moss et. al. "Health Education" (National Education Association of U.T.A.).
7. Nemir A. "The School Health Education" (Harber and Brothers, New York).
8. Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group Inc.
9. Boyd-Eaton S. et al (1989) The Stone Age Health Programme. Diet and Exercise as Nature Intended. Angus and Robertson.

10. Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.

SEMESTER- 4

Gymnastics and Yoga

Course code: SEC-PE- 2

GYMNASTICS

1. Compulsory

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

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

2. Optional (any two)

2.1. Dive and Forward Roll
2.2. Hand Spring
2.3. Head Spring
2.4. Neck Spring
2.5. Hand Stand and Forward Roll
2.6. Summersault

YOGA

3. Asanas

3.1. **Standing Posture**
- 3.1.1. Ardhachandrasana
- 3.1.2. Brikshasana
- 3.1.3. Padahastasana

3.2. **Sitting Posture**
- 3.2.1. Ardhakurmasana
- 3.2.2. Paschimottanasana
- 3.2.3. Gomukhasana

3.3. **Supine Posture**
- 3.3.1. Setubandhasana
- 3.3.2. Halasana
- 3.3.3. Matsyasana

3.4 Prone Posture
- 3.4.1 Bhujangasana
- 3.4.2 Salvasana
- 3.4.3 Dhanurasana

3.5 Inverted Posture
- 3.5.1 Sarbangasana
- 3.5.2 Shirsasana
- 3.5.3 Bhagrasana

[Note: One Asana is compulsory from each Posture]

4. Pranayama (any two)

4.1. Kapalbhati
4.2. Bhramri
4.3. Anulam Vilom.

SEMESTER- 5

Tests, Measurement and Evaluation in Physical Education

Course code: DSE-PE- 1

Total number of classes – 60

Unit- I: Introduction **LH - 12**

1.1. Concept of test, measurement & Evaluation.
1.2. Criteria of good test.
1.3. Principles of Evaluation.
1.4. Importance of Test, Measurement and Evaluation in Physical Education and Sports.

Unit- II:Measurement of Body Compositions and Somatotype Assessment LH - 18

2.1. Body Mass Index (BMI)- Concept and method of measurement.
2.2. Body Fat- Concept and method of measurement.
2.3. Lean Body Mass (LBM)- Concept and method of measurement.
2.4. Somatotype- Concept and method of measurement.

Unit- III: Fitness Test **LH - 18**

3.1 Kraus-Weber Muscular Strength Test
3.2 AAHPER Health Related Fitness Test
3.3 Queens College Step Test
3.4 J.C.R. Test

Unit- IV: Sports Skill Test **LH - 12**

4.1 Lockhart and McPherson Badminton Skill Test
4.2 Johnson Basketball Test Battery
4.3 McDonald Soccer Test
4.4 Brady Volleyball Test

LAB & FIELD PRACTICAL

1. Assessment of somatotype and % body fat (any one).
2. Assessment of AAHPER Youth Fitness Test and Queens College Step Test (any one).

REFERENCES

1. Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications.
2. Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press.
3. Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company.
4. Getchell B (1979) Physical Fitness A Way of Life, 2nd Edition New York.
5. John Wiley and Sons, Inc Jenson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publising Co. Inc.
6. Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications.
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8. Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research.
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10. Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

SEMESTER- 5

Sports Training
Course code: DSE-PE-2
Total number of classes – 60

Unit- I: Introduction **LH - 12**

1.1. Meaning and definition of Sports Training.
1.2. Aim and characteristics of Sports Training.
1.3. Principles of Sports Training.
1.4. Importance of Sports Training.

Unit- II: Methods of Training and Conditioning in Sports **LH - 18**

2.1. Warming up and Cooling down- Meaning, types and methods.
2.2. Conditioning- Concept of Conditioning and its principles.
2.3. Training Methods- Circuit Training, Interval Training, Weight Training.
2.4. Periodisation- Meaning, types, aim and contents of different periods.

Unit- III: Training Load and Adaptation **LH - 18**

3.1 Training Load- Meaning, definition, types and factors of training load.
3.2 Components of training load.
3.3 Over Load- Meaning, causes, symptoms and tackling of over load.
3.4 Adaptation- Meaning and conditions of adaptation, Supercompensation

Unit- IV: Training Techniques **LH - 12**

4.1 Strength- Means and methods of strength development.
4.2 Speed- Means and methods of speed development.
4.3 Endurance- Means and methods of endurance development.
4.4 Flexibility- Means and methods of flexibility development.

FIELD PRACTICAL

1. Practical Experience of Weight Training and Circuit Training (any one).
2. Measurement of Speed, Strength (Grip/Leg), Explosive Strength (Leg) and Flexibility (any two).

REFERENCES

1. Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.
2. Cart, E. Klafs &Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company.
3. Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book.
4. David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University.
5. Gary, T. Moran (1997) – Cross Training for Sports, Canada : Human Kinetics Hardayal.
6. Singh (1991) Science of Sports Training, New Delhi, DVS Publications.
7. Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia.
8. Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jones and Bartlett Publications.
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SEMESTER- 5

Indian Games and Racket Sports

Course Code: SEC-PE-3

KABADDI

A. Fundamental skills

1. Skills in Raiding: Touching with hands, Use of leg-toe touch, squat leg thrust, side kick, mule kick, arrow fly kick, crossing of baulk line. Crossing of Bonus line.
2. Skills of holding the raider: Various formations, catching from particular position, different catches, catching formation and techniques.
3. Additional skills in raiding: Escaping from various holds, techniques of escaping from chain formation, offense and defence.
4. Game practice with application of Rules and Regulations.

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

OR

KHO-KHO

A. Fundamental skills

1. Skills in Chasing: Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distyal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Hammering, Rectification of foul.
2. Skills in running: Chain Play, Ring play and Chain & Ring mixed play.
3. Game practice with application of Rules and Regulations.

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

AND

BADMINTON

A. Fundamental skills

1. Basic Knowledge: Various parts of the Racket and Grip.
2. Service: Short service, Long service, Long-high service.
3. Shots: Over head shot, Defensive clear shot, Attacking clear shot, Drop shot, Net shot, Smash.
4. Game practice with application of Rules and Regulations.

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

OR

TABLE TENNIS

A. Fundamental skills

1. Basic Knowledge: Various parts of the Racket and Grip (Shake Hand & Pen Hold Grip).
2. Stance: Alternate & Parallel.
3. Push and Service: Backhand & Forehand.
4. Chop: Backhand & Forehand.
5. Receive: Push and Chop with both Backhand & Forehand.
6. Game practice with application of Rules and Regulations.

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

SEMESTER- 6

Psychology in Physical Education and Sports

Corse Code- DSE-PE-3

Total number of classes - 60

Unit- I: Introduction **LH – 12**

1.1. Meaning and definition Psychology.
1.2. Importance and scope of Psychology.
1.3. Meaning and definition of Sports Psychology.
1.4. Need for knowledge of Sports Psychology in the field of Physical Education.

Unit- II: Learning **LH – 18**

2.1. Meaning and definition of learning.
2.2. Theories and Laws of learning.
2.3. Learning curve: Meaning and Types.
2.4. Transfer of learning- Meaning, definition and types. Factors affecting transfer of learning.

Unit- III: Psychological Factors **LH – 18**

3.1 Motivation- Meaning, definition, types and importance of Motivation in Physical Education and Sports.
3.2 Emotion- Meaning, definition, types and importance of Emotion in Physical Education and Sports.
3.3 Personality- Meaning, definition and types. Personality traits.
3.4 Role of physical activities in the development of personality.

Unit- IV: Stress and Anxiety **LH – 12**

4.1 Stress- Meaning, definition and types of Stress.
4.2 Causes of Stress.
4.3 Anxiety- Meaning, definition and types of Anxiety.
4.4 Management of Stress and Anxiety through physical activity and sports.

LAB PRACTICAL

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

REFERENCES

1. Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
2. Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.
3. Jay Coakley. (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed.
4. John D Lauther (2000) Psychology of Coaching. Ner Jersy: Prenticce Hall Inc.
5. John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
6. Miroslaw Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. London: The Macmillan Co.
7. Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
8. Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
9. Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.
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11. Whiting, K, Karman., Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry impton Publishers.

SEMESTER- 6

Sports Medicine, Physiotherapy and Rehabilitation

Corse Code- DSE-PE-4
Total number of classes - 60

Unit- 1: Introduction **LH-12**

1.1 Meaning, definition, Aim and Scope of Physiotherapy.

1.2 Need and Importance of Physiotherapy

1.3 Different types of physiotherapy

1.4 Principles of Physiotherapy

Unit-2: Sports Medicine

LH-18

2.1 Meaning and concept of Sports Medicine

2.2 Aim and Objectives of Sports Medicine

2.3 Common regional injuries and their management-shoulder, elbow, wrist, knee and ankle

2.4 Exercise Management of Sports injuries.

Unit-3: Doping and Ergogenic aids **LH-12**

3.1 Concept and meaning of Doping

3.2 Types of Doping and Doping-agents

3.3 Effects of Doping and Dope tests

3.4 Ergogenic aids: Meaning, types and uses.

Unit-4: Athletic Care, First Aid and Rehabilitation **LH-18**

4.1 Rehabilitation in sports- Meaning, Principles, Means and Methods

4.2 Diagnosis of injuries-signs and symptoms of injuries

4.3 Different forms of Hydrotherapy and Thermotherapy- hot and cold packs, whirlpool, contrast bath, infra-red, short wave diathermy and ultrasound

4.4 Massage: Definition and Types , Physiological effects of Massage, Therapeutic uses of Massage

References

1. Dick, W. F. (1980).*Sports training principles.*London: Lepus Books.
2. Harre, D.(1982).*Principles of sports training.*Berlin: Sporulated.
3. Jensen, R. C.& Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
4. Matvyew, L.P. (1981).*Fundamental of sports training.* Moscow: Progress Publishers.
5. Singh, H. (1984).*Sports training, general theory and methods*.Patials: NSNIS.
6. Uppal, A.K., (1999).*Sports Training.*New Delhi: Friends Publication.
7. Basics of Sports Training Methodology, Oleksandr Krasilshchikov, Sports & Spiritual Science

SEMESTER- 6

Dissertation/ Project

1.1 Subjects: Physical Fitness Components, Body composition and Somatotype, Educational Tour, Leadership Camp, Non-communicable diseases, Organization of Games & Sports.

1.2 Project Report Format:

- Introduction
- Procedure
- Results
- Conclusions
- Recommendations
- References

SEMESTER- 6

BALL GAMES (Any two)
Course code: SEC-PE-4

FOOTBALL

A. Fundamental Skills

1. Kicking: Kicking the ball with inside of the foot, Kicking the ball with Full Instep of the foot, Kicking the ball with Inner Instep of the foot, Kicking the ball with Outer Instep of the foot and Lofted Kick.
2. Trapping: Trapping- the Rolling ball, and the Bouncing ball with sole of the foot.
3. Dribbling: Dribbling the ball with Instep of the foot, Dribbling the ball with Inner and Outer Instep of the foot.
4. Heading: In standing, running and jumping condition.
5. Throw-in: Standing throw-in and Running throw-in.
6. Feinting: With the lower limb and upper part of the body.
7. Tackling: Simple Tackling, Slide Tackling.
8. Goal Keeping: Collection of Ball, Ball clearance- kicking, throwing and deflecting.
9. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

HANDBALL

A. Fundamental Skills

1. Catching, Throwing and Ball control,
2. Goal Throws: Jump shot, Center shot, Dive shot, Reverse shot.
3. Dribbling: High and low.
4. Attack and counter attack, simple counter attack, counter attack from two wings and center.
5. Blocking, GoalKeeping and Defensive skills.
6. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

BASKETBALL

A. Fundamental Skills

1. Passing: Two hand Chest Pass, Two hands Bounce Pass, One hand Baseball Pass, Side arm Pass, Overhead Pass, Hook Pass.
2. Receiving: Two hand receiving, One hand receiving, Receiving in stationary position, Receiving while Jumping and Receiving while Running.
3. Dribbling: How to start dribble, drop dribble, High Dribble, Low Dribble, Reverse Dribble, Rolling Dribble.
4. Shooting: Lay-up shot and its variations, One hand set shot, Two hands jump shot, Hook shot, Free Throw.
5. Rebounding: Defensive rebound and Offensive rebound.
6. Individual Defence: Guarding the player with the ball and without the ball, Pivoting.
7. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

VOLLEYBALL

A. Fundamental skills

1. Service: Under arm service, Side arm service, Tennis service, Floating service.
2. Pass: Under arm pass, Over head pass.
3. Spiking and Blocking.
4. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

NETBALL

A. Fundamental skills

1. Catching: one handed, two handed, with feet grounded and in flight.
2. Throwing (Different passes and their uses): One hand passes (shoulder, high shoulder, underarm, bounce, lob), two hand passes (Push, overhead and bounce).
3. Footwork: Landing on one foot, landing on two feet, Pivot, Running pass.
4. Shooting: One hand, forward step shot, and backward step shot.
5. Techniques of free dodge and sprint, sudden sprint, sprint and stop, sprinting with change at speed.
6. Defending: Marking the player, marking the ball, blocking, inside the circle, outside the circle. Defending the circle edge against the passing.
7. Intercepting: Pass and shot.
8. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

THROWBALL

Fundamental skills:

Overhand service, Side arm service, two hand catching, one hand overhead return, side arm return.

Rules and their interpretations and duties of officials.

Generic Elective Course (GEC)

(For Students other than Physical Education)

1st Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
GE-PE-1	GE-PE -1 (for the students other than Phy. Edn.)	GE		6	75
	Modern trends in Physical Education and Yoga	GE-1	6-0-0		

2nd Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
GE-PE-2	GE-PE -2 (for the students other than Phy. Edn.)	GE		6	75
	Management of Physical Education	GE-2	6-0-0		

3rd Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
GE-PE-3	GE –PE-3 (for the students other than Phy. Edn.)	GE		6	75
	Anatomy, Physiology and Exercise Physiology		6-0-0		

4th Semester

Course Code	Course Title	Course Type	LTP	Credit	Marks
GE-PE-4	GE –PE-4 (for the students other than Phy. Edn.)	GE		6	75
	Health Education and Tests & Measurements		6-0-0		

SEMESTER-1

Modern Trends and Practices in Physical Education & Yoga

(For the students other than Physical Education)

Course code: GE-PE-1

Total number of classes 60

Unit-I: Introduction **LH -12**

1.1.Meaning, definition and importance of physical Education and Sports.
1.2.Aims, objectives and scope of Physical Education.
1.3.Types of sports and their utility in Health and Fitness.
1.4.Meaning, definition and importance of Physical fitness and Motor fitness. Difference between physical fitness and motor fitness. Components of Physical fitness.

Unit-II: Biological, Psychological and Sociological 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. Principlesof growth and development.
2.2.Meaning and definition of Psychology. Importance of Psychology in Physical Education. Psychological factors effecting in Physical Activity and Sports.
2.3.Sociological Foundation-Meaning and definition of Sociology. Social values and their Importance. Socialization through Sports
2.4.Role of games and sports in National Integration and International Understanding.

Unit-III: History of Physical Education **LH -12**

3.1.Historical development of Physical Education andSports in India-Pre-Independence period and Post-Independence period.
3.2 .Ancient Olympic Games
3.3 .Modern Olympic Games.
3.4 .Asian Games and Commonwealth Games

Unit-IV: Yoga Education **LH -18**

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

FIELD PRACTICAL

1. Learn and demonstrate the technique of Suryanamaskar.
2. Development of physical fitness through Callisthenics and Aerobic activities (Any one).

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SEMESTER-2
Management of Physical Education and Sports

Course Code-GE-PE-2
Total number of classes -60

Unit-I: Introduction **LH-12**

1.1.Concept and definition of Sports Management.
1.2.Importance of Sports Management.
1.3.Principles of Sports Management.
1.4.Sports Manager and his Duties.

Unit-II: Tournaments **LH –18**

2.1.Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge).
2.2.Procedure of drawing fixture.
2.3.Methods of organizing Annual Athletic Meet and Play Day.
2.4.Methods of organization of Intramural and Extramural competition.

Unit -III: Facilities and Equipments **LH -18**

3.1 Method of Standard Athletic Track marking.
3.2 Care and maintenance of play ground and gymnasium.
3.3 Importance, care and maintenance of sports equipments.
3.4 Time Table: Meaning, importance and factors affecting school's Physical Education Time Table.

Unit-IV: Leadership **LH -12**

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

FIELD PRACTICAL

Lay out ,knowledge and Officiating ability-
1.Track and Field events (any Two).
2.Games: Football, Volleyball, Badminton, Kabaddi and Kho-Kho (any Two).

REFERENCES

1.Broyles, F. J. &Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
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SEMESTER-2 (Syllabus of Practical)
Track and Field

1. Track Events

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

2. Field events (any two)

2.1.Long Jump: Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing.
2.2.High jump: Approach Run, Take-off, Bar Clearance (Straddle) and Landing.
2.3.Shot put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique).
2.4.Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle).
2.5.Javelin Throw: Grip, Carry, Release and Recovery (3/5 Impulse stride).

Ball Games and Indigenous Games

FOOTBALL

A. Fundamental Skills

1. Kicking: Kicking the ball with inside of the foot, Kicking the ball with Full Instep of the foot, Kicking the ball with Inner Instep of the foot, Kicking the ball with Outer Instep of the foot and Lofted Kick.
2. Trapping: Trapping- the Rolling ball, and the Bouncing ball with sole of the foot.
3. Dribbling: Dribbling the ball with Instep of the foot, Dribbling the ball with Inner and Outer Instep of the foot.
4. Heading: In standing, running and jumping condition.
5. Throw-in: Standing throw-in and Running throw-in.
6. Feinting: With the lower limb and upper part of the body.
7. Tackling: Simple Tackling, Slide Tackling.
8. Goal Keeping: Collection of Ball, Ball clearance- kicking, throwing and deflecting.
9. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

VOLLEYBALL

A. Fundamental skills

1. Service: Under arm service, Side arm service, Tennis service, Floating service.
2. Pass: Under arm pass, Over head pass.
3. Spiking and Blocking.
4. Game practice with application of Rules and Regulations.

B. Rules and their interpretation and duties of officials.

BADMINTON

A. Fundamental skills

1. Basic Knowledge: Various parts of the Racket and Grip.
2. Service: Short service, Long service, Long-high service.
3. Shots: Over head shot, Defensive clear shot, Attacking clear shot, Drop shot, Net shot, Smash.
4. Game practice with application of Rules and Regulations.

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

KABADDI

A. Fundamental skills

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

2. Skills of holding the raider: Various formations, catching from particular position, different catches, catching formation and techniques. 3. Additional skills in raiding: Escaping from various holds, techniques of escaping from chain formation, offense and defense.

4. Game practice with application of Rules and Regulations.

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

KHO-KHO

A. Fundamental skills

1. Skills in Chasing: Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distyal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Hammering, Rectification of foul.

2. Skills in running: Chain Play, Ring play and Chain & Ring mixed play.

3. Game practice with application of Rules and Regulations.

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

SEMESTER-3

Anatomy, Physiology and Exercise Physiology

Course Code-GE-PE-3

Total number of classes -60

Unit-I: Introduction **LH –12**

1.1.Meaning and definition of Anatomy, Physiology and Exercise Physiology.
1.2.Importance of Anatomy, Physiology and Exercise Physiology in Physical Education.
1.3.Human Cell-Structure and function.
1.4.Tissue-Types and functions.

Unit-II: Musculo-skeletal System **LH -18**

2.1. Skeletal System-Structure of Skeletal System. Classification and location of bones and joints. Anatomical differences between male and female.
2.1. Muscular System-Types of Muscles. Location, Structure and function of Skeletal muscle.
2.3. Types of muscular contraction.
2.4. Effect of exercise and training on muscular system.

Unit-III: Circulatory System **LH –18**

3.1. Blood-Composition and function.
3.2. Heart-Structure and functions. Mechanism of blood circulation through heart.
3.3. Blood Pressure, Athletic Heart and Bradycardia.
3.4. Effect of exercise and training on circulatory system.

Unit-IV: Respiratory System **LH –12**

4.1. Structure and function of Respiratory organs.
4.2. Mechanism of Respiration.
4.3. Vital Capacity, O2 Debt and Second Wind.
4.4. Effect of exercise and training on respiratory system.

LAB PRACTICAL

1.Assessments of BMI and WHR (Waist-to-hip ratio).
2.Assessment of Heart rate, Blood Pressure, Respiratory Rate, and Pick Flow Rate (any two).

REFERENCES

1. Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
2. Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
3.David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.
4.Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
5.Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co. Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
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SEMESTER- 4

Health Education and Tests & Measurements in Physical Education

(For the students other than Physical Education)

Course Code: GE-PE-4

Total number of classes - 60

Unit- I: Introduction **LH - 18**

1.1. Concept, definition and dimension of Health.

1.2. Definition, aim, objectives and principles of Health Education.

1.3. Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF).

1.4. Nutrition- Nutritional requirements for daily living. Preparation of Balance Diet chart. Health disorders due to deficiency of Protein, Vitamins and Minerals.

Unit- II: Health and First-aid Managements **LH - 18**

2.1. First aid- Meaning, definition, importance and golden rules of First-aid.

2.2. Concept of sports injuries- Sprain, Strain, Wound, Facture and Dislocation.

2.3. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Bow-legs, Knock Knees and Flat Foot.

2.4. Hypo-kinetic Diseases and Physical Activities- Obesity, Diabetes and Asthma.

Unit- III:Mesasurement of Body Compositions and Somatotype Assessmen **LH - 12**

3.1 Body Mass Index (BMI)- Concept and method of measurement.

3.2 Body Fat- Concept and method of measurement.

3.3 Lean Body Mass (LBM)- Concept and method of measurement.

Unit- IV: Fitness Test LH-12 **LH-12**

4.1.Kraus-Weber Muscular Strength Test

4.2.AAHPER Health related Fitness Test

4.3 Queens College Step Test

4.4. J.C.R. Test

LAB PRACTICAL

1. First-aid Practical- Triangular Bandage: Slings (Arm Sling, Collar & Cuff Sling), Roller Bandages: Simple Spiral, Reverse Spiral, Figure of Eight, Spica splint

2. Practical knowledge on application of Hydro-therapy and Thermo-therapy.

REFERENCES

1. Bucher, Charles A. "Administration of Health and Physical Education Programme".
2. Delbert, Oberteuffer, et. al." The School Health Education".
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B.A. Urdu (General)

Semester I

Course Code	Course Title	Course Type	Credit	Full Marks
URDU-G-LCC-T-1	Urdu mein Sahafat	Core (Language-2)	6	60+15=75

اردو میں صحافات نگاری

۱۔صحافت کی تعریف، ابتدااور ارتقا، اردو صحافت اور ابلاغیات

۲۔ابلاغیات اور اس کی قسمیں

۳۔اردو صحافت، اخبارات کا آغاز وارتقاء

۴۔اخبار نویسی کے اصول

۵۔صحافی کی ذمہ داریاں، خبر کی تشکیل کا فن

۶۔اداریہ نگاری، کالم نگاری، نامہ نگاری

۷۔صحافت کی زبان، فیچر، انٹرویو

معاون کتب:

۱۔اردو ماس میڈیا	فضل الحق
۲۔ہندستانی اخبار نویسی	محمد عتیق صدیقی
۳۔خبر نگاری	شافع قدوائی
۴۔ابلاغیات	محمد شاہد حسین
۵۔فن ادارت	مسکین علی مجازی
۷۔تاریخ صحافت	امداد صابری

B.A. Urdu (General)

Semester I

	Course Code	Course Title	Course Type	Credit	Full Marks	
	URDH-G-CC-T-1	Urdu mein Shairi Adab ki MukhtasarTarikh	Core	6	60+15=75	

اردو میں شعری ادب کی مختصر تاریخ

زبان وادب

اردو زبان کی ابتداء، مختلف نظریات کا جائزہ، صوفیائے کرام کی ادبی خدمات کا جائزہ—

دکن اور شمالی ہند میں اردو زبان کا ارتقاء اور اس کی تاریخ،

دکن اور شمالی ہند میں اردو ادب کا ارتقاء اور اسکا خصوصی جائزہ

متنی تدریس

آب حیات (10 صفحات)— محمد حسین آزاد

شعری ادب کی تاریخ

دکن میں اردو شاعری کی ابتدا— ولی اور سراج کا خصوصی مطالعہ

شمالی ہند میں اردو شاعری— آبرو، مظہر، سودا کا عمومی جائزہ

میر تقی میر، میر درد، غالب، اقبال، یگانہ چنگیزی، وحشت اور پرویز شاہدی کا خصوصی مطالعہ

متنی تدریس (غزلیات)

ولی دکنی

۱— یاد کرنا ہر گھڑی اس یار کا

۲— میں تجھے آیا ہوں ایمان بوجھ کر

۳— فدائے دلبر رنگیں ادا ہوں

میر تقی میر

۱۔جس سر کو غرور آج ہے یاں تاج وری کا

۲۔الٹی ہو گئیں سب تدبیریں کچھ نہ دوا نے کام کیا

۳۔فقیرانہ آئے صدا کر چلے

خواجہ میر درد

۱۔قتل عاشق کسی معشوق سے کچھ دور نہ تھا

۲۔سینہ و دل حسرتوں سے چھا گیا

۳۔مژگان تر ہوں، یا رگ تاک بریدہ ہوں

مرزا غالب

۱۔ درد منت کش دوا نہ ہوا

۲۔آہ کو چاہیے اک عمر اثر ہونے تک

۳۔دل ناداں تجھے ہوا کیا ہے

حسرت موہانی

۱۔دل کو خیال یار نے مخمور کر دیا

۲۔بدل لذت آزار کہاں سے لاؤں

۳۔اب ہم میں بھلا زیست کے آثار کہاں ہے

B.A. URDU (General)

SEMESTER - I

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-AECC-T-1	Bengal ka Urdu Adab	Core	6	50

اردو نظم ونثر

غزل:

میر تقی میر:

(i) فقیرانہ آئے صدا کر چلے میاں خوش رہو ہم دعا کر چلے

(ii) ہستی اپنی حباب کی سی ہے یہ نمائش سراب کی سی ہے

غالب:

(i) آہ کو چاہیے اک عمر اثر ہونے تک کون جیتا ہے تری زلف کے سر ہونے تک

(ii) ابن مریم ہوا کرے کوئی مرے دکھ کی دوا کرے کوئی

حسرت موہانی:

(i) نگاہ یار جسے آشنائے راز کرے وہ اپنی خوبی قسمت پہ کیوں نہ ناز کرے

(ii) اپنا سا شوق اوروں میں لائیں کہاں سے ہم گھبرا گئے ہیں بے دلی ہم راہاں سے ہم

نظم:

اقبال : نیا شوالہ

فیض : تنہائی

پرویز شاہدی : شیروانی

نثر:

۱۔ باغ و بہار (سیر تیسرے درویش کی) میر امن دہلوی

۲۔ فسانہ عجائب (داستان اعجاز بیان سلطان فیروز بخت کی) رجب علی بیگ سرور

۳۔ غالب کے خطوط (خط نمبر ۳۲ بنام میر مہدی مجروح) خطوط غالب : جلد دوم، مرتب : خلیق انجم

۴۔ مقالات سرسید (رسم ورواج کی پابندی) سرسید احمد خاں

۵۔ افسانہ ''سوا سیر گیہوں'' پریم چند

مضمون Unseen :

ترجمہ : (انگریزی سے اردو) Unseen

محاورات Unseen:

اصطلاحات Unseen:

B.A. Urdu (General)

Semester II

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-CC-T-2	Urdu mein Nasri Adab ki Tarikh	Core	6	60+15=75

اردو میں نثری ادب کی تاریخ

دکن میں اردو نثر — ملا وجہی کی سب رس کے حوالے سے

شمالی ہند میں اردو نثر — فضلی کی کربل کتھا کے حوالے سے

شمالی ہند میں اردو داستان — فورٹ ولیم کالج کی خدمات کے حوالے سے

متنی تدریس

باغ و بہار — میر امن دہلوی، قصہ آزاد بخت کا

فسانہ عجائب — رجب علی بیگ سرور، بندر کی تقریر

B.A. Urdu (General)

Semester III

Course Code	Course Title	Course Type	Credit	Full Marks
URDU-G-LCC-T-2	Urdu ki Adabi Tahrikein	Core (Language 2)	6	60+15=75

Literary Movement & History of Urdu Literature

اردو کی ادبی تحریکیں

۱۔فورٹ ولیم کالج کی تحریک

۲۔علی گڑھ تحریک

۳۔اصلاح زبان کی تحریک

۴۔انجمن پنجاب کی تحریک

۵۔رومانی تحریک

۶۔ترقی پسند تحریک

۷۔حلقۂ ارباب ذوق کی تحریک

معاون کتب:

۱۔اردو ادب کی تحریکیں ڈاکٹر انور سد

۲۔جدیدیت: کل اور آج شمس الرحمن فاروقی

۳۔اردو میں ترقی پسند ادبی تحریک خلیل الرحمن اعظمی

B.A. Urdu (General)

Semester III

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-CC-T-3	Makateeb, KhakaMaqalat	Core	6	60+15=75

مکاتیب، مقالات، خاکہ

ا۔مکتوب نگاری

مکتوب نگاری کا فن، اقسام، آغاز وارتقاء

غالب اور صفیہ اختر کی خطوط نگاری کا خصوصی مطالعہ

متنی تدریس

عود ہندی۔مرزا غالب (خط نمبر ۱۹ اور ۸۳)

زیر لب۔صفیہ اختر (ابتدائی دو خطوط)

۲۔خاکہ نگاری

خاکہ کی تعریف، سوانح اور خاکہ میں فرق، خاکہ نگاری کی روایت اور ارتقا۔

رشید احمد صدیقی اور عبدالحق کی خاکہ نگاری کا خصوصی مطالعہ

متنی تدریس

مختار احمد انصاری۔گنج ہائے گراں مایہ، رشید احمد صدیقی

۳۔مقالہ نگاری

مقالہ کی تعریف، مقالہ اور مضمون کا فرق۔مقالہ نگاری کی روایت اور ارتقا،

سرسید اور شبلی نعمانی کی مقالہ نگاری۔خصوصی مطالعہ

متنی تدریس

گزرا ہوا زمانہ۔مشمولہ مقالات سرسید، سرسید احمد خان

Translation from English to Urdu version-Unseen Passage

B.A. URDU (General)

SEMESTER - III

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G -SEC-T-1	Urdu Zaban ki Tadrees	SEC	2	50

اردو زبان کی تدریس

۱۔ اردو زبان کی بنیادی ساخت

۲۔ اردو زبان کا طریقہ تدریس

۳۔ اردو زبان کی تعلیم میں تدریسی اشیا کا استعمال

۴۔ اردا زبان کی تدریس میں جدید ٹیکنالوجی کا استعمال

B.A. URDU (General)

SEMESTER - IV

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-CC-T-4	Afsana, Novel Drama	Core	6	60+15=75

افسانہ، ناول اور ڈرامہ

۱) افسانہ

افسانہ کا فن، اقسام، مختصر افسانے کی روایت، ترقی پسند افسانہ نگار،

کرشن چندر، منٹو، بیدی اور عصمت چغتائی کا خصوصی مطالعہ

متنی تدریس

جامن کا پیڑ — کرشن چندر

نعرہ — سعادت حسن منٹو

دو ہاتھ — عصمت چغتائی

۲) ناول

ناول کا فن، اقسام، اجزائے ترکیبی، اردو ناول کا آغاز و ارتقاء

ڈپٹی نذیر احمد، رسوا، پریم چند، قرۃ العین حیدر کی ناول نگاری

۳) ڈرامہ

ڈرامہ کا فن، لوازمات ڈرامہ، اردو ڈرامہ کی تاریخ کا اجمالی جائزہ

آغا حشر کاشمیری کی ڈرامہ نگاری کا خصوصی مطالعہ

متنی تدریس

یہودی کی لڑکی — آغا حشر کاشمیری

B.A. URDU (General)

SEMESTER - IV

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-SEC-T-2	Urdu Zaban aur Computer	SEC	2	50

اردو زبان اور کمپیوٹر

۱۔ زبان کی تعلیم میں کمپیوٹر کی اہمیت

۲۔ اردو کے مختلف سائٹس

۳۔ اردو زبان میں ڈی ٹی پی (DTP) کا استعمال

۴۔ اردو ان پیج (Inpage)

۵۔ اردو زبان کی ترویج و اشاعت میں سوشل میڈیا کا استعمال

B.A. URDU- General

SEMESTER – V

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-DSE-T-1	Qasida&Masnavi	DSE	6	60+15=75

قصیدہ اور مثنوی

۱) قصیدہ

قصیدہ کی تعریف، فن، اجزائے ترکیبی، اقسام، ارتقائی سفر کا جائزہ—

سودا اور ذوق دہلوی کی قصیدہ نگاری کا خصوصی مطالعہ

متنی تدریس

سودا—قصیدہ شہر آشوب

ذوق— ہے ابر درخشاں وہ صحن میں کمال کے

۲) مثنوی

مثنوی کی تعریف، فن، اجزائے ترکیبی، اردو مثنوی کی ابتداء وارتقاء

شمالی ہند میں مثنوی نگاری، میر حسن کا خصوصی مطالعہ

متنی تدریس

سحر البیان— میر حسن (ابتدائی 25 صفحات)

B.A. URDU-General

SEMESTER – V

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-GE-T-1	Bengal mein Urdu Shaiyari	GE	6	75=15+60

بنگال میں اردو شاعری

بنگال میں اردو زبان کا آغاز اور ارتقاء— بنگال میں اردو شاعری آزادی سے قبل،

دبستان مرشد آباد کے شعراء— انشاء اللہ خاں انشاء، مخلص مرشد آبادی، قدرت اللہ قدرت کا خصوصی مطالعہ

رباعی کا فن اور پرویز شاہدی کی رباعی گوئی

متنی تدریس

مخلص مرشد آبادی

۱) وہ کون دن ہے کہ جب چشم اشکبار نہیں

۲) نہیں ہوتا ہے تیرے ہجر میں آرام کہیں

انشاء

۱) خیال کیجئے کیا آج کام میں نے کیا

۲) کمر باندھے ہوئے چلنے کو یاں سب یار بیٹھے ہیں

قدرت

۱) قاصد گیا تو کہنے لگا وہ بھی یار کی

۲) تو ہے کہاں تجھ بن اے زندگانی

رباعیات— پرویز شاہدی

۱) بلبل کی زباں تک جلا ڈالی ہے

۲) شبنم کا ثبات ہے ہماری ہستی

B.A.URDU(General)

SEMESTER - V

Course Code	Course Title	Course Type	Credit	Full Marks
URDU-G-SEC-T-3	Urdu mein Tarjuma Nigari	SEC	6	60+15=75

اردو میں ترجمہ نگاری

۱۔ترجمے کا فن اور اس کی قسمیں

۲۔ترجمے کے بنیادی اصول ونظریات

۳۔ترجمے کے تقاضے اور مترجم کی خصوصیات

۴۔اردو میں ترجمے کی رویت واہمیت

۵۔اردو میں ادبی تراجم کی روایت واہمیت

۶۔نثری اور منظوم ترجمے کا فرق

B.A.URDU(General)

SEMESTER - VI

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-DSE-T-2	Marsia, Nazm&Rubayee	DSE	6	60+15=75

مرثیہ،نظم اور رباعی

۱)مرثیہ

مرثیہ کا فن، اقسام، اجزائے ترکیبی، آغاز وارتقاء

انیس و دبیر کا خصوصی مطالعہ

متنی تدریس

میر انیس۔نمک خوان تکلم ہے فصاحت میری—(ابتدائی 15 بند)

مرزا دبیر۔شیر خدا کا قوت بازو حسین ہے—(ابتدائی 15 بند)

۲)نظم

نظم کی تعریف، اقسام، دیگر اصناف اور نظم میں فرق، آغاز وارتقاء—

حالی، اقبال، فیض، پرویز شاہدی کا خصوصی مطالعہ

متنی تدریس

حیات جاوید—الطاف حسین حالی

سرسید کی لوح تربت—اقبال

ادھر نہ دیکھو—فیض احمد فیض

شیروانی—پرویز شاہدی

۳)رباعی

رباعی کی تعریف، فن، موضوعات، آغاز اور ارتقاء—

اردو کے چند اہم رباعی گو—جوش ملیح آبادی کا خصوصی مطالعہ

متنی تدریس

جوش ملیح آبادی

۱)ایک فتنہ ہے ناقصوں میں کامل ہونا

۲)ٹپکاتے ہوئے گھٹا جب آنسو آئے

B.A.URDU(General)

SEMESTER - VI

Course Code	Course Title	Course Type	Credit	Full Marks
URDH-G-GE-T-2	Bangal mein Urdu Nasr	GE	6	60+15=75

بنگال میں اردو نثر

بنگال میں فکشن، ڈرامہ، تراجم اور مکتوب نگاری

بنگال میں اردو صحافت کا خصوصی مطالعہ

فورٹ ولیم کالج کی اردو خدمات

متنی تدریس

مکتوب سفر — خط نمبر 4، مولانا ابوالکلام آزاد

تغزل میں اصلاح کی ضرورت — مضمون، رضا علی وحشت

بھینٹ — افسانہ، ل احمد اکبر آبادی

B.A. URDU (General)

SEMESTER- VI

Course Code	Course Title	Course Type	Credit	Full Marks
URDU-G-SEC-T-4	Urdu Zaban ka Mutaleah aur Lisaniat	SEC	6	60+15=75

اردو زبان کا مطالعہ اور لسانیات

۱۔ لسانیات کی تعریف، لسانی مطالعے کی شاخیں

۲۔ زبان کی تعریف، آغاز وارتقا، زبانوں کی تقسیم

۳۔ جدید ہند آریائی زبانیں اور اردو

۴۔ اردو کی ابتداء سے متعلق مختلف نظریات کا مطالعہ

۵۔ مغربی ہندی اور اس کی بولیاں

۶۔ اردو زبان کی نشوونما میں صوفیائے کرام کی خدمات

University of Kalyani

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE

IN

PHILOSOPHY (HONOURS)

WITH EFFECT FROM THE ACADEMIC SESSION

2018-19

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE IN PHILOSOPHY (HONOURS)

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

   2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

   2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

   3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

   3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE IN PHILOSOPHY (HONOURS)

A. TOTAL Number of courses in UG-CBCS (B.A./B.Sc./B.Com. Hons.):

Types of course	Core course (CC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A./ B.SC./ B.COM.(HONOURS) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	**Core Course: 14 Papers**	**Theory + Practical**	**Theory + Tutorial**
1.A.	Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1 = 14
2.	**Elective Courses: (8 papers)**		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
#Optional Dissertation/ Project Work in place of* one *DSE paper (6 credits) in 6th semester			
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
	Total Credit:	**140**	**140**
## ***Wherever there is a practical, there will be no tutorial and vice- versa.***			

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A./B.SC./B.COM. HONS

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

- **COURSE CODE & COURSE TITLE:**
- ***Each paper of any course denoted by-(2-4 letters Subject Code--Honours/General (H/G)--Course Type(CC/GE/DSE)-(Theory/Tutorial/Practical)-Number of course. Ex.-Chemistry-CHEM-H-CC-T-1)***

A. Core courses (CC)

PHIL-H-CC-T-01	Outline of Indian Philosophy – 1
PHIL-H-CC-T-02	Outline of western Philosophy – 1
PHIL-H-CC-T-03	Outline of Indian Philosophy – 2
PHIL-H-CC-T-04	Outline of Western Philosophy – 2
PHIL-H-CC-T-5	Indian Ethics
PHIL-H-CC-T-6	Western Ethics
PHIL-H-CC-T-7	Indian Logic
PHIL-H-CC-T-8	Western Logic - 1
PHIL-H-CC-T-9	Psychology
PHIL-H-CC-T-10	Philosophy of Religion
PHIL-H-CC-T-11	Social – Political Philosophy
PHIL-H-CC-T-12	Western Logic – 2
PHIL-H-CC-T-13	Western Epistemology
PHIL-H-CC-T-14	Western Metaphysics

B. Discipline specific elective courses (DSE)

PHIL-H-DSE-T-1	Vedāntasāra (Text)
PHIL-H-DSE-T-2	An Enquiry Concerning Human Understanding(Text)
PHIL-H-DSE-T-3	Practical Ethics
PHIL-H-DSE-T-4	Contemporary Indian Philosophy

C. Generic elective courses (GE):

PHIL-G-GE-T-01	Indian Philosophy
PHIL-G-GE-T-02	Western Logic
PHIL-G-GE-T-03	Indian Philosophy
PHIL-G-GE-T-04	Western Logic

D. Ability enhancement compulsory courses (AECC)

1. AECC-01: ENVS
2. AECC-02: MIL

E. Skill enhancement courses (SEC)

PHIL-H-SEC-T-1	Logical Rules and Fallacies (Indian)	SEC
PHIL-H-SEC-T-2	Logical Rules and Fallacies (Western)	SEC

TABLE-3: SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN IN B.A./B.COM/B.SC.(Hons.)
(6 Credit: 75 Marks)

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
PHIL-H-CC-T-01	Outline of Indian Philosophy – 1	T	6(5L+1T)
PHIL-H-CC-T-02	Outline of Western Philosophy - 1	T	6
PHIL-G-GE-T-01	Indian Philosophy	T	6
AECC-01	ENVS	T	2
Total	**4 courses**	**Total**	**20**
SEMESTER-II			
Course Code	**Course Title**	**Course Nature**	**Credit**
PHIL-H-CC-T-03	Outline of Indian Philosophy – 2	T	6
PHIL-H-CC-T-04	Outline of Western Philosophy - 2	T	6
PHIL-G-GE-T-02	Western Logic	T	6
AECC-02	MIL	T	2
Total	**4 courses**	**Total**	**20**
SEMESTER-III			
Course Code	**Course Title**	**Course Nature**	**Credit**
PHIL-H-CC-T-5	Indian Ethics	T	6
PHIL-H-CC-T-6	Western Ethics	T	6
PHIL-H-CC-T-7	Indian Logic	T	6
PHIL-G-GE-T-03	Indian Philosophy	T	6
PHIL-H-SEC-T-1	Logical Rules and Fallacies (Indian)	T	2
Total	**5 courses**	**Total**	**26**
SEMESTER-IV			
Course Code	**Course Title**	**Course Nature**	**Credit**
PHIL-H-CC-T-8	Western Logic – 1	T	6
PHIL-H-CC-T-9	Psychology	T	6
PHIL-H-CC-T-10	Philosophy of Religion	T	6
PHIL-G-GE-T-04	Western Logic	T	6
PHIL-H-SEC-T-2	Logical Rules and Fallacies (Western)	T	2
Total	**5 courses**	**Total**	**26**
SEMESTER-V			
Course Code	**Course Title**	**Course Nature**	**Credit**
PHIL-H-CC-T-11	Social – Political Philosophy	T	6
PHIL-H-CC-T-12	Western Logic – 2	T	6
PHIL-H-DSE-T-1	*Vedāntasāra* (Text)	T	6x2=12
PHIL-H-DSE-T-2	*An Enquiry Concerning Human Understanding* (Text)	T	
Total	**4 courses**	**Total**	**24**
SEMESTER-VI			
Course Code	**Course Title**	**Course Nature**	**Credit**
PHIL-H-CC-T-13	Western Epistemology	T	6
PHIL-H-CC-T-14	Western Metaphysics	T	6
PHIL-H-DSE-T-3	Practical Ethics	T	6x2=12
PHIL-H-DSE-T-4	Contemporary Indian Philosophy	T	
Total	**4 courses**	**Total**	**24**
Total (All semesters)	***26 courses***	***Total***	***140***

****Detail Course & Contents of each subject specific syllabus will be given as per existing standard format as provided below.***

B.A. PHILOSOPHY (Honours)
SEMESTER-I/II/.....
Course: UG—HCC/DSE/..-01/02/..Course title:
Core/Generic/---- Course; Credit-6/2; Full Marks-75/50

COURSE CONTENT:

PHIL-H-CC-T-01 **Outline of Indian Philosophy – 1**		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C' Section 'D' Section 'E'	General Introduction Cārvāka Jainism Buddhism Nyāya – Vaiśeṣika	06 Credits 06 Credits 10 Credits 14 Credits 20 Credits
Unit-Wise Division: **Section 'A'** **Detailed Introduction**		
Unit: I	Distinctive Features of Indian Philosophy.	**03 Credits**
Unit: II	Basics concepts of Vedic and the Upanisadic World Views. *ṛta* (The Cosmic Order); *ṛṇa* (Duty/Obligation) *ātman*; *jāgrat* , *svapna* , *suṣupti* , *turīya*; *śreyas* ,*preyas* ,*karma*.	**03 Credits**
Section 'B' **Cārvāka**		
Unit: I	Cārvāka School: It's epistemology.	**03 Credits**
Unit: II	Metaphysics and Ethics.	**03 Credits**
Section 'C' **Jainism**		
Unit: I	Jainism: Concepts of *sat*, *dravya*, *guṇa*, *paryāya*, *jīva*, and *ajīva*.	**05 Credits**
Unit: II	*Anekāntavāda*, *syādvāda* and *saptabhangīnaya*.	**05 Credits**

Section 'D' Buddhism		
Unit: I	Four Noble Truths, *pratītyasamutpāda*, *kṣaṇabhangavāda*, *nairātmyavāda* .	**07 Credits**
Unit: II	Schools of Buddhism: Vaibhāṣika, Sautrāntika, Jogācara ,Mādhyamika.	**07 Credits**
Section 'E' Nyāya – Vaisesika		
Unit: I	Nyāya Epistemology: Four *pramāṇa*-s: Perception, Inference, Comparison and Testimony; Theory of Error; Nature of Cause, Classification of Causes: *samavāyi* , *asamavāyi* , *nimitta* , *asatkāryavāda* , the Idea of God and proofs for His Existence.	**10 Credits**
Unit: II	Vaiśeṣika Metaphysics, *paramāṇuvāda*, Seven Categories.	**10 Credits**

Suggested Reading

- S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy,* Calcutta University Press, Kolkata 700019, 2004
- Kalikrishna Bandyopadhyay *: Nyayatattva Parikrama,* Papyrus, Kolkata, 1984
- Karuna Bhattacharya : *Nyaya-Vaiśeṣika Darśan*
- Panchanan Shastri : *Cārvāk Darśan*
- Panchanan Shastri : *Bauddha Darśan*
- M. Hiriyanna : *Outline of Indian Philosophy*
- Chandradhar Sharma : *A Critical Survey of Indian Philosophy*
- S.N. Dasgupta : *A History of Indian Philosophy*
- J. N. Sinha *: Indian Philosophy* (Vols. 1-4)
- D.M. Datta : *Six Ways of Knowing*
- Samiran Chandra Chakraborti : *The Concept of Purusarthas*
- Nabanaraan Bandhopadhyaya (ed) : *Ancient Indian Views on Truth and Falsity*
- Anil kr. Roy Chowdhury : *The Doctrine of Maya*
- Sayan Madhava (translated and elucidated in Bengali by Satyajoti Chakraborty) : *Sarba Darsana Samagraha*
- Debabrata Sen *: Bharatiya Darsan* (in Bengali)
- Pradyot Kr. Mondal : *Bharatiya Darsan* (in Bengali)
- Nirod Baran Chakraborty *: Bharatiya Darsan* (in Bengali)
- Deepak Kr. Bagchi : *Bharatiya Darsan* (in Bengali)
- Dakshina Ranjan Sastri : *Chavaka Darsan* (in Bengali)
- Debiprasad Chattopadhyay : *Bharatiya Darsane Bastubad* (in Bengali)
- Satish Chandra Nyayacharya : *Jaina Darsaner Digdarsan*
- Pradyat Kr. Mondal : *Vaisesika Darsan* (in Bengali)
- Narayan Ch. Goswami : *Samkhya Tattva Kaumudi* (in Bengali)
- Bidhubhusan Bhattacharya *: Samkhya Darsaner Bibaran* (in Bengali)

- Dinesh Chandra Bhattacharya Sastri: *Sad – Darsana : Yoga* (in Bengali)
- Bhutnath Saptatirtha : *Mimamsa Darsanam* (in Bengali)
- Asuthosh Sastri *: Vedanta Darsan : Advaitavad* (in Bengali)
- Rama Chowdhury : *Vedanta Darsan* (in Bengali)
- Swami Viswarupananda (ed.) : *Vedanta Darsanam* – Vol-1(in Bengali)
- Damodar Asaram O Shyamapad Mishra : *Prasasthapadabhasya* (in Bengali)
- Sadannda Bhadury : *Studies in Vaisesika Metaphysics*
- S . Radhakrishnan : *Indian Philosophy* Vols. 1 & 2
- T. R. V. Murti : *Central Philosophy of Buddhism.*
- J.N. Mohanty: *Reason and Tradition in Indian Thought*
- R. D. Ranade : *A Constructive Survey of Upanisadic Philosophy*
- P.T. Raju : *Structural Depths of Indian Thought*.
- K.C. Bhattacharyya : *Studies in Philosophy*
- A.K. Warder: *Indian Buddhism*
- R. Puligandla *: Fundamentals of Indian Philosophy*
- T.M.P. Mahadevan : *An Outline of Hinduism*

PHIL-H-CC-T-02 **Outline of Western Philosophy – 1**		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C' Section 'D' Section 'E' Section 'F'	Distinctive Features of Western Philosophy. Plato Aristotle Descartes Spinoza Leibniz	04 Credits 10 Credits 08 Credits 12 Credits 10 Credits 12 Credits
Unit-Wise Division:	**Section 'A'**	
Unit: I	Features of Ancient, Medieval and Modern Periods	04 Credits
	Section 'B' **Plato**	
Unit: I	Theory of Knowledge.	**05 Credits**
Unit: II	Theory of Ideas or form.	**05 Credits**
	Section 'C' **Aristotle**	
Unit: I	Refutation of Plato's Theory of Ideas.	**03 Credits**
Unit: II	Theory of Causation, Form and Matter.	**05 Credits**

	Section 'D' **Descartes**	
Unit: I	Method of Descartes, *Cogito Ergo Sum*, Types of Ideas, Criterion of Truth, substance.	**06 Credits**
Unit:II	Proofs for the existence of God, Mind and Body Relation.	**06 Credits**
	Section 'E' **Spinoza**	
Unit: I	The Doctrine of Substance, Attributes and Modes, The Concept of God or Nature , Pantheism,	**05 Credits**
Unit: II	Mind - Body Relation. Degrees of Knowledge, Intellectual Love of God	**05 Credits**
	Section 'F' **Leibniz**	
Unit-I	Doctrine of Monads and Pre-established Harmony, God: Nature and Proofs for His existence.	**06 Credits**
Unit-II	Truths of Reason and Truths of Fact, Theory of Knowledge: Principles of Non-contradiction, Sufficient Reason and the Identity of Indiscernible.	**06 Credits**

Suggested Reading

- Y. Masih : *A Critical History of Western Philosophy,* Motilal Banarsidass Publishers Private limited., Delhi
- F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII],Continuum Publishers, London
- B. Russell : *History of Western Philosophy,* George Allen & Unwin Ltd., London,1946
- R. Falckenberg : *History of Modern Philosophy,* Progressive Publishers, Calcutta, 1962
- W.T. Stace : *A Critical History of Greek Philosophy,* MacMillan and St. Martine's Press Inc,1967
- W.K. Wright: *A History of Modern Philosphy,*The Macmillan Company, New York, 1958
- Anders Wedberg : *A History of Philosophy*, Vol.-I & II, Clarendon Press,Oxford,1982
- Tom Sorell & G. A. J. Rogers (ed.): *Analytic Philosophy and History of Philosophy,*Clarendon Press,Oxford,2005
- D. J. O. Conner (ed.) *: A Critical History of Western Philosophy*
- S.S. Barlingay & Padma Kulkarni : *A Critical History of Western Philosophy*
- John Cottingham *: The Rationalists* (Oxford , 1988)
- J.L. Ackrill. : *Aristotle the Philosopher*
- R. S. Woolhouse *: The Empiricist*
- Jonathan Barnes : *Aristotle : A very Short Introduction* (Oxford University Press)
- Roger Scruton *: A History of Philosophy From Descartes to Wittgenstain*

- Roger Scruton : *Spinoza : A very Short Introduction* (Oxford University Press)
- G.M. Ross : *Leibniz* (Oxford 1984)
- Jhon Caird *: Spinoza*
- Chandradaya Bhattacharya : *Paschatya Darsaner Itihas* (2 Vol.) in Bengali
- Swapna Sarkar : *Paschatya Darsaner Samiksa* in Bengali
- Nirod Baran Chakraborty : *Paschatya Darsaner Itihas* (Plato and Hume)
- Susanta Chakraborty : *Paschatya Darsaner Itihas*
- Samerendra Bhattacharya *: Paschatya Darsaner Itihas* (in Bengali)
- Prahlad Sarkar (ed.) : *Rene Descartes er Darsan* (in Bengali)
- Satyajit Dasgupta & Sarmistha Roy (trns.) : *Paschatya Darsaner Itihas* (in Bengali) *A Bengali translation of Russell's " A History of Western Philosophy "*
- Debobrata Sen : *Paschatya Darsaner Itihas (Plato to Aristotle)*
- Barnard Williams : *Descartes : Project of Pure Enquiry*
- A.K.Rogers : *A Student-s History of Philosophy*

PHIL-G-GE-T-01 **Indian Philosophy**		
Unit-Wise Division:		**Total:56 Credits**
Unit: I	Distinctive Features of Indian Philosophy.	**03 Credits**
Unit: II	Basics concepts of Vedic and the Upanisadic World Views. *ṛta* (The Cosmic Order); *ṛṇa* (Duty/Obligation) *ātman*; *jāgrat* , *svapna* , *suṣupti* , *turīya*; *śreyas* ,*preyas* ,*karma*.	**03 Credits**
Unit :III	Cārvāka Epistemology: *pratyakṣa* as the only source of knowledge; refutation of *anumāna*.	**08 Credits**
Unit: IV	Buddhism: Four Noble Truth (*catvari aryasatya*ni), *pratītyasamudpāda*, *nairātmyavāda,* different schools of Buddhism.	**10 Credits**
Unit: V	Jaina: *mahavrata*, *anuvrata, syadvada* and *anekantavada*.	**08 Credits**
Unit: VI	Nyāya: *pratyakṣya*, *anumāna (*definition and classification)	**10 Credits**
Unit: VII	Vaiśeṣika: Seven *padārtha*-s.	**08 Credits**
Unit: VIII	Advaita Metaphysics: Brahman, *māyā*.	**06 Credits**

Suggested Readings :

S.C. Chatterjee: *The Nyaya Theory of Knowledge*.

S.K. Maitra: *Fundamental Questions of Indian Metaphysics and Logic*

N. Hiriyanna: *Outlines of Indian Philosophy*

S.C. Chatterjee And D.M.Dutta: *An Introduction to Indian Philosophy*

N.B. Chakraborty: *Bharatiya Darsan*

C.D. Sharma: *A Critical Survey of Indian Philosophy*

Karuna Bhattercharya: *Nyaya-Vaisesika Darsan*

Pradyot Kr. Mondal: *Bharatiya Darsan*

Dipak Bagchi: *Bharatiya Darsan*

Sayan Madhava (translated and elucidated in Bengali by Satyajoti Chakraborty) : *Sarba Darsana Samagraha*

Debabrata Sen *: Bharatiya Darsan* (in Bengali)

Pradyot Kr. Mondal : *Bharatiya Darsan* (in Bengali)

Nirod Baran Chakraborty *: Bharatiya Darsan* (in Bengali

Dakshina Ranjan Sastri : *Chavaka Darsan* (in Bengali)

Debiprasad Chattopadhyay : *Bharatiya Darsane Bastubad* (in Bengali)

Satish Chandra Nyayacharya : *Jaina Darsaner Digdarsan*

Pradyat Kr. Mondal : *Vaisesika Darsan* (in Bengali)

PHIL-H-CC-T-03 **Outline of Indian Philosophy – 2**		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Sāṃkhya	10 Credits
Section 'B'	Yoga	12 Credits
Section 'C'	Pūrva Mīmāṁsā	12 Credits
Section 'D'	Advaita Vedānta	12 Credits
Section 'E'	Viśiṣṭādvaita Vedānta	10 Credits

Unit-Wise Division:

Section 'A' Sāṁkhya		
Unit: I **Unit: II**	Sāṁkhya Duality : *prakṛti* and it's constituents , proofs for the existence of *prakṛti*, *satkaryavāda* *puruṣa* : It's nature and arguments for it's existence. Plurality of *puruṣa*.	**05 Credits** **05 Credits**
Section 'B' **Yoga**		
Unit: I **Unit: II**	*citta, cittabhūmi, cittavṛtti* *Eightfold path (astānga yoga)* and *īśvara*.	**06 Credits** **06 Credits**
Section 'C' **Pūrva Mīmāṁsā**		
Unit: I **Unit: II**	*vidhi*, *niṣedha*. *pramāṇa*-s with special reference to *arthāpatti* and *anupalabdhi*, Theories of error: *akhyativāda* (Prabhākara), *anyathakhyativāda* (Bhāṭta)	**06 Credits** **06 Credits**
Section 'C' **Advaita Vedānta**		
Unit: I	Nature of Brahman, *Adhyāsa*, *vivartavāda,*	**06 Credits**
Unit: II	*māyā,* three grades of *sattā*, *jīva* and *jagat*.	**06 Credits**
Section 'D' **Viśiṣṭādvaita Vedānta:**		

Unit: I	Distinction between *advaitavāda* and *viśiṣṭādvaitavāda*, , Ramanuja's Criticism of Saṁkara's Doctrine of *māyā*.	**05 Credits**
Unit: II	Relation between *jīva* and *jagat*, Nature of Brahman .	**05 Credits**

References:

- S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy,* Calcutta University Press, Kolkata 700019, 2004
- Kalikrishna Bandyopadhyay *: Nyayatattva Parikrama,* Papyrus, Kolkata, 1984
- Karuna Bhattacharya : *Nyaya-Vaiśeṣika Darśan*
- Panchanan Shastri : *Cārvāk Darśan*
- Panchanan Shastri : *Bauddha Darśan*
- M. Hiriyanna : *Outline of Indian Philosophy*
- Chandradhar Sharma : *A Critical Survey of Indian Philosophy*
- S.N. Dasgupta : *A History of Indian Philosophy*
- J. N. Sinha : *Indian Philosophy* (Vols. 1-4)
- D.M. Datta : *Six Ways of Knowing*
- Samiran Chandra Chakraborti : *The Concept of Purusarthas*
- Nabanaraan Bandhopadhyaya (ed) : *Ancient Indian Views on Truth and Falsity*
- Anil kr. Roy Chowdhury : *The Doctrine of Maya*
- Sayan Madhava (translated and elucidated in Bengali by Satyajoti Chakraborty) : *Sarba Darsana Samagraha*
- Debabrata Sen : *Bharatiya Darsan* (in Bengali)
- Pradyot Kr. Mondal *: Bharatiya Darsan* (in Bengali)
- Nirod Baran Chakraborty *: Bharatiya Darsan* (in Bengali)
- Deepak Kr. Bagchi : *Bharatiya Darsan* (in Bengali)
- Debiprasad Chattopadhyay : *Bharatiya Darsane Bastubad* (in Bengali)
- Dinesh Chandra Bhattacharya Sastri : *Sad – Darsana : Yoga* (in Bengali)
- Bhutnath Saptatirtha : *Mimamsa Darsanam* (in Bengali)
- Asuthosh Sastri : Vedanta Darsan : *Advaitavad* (in Bengali)
- Rama Chowdhury : *Vedanta Darsan* (in Bengali)
- Swami Viswarupananda (ed.) : *Vedanta Darsanam* – Vol-1(in Bengali)
- Damodar Asaram O Shyamapad Mishra : *Prasasthapadabhasya* (in Bengali)
- Sadannda Bhadury : *Studies in Vaisesika Metaphysics*
- S . Radhakrishnan : *Indian Philosophy* Vols. 1 & 2
- J.N. Mohanty: *Reason and Tradition in Indian Thought*
- R. D. Ranade *: A Constructive Survey of Upanisadic Philosophy*
- P.T. Raju : *Structural Depths of Indian Thought.*

- K.C. Bhattacharyya : *Studies in Philosophy*
- R. Puligandla : *Fundamentals of Indian Philosophy*
- T.M.P. Mahadevan : *An Outline of Hinduism*

PHIL-H-CC-T-04 **Outline of Western Philosophy - 2**		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C' Section 'D'	Locke Berkeley Hume Kant	14 Credits 14 Credits 14 Credits 14 Credits
Unit-Wise Division:	**Section ' A'** **Locke**	
Unit: I	Refutation of Innate Ideas , classification of Ideas ,Theory of Substance, Distinction between Primary and Secondary Qualities, Theory of Knowledge.	**14 Credits**
	Section 'B' **Berkeley**	
Unit: I **Unit: II**	Rejection of the Distinction between Primary and Secondary Qualities, *Esse Est Percipi*, The Problem of Solipcism. Refutation of Abstract Ideas. Role of God.	**08 Credits** **06 Credits**
	Section 'C' **Hume**	
Unit: I **Unit: II**	Impressions and Ideas, Association of Ideas, Judgments Concerning Relations of Ideas, Judgments Concerning Matters of Fact. Theory of Causality, Theory of Self and Personal Identity, Humean Skepticism.	**07 Credits** **07 Credits**
	Section ' D' **Kant**	
Unit: I **Unit: II**	Conception of Critical Philosophy, Copernican Revolution in Philosophy, Classification of Judgments: Analytic, Synthetic, a priori, a posteriori; Possibility of Synthetic a- priori Judgments.	**07 Credits** **07 Credits**

Suggested Readings

- Y. Masih : *A Critical History of Western Philosophy,* Motilal Banarsidass Publishers Private limited., Delhi
- F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII],Continuum Publishers, London
- B. Russell : *History of Western Philosophy,* George Allen & Unwin Ltd., London,1946
- R. Falckenberg : *History of Modern Philosophy,* Progressive Publishers, Calcutta, 1962
- W.T. Stace : *A Critical History of Greek Philosophy,* MacMillan and St. Martine's Press Inc,1967
- W.K. Wright: *A History of Modern Philosophy,*The Macmillan Company, New York, 1958
- Anders Wedberg : *A History of Philosophy*, Vol.-I & II, Clarendon Press,Oxford,1982
- Tom Sorell & G. A. J. Rogers (ed.): *Analytic Philosophy and History of Philosophy,* Clarendon
- D. J. O. Conner (ed.) *: A Critical History of Western Philosophy*
- S.S. Barlingay & Padma Kulkarni : *A Critical History of Western Philosophy*
- R. S. Woolhouse : *The Empiricist*
- Chandradaya Bhattacharya : *Paschatya Darsaner Itihas* (2 Vol.) in Bengali
- Sapna Sarkar : *Paschatya Darsaner Samiksa* in Bengali
- Nirod Baran Chakraborty : *Paschatya Darsaner Itihas* (Plato and Hume)
- Susanta Chakraborty *: Paschatya Darsaner Itihas*
- Samerendra Bhattacharya : *Paschatya Darsaner Itihas* (in Bengali*)*
- Prahlad Sarkar (ed.) : *Rene Descartes er Darsan (*in Bengali)
- Satyajit Dasgupta & Sarmistha Roy (trns.) : *Paschatya Darsaner Itihas (in Bengali) A Bengali translation of Russell's " A History of Western Philosophy "*
- C. R. Morris : *Locke Berkeley Hume*
- Jonathan Bennett *: Locke Berkeley and Hume*
- R. S. Woolhouse : *The Empiricist*
- J. Dunn *: John Locke* (Oxford University , 1984)
- K.P. Wrinkler : *Berkeley : An Introduction* (Oxford , 1989)
- A.J. Ayer : Hume *: A Very Short Introduction* (Oxford University Press)
- J.N. Mohanty, ed. : *David Hume : An Enquiry Concerning Human Understanding*
- Roger Scruton *: Kant ; A Very Short Introduction*
- N.K. Smith : *Immanuel Kant ; Critique of Pure Reason (trans.)*
- Rasvihari Das *: A Handbook to Kant's Critique of Pure Reason*
- Paul Guyer : *Kant*
- Nirod Baran Chakraborty : *Paschatya Darsaner Itihas* (*Locke , : Berkeley*)
- Prahlad Sarkar (ed.) *: Locke Berkeley and Hume – Abhijnatabader Tin Pakriti* (in Bengali)
- Prahlad Sarkar : *Kant er Darsan* (in Bengali)
- Rasvihari Das : *Kant er Darsan* (in Bengali)
- A. Wood : *Kant*
- S. Korner *: Kant*
- John Cottingham : *The Rationalists*

PHIL-G-GE-T-02 Western Logic		
Prescribed Course:		**Total 56 Credits**
Western Logic		
Unit: I	Introductory topics: Distinguish between Deductive and Inductive argument, Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness.	**04 Credits**
Unit: II	Aristotelian classification of categorical proposition, Distribution of terms.	**04 Credits**
Unit: III	Immediate inference based on the square of opposition ; conversion , obversion	**04 Credits**
Unit: IV	Categorical syllogism; figure, mood, rules of validity; Fallacies.	**06 Credits**
Unit: V	Symbolic Logic: Use of Symbols.	**03 Credits**
Unit: VI	Truth-Functions ; negation ,conjunction, disjunction, implication, equivalence	**05 Credits**
Unit: VII	Tautology, Contradiction, Contingency.	**05 Credits**
Unit: VIII	Decision Procedure : Truth Table	**05 Credits**
Unit: IX	Using Truth Tables for testing the validity of arguments; Venn Diagram for testing validity; Fallacies.	**08 Credits**
Unit: X	Mill's Method of experimental enquiry, Analogy	**12 Credits**

Suggested Readings:

I.M. Copi & C. Cohen: *Itroduction to Logic (13th edn.)*

Indra Kumar Roy: *Pratiki Nyaya*

Rama Pradas Das: *Sanketic juktivijñān (*vol-I-IV)

W. Hodges: *Logic*

W.Salman: *Logic*

PHIL-H-CC-T-05 Indian Ethics		
Prescribed Course:		**Total 56 Credits**
Section 'A'	1. *Introduction:* presuppositions and determination , theory of *karma*; *niṣkāma karma*	08 Credits
Section 'B'	2. *dharma*: It's meaning and definition; vedic concepts of *svadharma*, *sādharaṇa dharma*, *āśrama dharma, viśeṣa dharma*; *varṇa dharma*.	16 Credits
Section 'C'	3. *puruṣārtha* and their interrelation.	08 Credits
Section 'D'	4. Buddhist Ethics: *pañcaśīla* and *brahmavihārabhāvanā*.	08 Credits
Section 'E'	5. Jaina Ethics: *triratna, anuvrata* and *mahāvrata.*	08 Credits
Section 'F'	6. *Joga Ethics : ahimsā ,yama, niyama.*	08 Credits

Suggested Reading

- I. C. Sharma : *Ethical Philosophies of India,* George Allen & Unwin Ltd., London,1965
- Samiran Ch. Charaborty : *The concept of purusarthas*
- Davjanananda Vargava : *Jaina Ethics*
- Stevenson : *The Heart of Jainism*
- Syed Ameer Ali : *The spirit of Islam* (English and Bengali Verson)
- Laugaksibhaskara : *Arthasamgraha* (Edited by Swami Bhargananda)
- Prasastapada: (Ed. By Brahmacavi Medhacaitanya (2nd Vol.): *Padarthadharma Samgraha* (guna Prakarana)

- S.K.Maitra : *The Ethics of Hindus*
- Surama Dasgupta : *Development of Moral Philosophy*
- M.Hiriyanna : *The Indian Conception of Values*
- P.V. Kane : *History of Dharma Sastra Vol -1*

PHIL-H-CC-T-06 **Western Ethics**		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Nature and scope of ethics or moral philosophy. Non-moral action, object of moral philosophy- motive or intention.	10 Credits
Section 'B'	Teleological Ethics : Egoism , Hedonism , Utilitarianism (Utilitarianism : Act- Utilitarianism ; General Utilitarianism ; Rule Utilitarianism)	12 Credit
Section 'C'	Deontological Ethics: Kant	12 Credits
Section ' D'	Practical Ethics: Killing, Euthanasia, Suicide. Theories of punishment.	12 Credits
Section 'E'	Virtue ethics : Aristotle	10 Credits

Suggested Reading

- W. Lillie *: An Introduction to Ethics,* University Paperbacks, London,1955
- W. Frankena: *Ethics,*2nd ed., Prentice Hall of India Private Limited, Delhi, 1973
- Samarendra Bhattacharya : *Tattvagata Nitividya O Vyavaharika Nitividya*
- Aristotle : *The Nichomachean Ethics* (Trans. Devid Ross Revused by J.L. Ackrill and J. Urmson)
- Mrinal Kanti Bhadra *: Nītividya,* The University of Burdwan , Burdwan,1991
- David Bostock : *Aristotle's Ethics*
- Julia Driver : Ethics – *The Fundamentals*
- Fred Feldman : *Introductory Ethics*
- W. Frankena *: Ethics*
- W. Lillie *: An Introduction to Ethics*
- J.D. Mabbott : *Introduction to Ethics*
- J.Hospers: *Human Conduct*
- Rosalind Hurstthrone: *Virtue Ethics*
- Kant: *Groundwork of the Metaphysics of Morals*
- J.S.Mill: *Utilitarianism*

- W.D.Hudson: *Modern Moral Philosophy*
- Phillappa Foot (Ed.): *Theories of Ethics*
- R.M. Hare: *The Language of Morals*
- H.J. Paton: *The Moral Law*
- Plato: *Parmenides and Protagoras*
- Aristotle*: Nichomachean Ethics*
- Bernard Williams: Morality: *An Introduction to Ethics*
- J.L. Mackie: Ethics: *Inventing Right and Wrong*
- Bernard William and J.J.C. Smart: *Utilitarianism: For and Against*
- C.D. Broad*: Five Types of Ethical Theory*
- *Nitividya:* Aurobindo Basu (in Bengali)

PHIL-H-CC-T-07 **Indian Logic**		
Prescribed Course:		**Total 56 Credits**
	Tarkasamgraha with Dīpikā – Annambhatta. *Sarvavyavahara heturgunah buddhirjnanam* to *Nigrahasthanantaramiti nabina.* (Upto *Hetvabhāsa*)	**56 Credits**

Suggested Reading

- Gopinath Bhattacharyya (tr. & elucidated) *Tarkasaṁgrahadīpikā on Tarkasaṁgraha,* Progressive Publishers, Calcutta
- Dharmakirti*: Nyayabindu*
- Narayan Chandra Goswami : *Tarkasaṁgraha of Annambhatta* with D ipika [From " sarvavyavaharaheturgunah buddhirjnanam to samrtirapi dvividha yathartha ayatharthasceti.]
- Anamika Roychoudhury : *Tarkasaṁgraha*
- S. Kupswami Sastri : *A Primer of Indian Logic*
- Panchanan Sasri : *Tarkasaṁgraha* (in Bengali)
- Kantilal Poddar : *Tarkasaṁgraha*(in Bengali)
- Indira Mukhopadyay : *Annambhatta – Krita Tarkasaṁgraha O Tarkasaṁgraha Dipika (Bengali Trans. Of Gopinath Bhattacharyya's English exposition*.
- Yasovijaya: *Jaina tarka Bhasa*
- S.S. Berlingay: *A Modern Introduction To Indian Logic*
- B. K. Matilal: *Logic, Language and Reality*

- S. K. Maitra: *Fundamental Question of Indian Metaphysics and Logic*
- C. Bhattacharya: *Elements of Indian Logic and Epistemology*
- S. Chatterjee*: Nyaya Theory of Knowledge*

PHIL-G-GE-T-03 Indian Philosophy		
Unit-Wise Division:		**Total: 56 Credits**
Unit: I	Distinctive Features of Indian Philosophy.	**03 Credits**
Unit: II	Basics concepts of Vedic and the Upanisadic World Views. *ṛta* (The Cosmic Order); *ṛṇa* (Duty/Obligation) *ātman*; *jāgrat* , *svapna* , *suṣupti* , *turīya*; *śreyas* ,*preyas* ,*karma*.	**03 Credits**
Unit :III	**Cārvāka Epistemology**: *pratyakṣa* as the only source of knowledge; refutation of *anumāna*.	**08 Credits**
Unit: IV	**Buddhism**: Four Noble Truth (*catvari aryasatya*ni), *pratītyasamudpāda*, *nairātmyavāda,* different schools of Buddhism.	**10 Credits**
Unit: V	**Jaina**: *mahavrata*, *anuvrata, syadvada* and *anekantavada*	**08 Credits**
Unit: VI	**Nyāya**: *pratyakṣya*, *anumāna (*definition and classification)	**10 Credits**
Unit: VII	**Vaiśeṣika**: Seven *padārtha*-s,	**08 Credits**
Unit: VIII	**Advaita Metaphysics**: Brahman, *māyā*.	**06 Credits**

Suggested Readings :

S.C. Chatterjee: *The Nyaya Theory of Knowledge*.

S.K. Maitra: *Fundamental Questions of Indian Metaphysics and Logic*

N. Hiriyanna: *Outlines of Indian Philosophy*

S.C. Chatterjee And D.M.Dutta: *An Introduction to Indian Philosophy*

N.B. Chakraborty: *Bharatiya Darsan*

C.D. Sharma: *A Critical Survey of Indian Philosophy*

Karuna Bhattercharya: *Nyaya-Vaisesika Darsan*

Pradyot Kr. Mondal: *Bharatiya Darsan*

Dipak Bagchi: *Bharatiya Darsan*

Sayan Madhava (translated and elucidated in Bengali by Satyajoti Chakraborty) : *Sarba Darsana Samagraha*

Debabrata Sen *:* *Bharatiya Darsan* (in Bengali)

Pradyot Kr. Mondal : *Bharatiya Darsan* (in Bengali)

Nirod Baran Chakraborty *:* *Bharatiya Darsan* (in Bengali

Dakshina Ranjan Sastri : *Chavaka Darsan* (in Bengali)

Debiprasad Chattopadhyay : *Bharatiya Darsane Bastubad* (in Bengali)

Satish Chandra Nyayacharya : *Jaina Darsaner Digdarsan*

Pradyat Kr. Mondal : *Vaisesika Darsan* (in Bengali)

PHIL-H-SEC-T-01 **Logical Rules and Fallacies (Indian)**		
Prescribed Course:		**Total 38 Credits**
Unit: I	Definition and classification of *anumāna* (a) The Nyāya model (*chala*, *jāti*, *nigrahasthāna*, *vāda*, *jalpa*, *vitaṇdā*) (b) The Buddhist model (*prasaṅga*)	12 **Credits**
Unit: II	**Aid to *Anumāna*:** (a) *tarka* (b) *avayava* (c) *dṛṣṭānta* (d) *siddhānta*	8 **Credits**
Unit: I II	Nature of *Hetu* and *Hetvābhāsa*	18 **Credits**

Suggested Readings:

- Phanibhushan Tarkabagish: *Nyāya Parichaya*
- Th. Stcherbatsky: *Buddhist Logic*, Vol.-I
- Bimal Krishna Matilal: *The Character of Logic in India*
- B. N. Singh: *Indian Logic*
- S. C. Chatterjee: *Nyāya Theory of Knowledge References*
- Bimal Krishna Matilal: *Perception*, Chap. 3 (OUP,1986)
- J.N. Mohanty: *Reason and Tradition in Indian Thought* (Oxford, 1998) . Challenging interpretations of many key doctrines
- Marie-Helene Gorisse and Peter Van Ormondt: A Day of Indian Logic
- Bidubhusan Bhattacharya: *Indian Logic,*Motilal Baranasidass, Delhi
- Dilipkumar Mohanta: *Madhyamaka Darsaner Ruprekha*
- Dilipkumar Mohanta: *Vigrahavyavartanī,* Mahabodhi Soci

PHIL-H-CC-T-08 Western Logic – 1		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C'	Introduction to Logic Deduction Induction	08 Credits 36 Credits 12 Credits
Unit-Wise Division: **Section 'A'** **Introduction to Logic**		
Unit – I	1.Sentence and Proposition; Distinction between deductive and inductive argument, Logical form 2. Truth, Validity and Soundness 3. Laws of Thought	08 Credits
Section 'B' **Deduction**		
Unit: II	1. Aristotelian Classification of Categorical Proposition; Square of Opposition and the question of existential input; Conversion, obversion, contra position, inversion. 2. Categorical Syllogism: figures and moods; rules of validity; fallacies 3. Boolean interpretation of propositions; Venn diagram technique for testing the validity of syllogisms 4. Truth function: negation, conjunction, disjunction, implication, equivalence 5. Arguments and argument forms; decision procedures: truth tables; *reductio ad absurdum* 6. Techniques of symbolization; proof construction: Formal Proof of Validity and Invalidity 7. Quantification theory: singular and single – general propositions; rules of quantification, proving validity and invalidity of quantification theory.	36 Credits
	Section C **Induction**	
Unit III	1. Analogy 2. Mills method of experimental enquiry 3. Scientific hypothesis 4. Elementary probability calculus	12 Credits

Suggested Reading

- I.M. Copi, C. Cohen, P. Jetli & M. Prabhakar : *Introduction to Logic* (13th Edition) [Chapters 3 to 8], Pearson Education,Inc, New Delhi, 2009
- A. H. Basson and D.J. O'Connor: *Introduction to Symbolic Logic*
- H.Kyburg Jr.: *Probability and Induction*
- W. Kneale: *Probability and Induction*
- I.M. Copi : *Symbolic Logic*
- Chanda Chakraborty : Logic : *Internal Symbolic and Inductive*
- Stan Baronett and Madhuchanda Sen : *Logic*
- Ramaprasad Das *:Sanketik Juktivijnan* Vol. I-III (in Bengali)
- Ramaprasad Das *:Navya Juktivijnan* I-IV vol. (in Bengali)
- *Dulal Chandra Pandey and Faluguni Mukhapadhyay: pascatya Juktivijnaner bhumika o Sanketik*

PHIL-H-CC-T-09 **Psychology**		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C' Section 'D'	Psychology Methods of Psychology Psychological Process Unconscious and Dream	04 Credits 14 Credits 20 Credits 18 Credits
Unit-Wise Division: **Section 'A'** **Psychology**		
Unit: I	Nature and Scope of Psychology.	04 Credits
Section 'B' **Methods of Psychology**		
Unit: I	Introspection , Extrospection Experimental and observation.	14 **Credits**
Section 'C' **Psychological Process**		
Unit: I	Sensation, Perception, Web-Fechner Law Classical approach, Gestalt approach, Wertheimer Koffka & Kohler. Memory, Attention, Personality, Learning: Thorndike's connectionism, Pavlov's classical conditioning, Gestalt Theory, I.Q	20 **Credits**
Section 'D'		

Consciousness		
Unit - 1	Levels of Mind: Conscious, Sub-Conscious, Unconscious.	**09 Credits**
Unit - II	Proofs for the existence of unconsciousness; Freud's theory of dream.	**09 Credits**

Suggested Reading

- G. F. Stout : *A Manual of Psychology,* Hinds, Noble & Eldridge, 1915
- Woodworth & Marquis : *Psychology,* Holt, New York, 1947
- R. S. Woodworth *: Contemporary Schools of Psychology,*Methuen & Co.Ltd., Great Britain,1931
- E. B. Titchener : *A Text- book of Psychology,*Macmillan, 1921
- Baron & Misra : *Psychology, Pearson, 5th Edition, 2014*
- C.T. Morgan : *Introduction to Psychology*
- R. Knight & M. Knight : *A Modern Introduction to Psychology*
- E.B. Harlock : *Developmental Psychology*
- Pareshnath Bhattacharya : *A Text Book of Psychology*
- J.Shaffer : *Philosophy of Mind Individuals*
- Prity Bhusan Chattopadhyay *: Monovidya in Bengali*
- Pareshnath Bhattacharya : *Monovidya in Bengali*
- M.N. Mitra O Puspa Misra : *Manosamiksha in Bengali*
- M.N. Mitra O P. Sarkar : *Monodarsan Sarirvada O tar vikalpa*
- Ira Sengupta : *Adhunik Monovijnan in Bengali*
- Aurabinda Basu O Nivedita Chakraborty : *Monodarsan in Bengali*
- Susil Roy : *Shikshrayi Monovidya in Bengali*
- E.B. Murlock: *Developmental Psychology*
- A.F. Witting and G. William: *Psychology an Introduction*
- Worchel and Shekilaka: *Psychology*
- Swami Abhedananda: *Yoga Psychology*
- P.N. Bhattacharyya: *A Text Book of Psychology (vol. 1-3)*

PHIL-H-CC-T-10 Philosophy of Religion		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Nature and Scope of Philosophy of Religion	04 Credits
Section 'B'	Religion: Origin and Development of Religion, Atheism, Deism, Theism, Pantheism, Religion without God, Monotheism, Polytheism, Henotheism.	20 Credit
Section 'C'	Hinduism, Christianity, Islam, Buddhism: Basic Tenets.	10 Credits
Section 'D'	Argument for the Existence of God: Ontological, Cosmological, and Teleological.	12 Credits
Section 'E'	Arguments against the Existence of god	10 Credits

Suggested Reading

- D. Mahanta: *Dharma Darsaner Katipay Samasya*, Nababharati Prakashani, Kolkata, 2010
- P.B.Chatterjee : *Studies in Comparative Relegion,* Dasgupta & Co. Private Ltd., Calcutta, 1971
- J. Hick : *Philosophy of Religion,* Prentice Hall of india,3rd ed., 1988
- Kalidas Bhattacharyya : *Possibility of Different Types of Religion*, The Asiatic Society, Calcutta,1975
- K.N.Tiwari : *Comparative Religion,* Motilal Banarsidass, Delhi, 1987
- D.A. Trueblood: *Philosophy of Religion*
- Mc Phearson: *The Philosophy of Religion*
- John Dewey: *A Common Faith*
- Chemparathy: *Indian Rational Theology*
- D.M. Edwards*: The Philosophy of Religion*
- N.K. Brahma: *The Philosophy of Hidu Sadhana*
- K.S. Murthy: *The Realm of Between*
- S. Radhakrishnan: *Eastern Religion and Western Thought*
- L. Pojman (Ed.): *Philosophy of Religion*
- R. Swineburne: *The Existence of God*
- D.P. Cattopadhyay: *Indian Atheism*
- Arabindu Basu & Nibedita Chakraborty: *Dharmadarsan*
- Nikhilesh Bandyopadhyay*: Dharmadarsan*
- Kshitimohan Sen *: Hindudarma*

- Saiyed Amir Ali *:Spirit of Islam (in Bengali and in English)*
- Sushil Chakraborty*: Dharmadarshan in Bengali*
- Rabindranath Das*: dharmadarshan*
- Pringle Pattison: *Philosophy of Religion*
- Pramodhbandu Sengupta*: Dharmadarsa*

PHIL-G-GE-T-04 **Western Logic**		
Prescribed Course:		**Total 56 Credits**
Unit: I	Introductory topics: Distinguish between Deductive and Inductive argument, Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness.	**04 Credits**
Unit: II	Aristotelian classification of categorical proposition, Distribution of terms.	**04 Credits**
Unit: III	Immediate inference based on the square of opposition ; conversion , obversion	**04 Credits**
Unit: IV	Categorical syllogism; figure, mood, rules of validity; Fallacies.	**06 Credits**
Unit: V	Symbolic Logic: Use of Symbols.	**03 Credits**
Unit: VI	Truth-Functions ; negation ,conjunction, disjunction, implication, equivalence	**05 Credits**
Unit: VII	Tautology, Contradiction, Contingency.	**05 Credits**
Unit: VIIII	Decision Procedure : Truth Table	**05 Credits**
Unit: IX	Using Truth Tables for testing the validity of arguments; Venn Diagram for testing validity; Fallacies.	**08 Credits**
Unit: X	Mill's Method of experimental enquiry, Analogy	**12 Credits**

Suggested Readings:

I.M. Copi & C. Cohen: *Itroduction to Logic (13th edn.)*

Indra Kumar Roy: *Pratiki Nyaya*

Rama Pradas Das: *Sanketic juktivijñān (*vol-I-IV)

PHIL-H-SEC-T-02 Logical Rules and Fallacies (Western)	
Prescribed Course:	
PHIL-G-SEC-T-02 **Logical Rules and Fallacies (Western)** **Prescribed Course:** **Total: 38 Credits**	
R.Jeffry: Formal Logic (1st Edition) It's scope and Limits, Chapter-4	19 **Credits**
P. Suppes : Introduction to Logic (Indian edition) Chapter-9 , Section – 9.1 to 9.8	19 **Credits**

PHIL-H-CC-T-11 Social and Political Philosophy		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Nature and Scope of Social Philosophy and Political Philosophy	04 Credits
Section 'B'	Basic Concepts	10 Credits
Section 'C'	Theories about the relations between individual and society	10 Credits
Section 'D'	Political Ideology	12 Credits
Section 'E'	Social change	10 Credits
Section 'F'	Concepts of Gandhi	10 Credits
Section 'A'		
Nature and Scope of Social Philosophy and Political Philosophy		**04 Credits**
Section 'B' **Basics Concepts**		
Society, Social group, Community, Association, State, Nation, Institution, Custom.		**10 Credits**
Section 'C' **Theories about the relations between individual and society**		

Individualistic Theory, Organic Theory, Idealistic Theory	**10 Credits**
Section 'D' **Political Ideology**	
Democracy and its different forms. Socialism: Utopia and Scientific	**12 Credits**
Section 'E' **Social Change**	
Marx and Ambedkar	**10 Credits**
Section 'F' **Concepts of Gandhi**	
swarāj , *satyāgraha* , *sarvodaya*.	**10 Credits**

Suggested Reading

- R. M. MacIver & C. H. Page : *Society, Macmillan & CO LTD., London,1957*
- Morris Ginsberg : *Sociology, Oxford University Press, 1950*
- Tom Bottomore : *Sociology, A Guide to Problems and Literature,* Blackie & Son (India) Ltd., Bombay, 1972
- P. Gisbert *: Fundamentals of Sociology, Oriental Longmans Private Ltd. 1959,Calcutta 13*
- F. Engles : *Socialism : Utopian and Scientific, Resistance Books, 1999*
- Satyabrata Chakraborty(Etd.) : *Bharatbarsha : Rastrabhabana, Ekushe, Kolkata, 2003*
- Amal Kumar Mukhopadhyay : *'Secularism in the Present Indian Society' in Bulletin of the Ramkrishna Mission Institute of Culture,* Vol. LVII No. II
- D.E. Smith : *India as A Secular State,* Princeton University Press, 2015
- P. Gisbert : *Fundamental of Sociology*
- Bhuddhadeb Bhattacharya : *The Evolution of Political Philosophy of Gandhi*
- D.D.Raphael : *Problems of Political Philosophy*
- Kyamlicka .W. : *Contemporary Political Philosophy an Introduction*
- Wolff , J. : *An Introduction to Political Philosophy*
- C.E.m. Joad : *Introduction to Modern Political Theory*
- Amal Kumar Mukhopadhyay : *Rastra Darsaner Dhara*
- Ambedkar: *Annihilation* of *Caste*
- Amelendu Mukhopadhyay : *Samajik O Rajnitik Tattver Niti*
- Shovanlal Duttagupta : *Marxiya Rastrachinta*
- Dilip Kr. Chattopadhyay : *Adhunik Rastriya Matabader Bhumika (A Bengali translation of Joad's An Introduction to Modern Political Theory)*
- Nirmal Kr. Sen : *Rastrachintar Itihas*

- M.K.Gandhi : *Hind Swaraj*
- Jayantanuja Bandhopadhyay : *Social & Political Thought of Gandhi Karl Marx And Fredrick Engels : Communist Manifesto*
- Pritibhusan Chattopadhyay : *Samaj Darsan Dipika*
- Parimal Bhusan Kar : *Samaj Tattva*
- Samarendra Bhattacharya : *Samaj Darsan O Rastra Darsan*
- F. Engles : Samaj Tantro *: Kalpanik O Vaijnanik*
- Marx O Engles : *Samyader Itihas*
- Robert N. Beck : *Handbook in Social Philosophy*
- J. Fierg : *Social Philosophy*
- W.E Moore : *Social Change*
- N.V. Joshi : *Social and Political Philosophy*
- A.K. Sinha : *Outlines of Social Philosophy*
- D.D Rapheael : *Problems of Political Philosophy*
- K.G. Mashruwalla *: Gandhi and Marx.*
- T.S. Devadoss : *Sarvadaya and the Problem of Political Sovereignty*
- K. Roy and C. Gupta (eds) : *Essays in Social and Political Philosophy*
- Peter Singer: *Practical Ethics*
- Rosemarie Tong : *Feminist Thought : a comprehensive introduction*
- Mary Evans : *Introducing Contemporary Feminist Thought*
- S. I. Benn and R . S . Peters: *Social Principles and the Democratic State*
- Leo Strauss : *What is Political Philosophy*
- Ambedkar*: Annihilation* of caste

PHIL-H-CC-T-12 **Western Logic – II**		
Prescribed Course		**Total 56 Credits**
Section 'A'	Introduction to Logic – P. Suppes Chapter – 9 & 10	28 Credits
Section 'B'	H.W.B. Joseph : An Introduction to Logic **Chapter-II & IV** (Terms and their principle distinctions , The predicables) H.W.B. Joseph : An Introduction to Logic **Chapter- V** (The Rules of Definition and Division : Classification and Dichotomy)	28 Credits

Suggested Reading

P. Suppes: *Introduction to Logic*

Kantial Das and Ahmed Ali: *An Handbook of Set Theory*

Ramaprasad Das: Yuktivaijnanik padhati in Bengali

Bholanath Ray: Text Book of Deductive Logic

Ramaprasad Das: Sabda o artha in Bengali

PHIL-H-DSE-T-01 ***Vedāntasāra* (Text)** **(Upto *vikṣepa śakti*)** **56 Credits**

Suggested Readings:

Kalibar Vedantavagis : *Vedantasara*

Medha Caitanya : *Vedantasara*

Swami Nikhilananda: *Vedantasara (Eng. Trans.)*

Loknath Chakraborty : Vedantasara

PHIL-H-DSE-T-2 **An Enquiry Concerning Human Understanding (Text)** **(Chapter 1 to 12)** **56 Credits**

Suggested Readings:

David Hume : *An Enquiry Concerning Human Understanding*

N. K. Smith: *The Problem of David Hume*

Tapan Kr. Chakraborty*: Hume's Theory of Causality*

Rama Prasad Das: *Hume er Enqury Ekti Upasthapana*

PHIL-H-CC-T-13 **Western Epistemology**	
Prescribed Course	Total

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

Suggested Reading

John. Hospers : *An Introduction to Analytic Philosophy*

Ramaprasad Das: *Darsanik Jijnasa (in Bengali)*

Samari Kanta Samanta: *Darsanik Bishlesaner Ruparekha (Vol 1 & 2) (in Bengali)*

Dikshit Gupta: *Bishlesanio Darsaner Bhumika (in Bengali)*

Rabindranath Das: *Darsanik Bishlesaner Bhumika (in Bengali)*

Samarendra Bhattacharchya: *Darshanik Bishlesaner Bhumika*

PHIL-H-CC-T-14 **Western Metaphysics**	
Prescribed Course:	**Total**
An Introduction to Philosophical Analysis –John Hospers. Chapter V,VI & VIII	**56 Credits**

Suggested Reading

John. Hospers : *An Introduction to Analytic Philosophy*

Ramaprasad Das: *Darsanik Jijnasa (in Bengali)*

Samari Kanta Samanta: *Darsanik Bishlesaner Ruparekha (Vol 1 & 2) (in Bengali)*

Dikshit Gupta: *Bishlesanio Darsaner Bhumika (in Bengali)*

Rabindranath Das: *Darsanik Bishlesaner Bhumika (in Bengali)*

Samarendra Bhattacharchya: *Darshanik Bishlesaner Bhumika*

PHIL-H-DSE-T-03 **Practical Ethics**		
Prescribed Course		**Total 56 Credits**
Unit-I :	An Introduction to Moral Philosophy and Applied Ethics.	10

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

Suggested Readings:

- Applied Ethics: Peter Singer
- Practical Ethics Peter: Singer
- A Companion to Ethics: Peter Singer
- Practical Ethics: U.N. Ghosal
- Theory of Justice: John Rawls
- Redefining Ethics as Care: Bidisha Chatterjee
- Principles of Ethics: P.B.Chatterjee
- Phalita Nitividya: Santosh Kumar Pal (in Bengali)
- Nitividyar Tattvakatha: Somnath Chakrabarty (in Bengali)
- Prasanga manavadikara: Tattva o Satya: Anuradha Chattopadhyay (in Bengali)
- Vyavaharika Nitividya: Nabakumar Nandi O Manik Bal (in Bengali)
- Phalita Nitividya: Dikshit Gupta (in Bengali)

PHIL-H-DSE-T-04
Contemporary Indian Philosophy
56 Credits

Topic

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

Suggested Readings:

- Practical Vedanta: Swami Vivekananda

- Integral Yoga: Sri Aurobindo
- Religion of Man: Rabindranath Tagore
- New Humanism and Materialism: M.N.Roy
- Radical Humanist: Selected Writings: M.N. Roy
- *Muktisadhanar tin parva Shibnarayan* Ray *sampadita* :Biplabibhabuk Manebendranath:

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University of Kalyani

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE IN SANSKRIT (HONOURS)

WITH EFFECT FROM THE ACADEMIC SESSION

2018-19

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSEIN SANSKRIT (HONOURS)

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

   2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

   2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

   3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

   3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSEIN SANSKRIT (HONOURS)

A. TOTAL Number of courses in UG-CBCS (B.A./B.Sc./B.Com. Hons.):

Types of course	Core course (CC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	**14**	**4**	**4**	**2**	**2**	**26**
Credit/course	**6**	**6**	**6**	**2**	**2**	**140**

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A./ B.SC./ B.COM.(HONOURS) UNDER CBCS

S. No.	**Particulars of Course**	**Credit Point**	
1.	**Core Course: 14 Papers**	**Theory + Practical**	**Theory + Tutorial**
1.A.	Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1 = 14
2.	**Elective Courses: (8 papers)**		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
#Optional Dissertation/ Project Work in place of* one *DSE paper (6 credits) in 6th semester			
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
	Total Credit:	**140**	**140**
## ***Wherever there is a practical, there will be no tutorial and vice- versa.***			

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A./B.SC./B.COM. HONS

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

- **COURSE CODE & COURSE TITLE:**

- ***Each paper of any course denoted by-(2-4 letters Subject Code--Honours/General (H/G)--Course Type(CC/GE/DSE)-(Theory/Tutorial/Practical)-Number of course. Ex.-Chemistry-CHEM-H-CC-T-1)***

A. Core courses (CC)

01.	**SANS-H-CC-T-01**	Classical Sanskrit Literature (Poetry)
02.	**SANS-H-CC-T-02**	Critical Survey of Sanskrit Literature
03.	**SANS-H-CC-T-03**	Classical Sanskrit Literature (Prose)
04.	**SANS-H-CC-T-04**	Sanskrit Composition and Communication
05.	**SANS-H-CC-T-05**	Classical Sanskrit Literature (Drama)
06.	**SANS-H-CC-T-06**	Poetics and Literary Criticism
07.	**SANS-H-CC-T-07**	Indian Social Institutions and Polity
08.	**SANS-H-CC-T-08**	Indian Epigraphy, Palaeography and Chronology
09.	**SANS-H-CC-T-09**	Modern Sanskrit Literature
10.	**SANS-H-CC-T-10**	Sanskrit and World Literature
11.	**SANS-H-CC-T-11**	Vedic Literature
12.	**SANS-H-CC-T-12**	Sanskrit Grammar
13.	**SANS-H-CC-T-13**	Indian Ontology and Epistemology
14.	**SANS-H-CC-T-14**	Self-Management in the Gītā

B. Discipline specific elective courses (DSE)

01.	**SANS-H-DSE-T-01**	Indian System of Logic and Debate
02.	**SANS-H-DSE-T-02**	Art of Balanced Living
03.	**SANS-H-DSE-T-03**	Theatre and Dramaturgy in Sanskrit
04.	**SANS-H-DSE-T-04**	Sanskrit Linguistics

C. Generic elective courses (GE):(Interdisciplinary)

01.	**SANS-H-GE-T-01**	Classical Sanskrit Literature (Poetry)
02.	**SANS-H-GE-T-02**	Classical Sanskrit Literature (Prose)

D. Ability enhancement compulsory courses (AECC)

01.	**SANS-H-AECC-T-01**	As Prescribed by the University
02.	**SANS-H-AECC-T-02**	As Prescribed by the University

E. Skill enhancement courses (SEC)

01.	**SANS-H-SEC-T-01**	Evolution of Indian scripts
02.	**SANS-H-SEC-T-02**	Basic Elements of *Āyurveda*

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A (Honors), B.Com (Honors) & B.Sc.(Honors)

	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course(SEC)(2) (Skill Based)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C 1 C 2	(English Communication/MIL)/ Environmental Science			GE-1 Same as CC-01
II	C 3 C 4	Environmental Science/(English/MIL Communication)			GE-2 Same as CC-03
III	C 5 C 6 C 7		SEC -1		GE-1 Same as CC-01
IV	C 8 C 9 C 10		SEC-2		GE-2 Same as CC-03
V	C 11 C 12			DSE-1 DSE -2	
VI	C 13 C 14			DSE -3 DSE -4	

The Universities/Institutes may offer any number of choices of papers from different disciplines under Generic Elective and Discipline Specific Elective as per the availability of the courses/faculty.

Core Papers (14) B.A. (Hons) Sanskrit		
Semester: I		
SANS-H-CC-T-01 Classical Sanskrit Literature (Poetry)	**SANS-H-CC-T-02** Critical Survey of Sanskrit Literature	
Semester: II		
SANS-H-CC-T-03 Classical Sanskrit Literature (Prose)	**SANS-H-CC-T-04** Sanskrit Composition and Communication	
Semester: III		
SANS-H-CC-T-05 Classical Sanskrit Literature (Drama)	**SANS-H-CC-T-06** Poetics and Literary Criticism	**SANS-H-CC-T-07** Indian Social Institutions and Polity
Semester: IV		
SANS-H-CC-T-08 Indian Epigraphy, Paleography and Chronology	**SANS-H-CC-T-09** Modern Sanskrit Literature	**SANS-H-CC-T-10** Sanskrit and World Literature
Semester: V		
SANS-H-CC-T-11 Vedic Literature	**SANS-H-CC-T-12** Sanskrit Grammar	
Semester: VI		
SANS-H-CC-T-13 Indian Ontology and Epistemology	**SANS-H-CC-T-14** Self-Management in the Gītā	
Discipline Specific Elective (DSE) B.A. (Hons.) Sanskrit, Semester V/VI		
SANS-H-DSE-T-01 Indian System of Logic and Debate	**SANS-H-DSE-T-02** Art of Balanced Living	
SANS-H-DSE-T-03 Theatre and Dramaturgy in Sanskrit	**SANS-H-DSE-T-04** Sanskrit Linguistics	
Generic Elective (GE) B.A. (Hons.) Sanskrit		
Semester-I : **SANS-H-GE-T-01** Classical Sanskrit Literature (Poetry)	Semester-II : **SANS-H-GE-T-02** Classical Sanskrit Literature (Prose)	
Skill Enhancement Course(SEC)		
Semester-III : **SANS-H-SEC-T-01** Evolution of Indian scripts	Semester-IV : **SANS-H-SEC-T-02** Basic Elements of *Āyurveda*	

TABLE-3: SEMESTER & COURSEWISE CREDIT DISTRIBUTION IN INB.A./B.COM/B.SC.(Hons.)
(6 Credit: 75 Marks)

SEMESTER-I			
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**
SANS-H-CC-T-01	Classical Sanskrit Literature (Poetry)	T	6
SANS-H-CC-T-02	Critical Survey of Sanskrit Literature	T	6
SANS-H-GE-T-01 (Interdisciplinary)	Classical Sanskrit Literature (Poetry)	T	6
SANS-H-AECC-T-01	(English Communication/ MIL)/EnvironmentalScience	T	2
Total	**4 courses**	**Total**	**20**

SEMESTER-II			
Course Code	**Course Title**	**Course wise Class**	**Credit**
SANS-H-CC-T-03	Classical Sanskrit Literature (Prose)	T	6
SANS-H-CC-T-04	Sanskrit Composition and Communication	T	6
SANS-H-GE-T-02 (Interdisciplinary)	Classical Sanskrit Literature (Prose)	T	6
SANS-H-AECC-T-02	Environmental Science/(English/MIL Communication)	T	2
Total	**4 courses**	**Total**	**20**

SEMESTER-III			
Course Code	**Course Title**	**Course wise Class**	**Credit**
SANS-H-CC-T-05	Classical Sanskrit Literature (Drama)	T	6
SANS-H-CC-T-06	Poetics and Literary Criticism	T	6
SANS-H-CC-T-07	Indian Social Institutions and Polity	T	6
SANS-H-GE-T-03 (Interdisciplinary)	Classical Sanskrit Literature (Poetry)	T	6
SANS-H-SEC-T-01	Evolution of Indian scripts	T	2
Total	**5 courses**	**Total**	**26**

SEMESTER-IV			
Course Code	**Course Title**	**Course wise Class**	**Credit**
SANS-H-CC-T-08	Indian Epigraphy, Paleography and Chronology	T	6
SANS-H-CC-T-09	Modern Sanskrit Literature	T	6
SANS-H-CC-T-10	Sanskrit and World Literature	T	6
SANS-H-GE-T-04 (Interdisciplinary)	Classical Sanskrit Literature (Prose)	T	6
SANS-H-SEC-T-02	Basic Elements of *Āyurveda*	T	2
Total	**5 courses**	**Total**	**26**

SEMESTER-V			
Course Code	**Course Title**	**Course wise Class**	**Credit**
SANS-H-CC-T-11	Vedic Literature	T	6
SANS-H-CC-T-12	Sanskrit Grammar	T	6
SANS-H-DSE-T-01	Indian System of Logic and Debate	T	6
SANS-H-DSE-T-02	Art of Balanced Living	T	6
Total	**4 courses**	**Total**	**24**

SEMESTER-VI			
Course Code	**Course Title**	**Course wise Class**	**Credit**
SANS-H-CC-T-13	Indian Ontology and Epistemology	T	6
SANS-H-CC-T-14	Self-Management in the Gītā	T	6
SANS-H-DSE-T-03	Theatre and Dramaturgy in Sanskrit	T	6
SANS-H-DSE-T-04	Sanskrit Linguistics	T	6
Total	**4 courses**	**Total**	**24**
Total (All semesters)	***26 courses***	***Total***	***140***

Detail Course

Core Course: B.A. (Hons.) Sanskrit

SANS-H-CC-T-01 Classical Sanskrit Literature (Poetry)		
Prescribed Course:		**Total 56 Credits**
Section 'A'	*Raghuvaṃśam*: Canto-I (Verse: 1-25)	12 Credits
Section 'B'	*Kumārasaṃbhavam*: Canto-V (Verse: 1-30)	12 Credits
Section 'C'	*Kirātārjunīyam*: Canto I (1-25 Verses)	12 Credits
Section 'D'	*Nītiśatakam* (1-20 Verses, 1st two Paddhatis)- M. R. Kale Edition	08 Credits
Section 'E'	Origin and Development of *Mahākāvya* and *Gītikāvya*	12 Credits
Unit-Wise Division:		
Section 'A' ***Raghuvaṃśam*: Canto-I (Verse: 1-25)**		
Unit: I	*Raghuvaṃśam*: Introduction (Author and Text), Appropriateness of title, Canto I, 1-10 Grammatical analysis, Meaning/translation, Explanation, content analysis, Characteristics of Raghu Clan.	**06 Credits**
Unit: II	*Raghuvaṁśam*: Canto I (Verses 11-25) grammatical analysis, Meaning/translation, Explanation, Role of Dilīpa in the welfare of subjects.	**06 Credits**
Section 'B' **Kumārasaṃbhavam: Canto-V (Verses: 1-30)**		
Unit: I	*Kumārasambhavam*: Introduction (Author and Text), Appropriateness of title, Background of given contents. Text Reading Canto I Verses 1-15, (Grammatical analysis, Translation, and Explanation), Poetic excellence and Plot.	**06 Credits**
Unit: II	*Kumārasaṃbhavam*: Text Reading Canto I Verses 16-30 (Grammatical analysis, Translation, Explanation), Penance of Pārvati, Poetic excellence, Plot.	**06 Credits**
Section 'C' **Kirātārjunīyam - Canto I (1-25 Verses)**		
Unit: I	*Kirātārjunīyam*: Introduction (Author and Text), Appropriateness of title, Background of given contents, Canto I Verses 1-16, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.	**06 Credits**
Unit: II	*Kirātārjunīyam*: Verses 17-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.	**06 Credits**

Section 'D' Nītiśatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition		
Unit: I	*Nītiśatakam*: Verses (1-10) Grammatical analysis Translation, explanation.	**04 Credits**
Unit: II	*Nītiśatakam*: Verses (11-20) Grammatical analysis Translation, explanation, thematic analysis bhartṛhari's comments on society.	**04 Credits**
Section 'E' Origin and Development of Mahākāvya and Gītikāvya		
Unit: I	Origin and development of different types of *Māhākavya* with special reference to *Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha,Bhatti, Śṛīharṣa*.	**06 Credits**
Unit: II	Origin & Development of Sanskrit *Gītikāvayas* with special reference to *Kālidāsa, Bilhaṇa, Jayadeva, Amarūk, Bhartṛhari and their works*.	**06 Credits**

SANS-H-CC-T-02 Critical Survey of Sanskrit Literature		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Vedic Literature	20 Credits
Section 'B'	Rāmāyaṇa	08 Credits
Section 'C'	Mahābhārata	08 Credits
Section 'D'	Purāṇas	06 Credits
Section 'E'	General Introduction to *Vyākaraṇa, Darśana*and *Sāhityaśāstra*	14 Credits
Unit-Wise Division: **Section 'A'** **Vedic Literature**		
Unit: I	*Saṁhitā*(*Ṛk, Yajuḥ, Sāma, Atharva*) time, subject– matter, religion & Philosophy, social life	**12 Credits**
Unit: II	*Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga*(Brief Introduction)	**08 Credits**
Section 'B' **Rāmāyaṇa**		
Unit: I	*Rāmāyaṇa-time, subject–matter, Rāmāyaṇa*as an*Ādikāvya*.	**4 Credits**
Unit: II	*Rāmāyaṇa*as a Source Text and its Cultural Importance.	**4 Credits**
Section 'C' **Mahābhārata**		
Unit: I	*Mahābhārata*and its Time, Development, and subject matter	**4 Credits**
Unit:II	*Mahābhārata :*Encyclopaedic nature, as a Source, Text, Cultural Importance.	**4 Credits**
Section 'D' **Purāṇas**		
Unit: I	Purāṇas : Subject matter, Characteristics	**02 Credits**
Unit: II	Purāṇas : Social, Cultural and Historical Importance	**04 Credits**
Section 'E' **General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra**		
Unit-I	General Introduction to *Vyākaraṇa*- Brief History of *Vyākaraṇaśāstra*	**04 Credits**
Unit-II	General Introduction to *Darśana-Major* schools of Indian Philosophy *Cārvāka*, *Bauddha, Jaina*, *Sāṅkhya-yoga, Nyāya-Vaiseśika, Pūrva-mīmāṁsā*and*Uttaramīmāṁsā.*	**05 Credits**
Unit-III	General Introduction to Poetics- Six major Schools of Indian Poetics-Rasa, Alaṁkāra, Rīti, Dhvani,Vakrokti and Aucitya.	**05 Credits**

SANS-H-CC-T-03 Classical Sanskrit Literature (Prose)		
Section 'A' Section 'B' Section 'C'	*Śukanāsopadeśa* *Viśrutacaritam*Upto 15th Para Origin and development of prose, Important prose romances and fables	24 Credits 16 Credits 16 Credits
Unit-Wise Division: **Section 'A'** ***Śukanāsopadeśa* (Upto*Lakshmi-Caritra*)**		
Unit: I **Unit: II**	Introduction- Author/Text, Text up to End of *Lakṣmī-caritra* Text. Society, *Āyurveda*and political thoughts depicted in *Śukanāsopadeśa*, logical meaning and application of sayings like बाणोच्छिष्टं जगत्सर्वम्, वाणीबाणोबभूव, पञ्चाननोबाणःetc.	**12 Credits** **12 Credits**
Section 'B' ***Viśrutacaritam*Upto 15th Para**		
Unit: I **Unit: II**	Para 1 to 10 - Introduction- Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action. Para 11 to 15 - Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action. Society, language and style of Daṇḍin. Exposition of Saying दण्डितःपदलालित्यम्, कविर्दण्डीकविर्दण्डीकविर्दण्डीनसंशयः।	**10 Credits** **06 Credits**
Section 'C' **Origin and development of prose, Important prose romances and fables**		
Unit: I **Unit: II**	Origin and development of prose, important prose romances and fables (i) Subandhu, Daṇḍin, Bāṇa, AmbikādattaVyāsa. (ii) Pañcatantra, Hitopadeśa, Vetālapañcaviṁśatikā, Siṃhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati.	**08 Credits** **08 Credits**

SANS-H-CC-T-04 Sanskrit Composition and Communication		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C'	*Vibhaktyartha*, Voice and *Kṛt* Translation and Communication Essay	16 Credits 20 Credits 20 Credits
Unit-Wise Division: ***Vibhaktyartha*, Voice &*Kṛt*** **Section 'A'**		
Unit: I	(i) *VibhaktyarthaPrakaraṇa*of *Laghusiddhāntakaumudī* (ii) Voice (*katṛ, karma* and *bhāva)*	**06 Credits**
Unit: II	Selections from *KṛtPrakaraṇa*- from *Laghusiddhāntakaumudī*Major Sūtras for the formation of *kṛdanta*words (*tavyat, tavya, anīyar, yat,¸ yat, vul, tric, a¸, kta, katavatu, śatṛi, śānac, tumun, ktvā-lyap*, *lyuṭ, ghan, ktin*)	**10 Credits**
Section 'B' **Translation and Communication**		
Unit: I	(i) Translation from Hindi/English to Sanskrit on the basis of cases, Compounds and *kṛt* suffixes. (ii) Translation from Sanskrit toBengali/English/Hindi.	**10 Credits**
Unit: II	(iii) Communicative Sanskrit: Spoken Sanskrit (For Internal Examination only).	**10 Credits**
NB: For Unit –I First Book of Sanskrit should be introduced **Section 'C'** **Essay (Only in Sanskrit)**		
Unit: I	Essay (traditional subjects) e.g. *veda, upaniṣad*, *Sanskrit Language*, *Sanskriti, Rāmāya, Mahābhārata, purāṇa, gītā*, principal Sanskrit poets.	**10 Credits**
Unit: II	Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.	**10 Credits**

SANS-H-CC-T-05 Classical Sanskrit Literature (Drama)		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Svapnavāsavadattam– Bhāsa Act I, V & VI	10 Credits
Section 'B'	Abhijñānaśākuntalam– Kālidāsa I to IV	16 Credits
Section 'C'	Abhijñānaśākuntalam– Kālidāsa V to VII	20 Credits
Section 'D'	Critical survey of Sanskrit Drama	10 Credits
Unit-Wise Division: **Section 'A'** **Svapnavāsavadattam– Bhāsa Act I & VI**		
Unit: I	*Svapnavāsavadattam*: Act I &VI Story, Meaning/Translation and Explanation.	**05 Credits**
Unit: II	*Svapnavāsavadattam*: Unique features of Bhāsa's style, Characterization, Importance of 1st and 6th Act, Society, Norms of Marriage, Story of 'regains'. *Bhāsohāso*	**05 Credits**
Section 'B' **Abhijñānaśākuntalam– Kālidāsa I to IV**		
Unit: I	*Abhijñānaśākuntalam* : Act I- (a) Introduction, Author, Explanation of terms like *nāndī, prastāvanā, sūtradhāra, naṭī, viṣkambhaka, vidūṣaka, kañcukī,* (b) Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature, Language of Kālidāsa, *dhvani*in UpamāKālidāsa, Purpose and design behind *Abhijñānaśākuntalam*and other problems related to texts, popular saying about Kālidāsa&Śākuntalam.	**08 Credits**
Unit II	Abhijñānaśākuntalam Act II to IV- Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of action.	**08 Credits**
Section 'C' ***Abhijñānaśākuntalam*– Kālidāsa V to VII**		
Unit: I	*Abhijñānaśākuntalam* Act V to VII Text Reading (Grammar, Translation, Explanation).	**10 Credits**
Unit-II	Abhijñānaśākuntalam Act V to VII Poetic excellence, Plot, Timing of Action. Personification of nature, Language of Kālidāsa, *dhvani*in UpamāKālidāsa, Purpose and design behind *Abhijñānaśākuntalam*and other problems related to texts, popular saying about Kālidāsa&Śākuntalam.	**10 Credits**
Section 'D' **Critical survey of Sanskrit Drama**		
Unit-I	Sanskrit Drama : Origin and Development, Nature of Nāṭaka,	**05 Credits**
Unit-II	Some important dramatists and dramas: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa and their works.	**05 Credits**

SANS-H-CC-T-06 Poetics and Literary Criticism		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C' Section 'D'	Introduction to Sanskrit poetics Forms of Kāvya-Literature *Śabda-śakti*(Power of Word) and *rasa-sūtra* *Alaṃkāra*(figures of speech) and *chandasa*(metre)	10 Credits 10 Credit 16 Credits 20 Credits
Unit-Wise Division: **Section 'A'** **Introduction to Sanskrit Poetics**		
Unit: I **Unit: II**	Introduction to poetics: Origin and development of Sanskrit poetics, its various names- kriyākalpa, alaṅkāraśāstra, sāhityaśāstra, saundryaśāstra. Definition (lakṣaṇa), objectives (prayojana) and causes (hetu) of poetry. (according to *kāvyaprakāśa*)	**05 Credits** **05 Credits**
Section 'B' **Forms of Kāvya-Literature**		
Unit: I **Unit: II**	Forms of poetry : *dṛśya, śravya, miśra, (campū)* *Mahākāvya, khaṇḍakāvya, gadya-kāvya: kathā, ākhyāyikā* (according to *Sāhityadarpaṇa*)	**04 Credits** **06 Credits**
Section 'C' **Śabda-śakti and rasa-sūtra**		
Unit: I **Unit: II**	Power/Function of word and meaning (according to kāvyaprakāśa). abhidhā (expression/ denotative meaning), lakṣaṇā (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning). *Rasa: rasa-sūtra*of Bharata and its prominent expositions: *utpattivāda, anumitivāda, bhuktivāda*and *abhivyaktivāda*, *alaukikatā*(transcendental nature) of *rasa* (as discussed in *Kāvyaprakāśa*).	**6 Credits** **10 Credits**
Section 'D' **Figures of speech and Meter**		
Unit: I **Unit: II**	Figures of speech- *anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahnuti, utprekṣā, atiśayokti, tulyayogitā, dīpaka, dṛṣṭānta, nidarśanā, vyatireka, samāsokti, svabhāvokti, aprastutapraśaṁsā, arthāntaranyāsa, kāvyaliṅga, vibhāvanā.* Metres- *anuṣṭup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālinī, mandākrāntā, śikhariṇī, śārdūlavikrīḍita, sragdharā.*	**16 Credits** **04 Credits**

SANS-H-CC-T-07 Indian Social Institutions and Polity		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Indian Social Institutions : Nature and Concepts	12 Credits
Section 'B'	Structure of Society and Value of Life	14 Credits
Section 'C'	Indian Polity : Origin and Development	18 Credits
Section 'D'	Cardinal Theories and Thinkers of Indian Polity	12 Credits
Unit-Wise Division:		
Section 'A' **Indian Social Institutions : Nature and Concepts**		
Unit: I	**Indian Social Institutions : Definition and Scope:** Sociological Definition of Social Institutions. Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, *Sūtra*Literature, *Purāṇas, Rāmāyaṇa , Mahābhārata,Dharmaśāstras*, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)	**06 Credits**
Unit: II	**Social Institutions and *Dharmaśāstra*Literature:** *Dharmaśāstra*as a special branch of studies of Social Institutions, sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7). Different kinds of *Dharma* in the sense of Social Ethics *Manusmṛti*, 10,63; *Viṣṇupurāṇa*2.16-17); Six kinds of *Dharma* in the sense of Duties (*Mitākṣarāṭīkā*on *Yājñavalkyasmṛti*,1.1). Tenfold *Dharma* as Ethical Qualities (*Manusmṛti*,6.92); Fourteen-*Dharmasthānas*(*Yājñavalkyasmṛti*,1.3)	**06 Credits**
Section 'B' **Structure of Society and Values of Life**		
Unit: I	**Varṇa-System and Caste System :** Four-fold division of *Varṇa*System, (*Ṛgveda*, 10.90.12), *Mahābhārata, Śāntiparva*,72.3-8); Division of *Varṇa*according to *Guṇa*and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44). Origin of Caste-System from Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*, 48.3-11); Emergence of non-Aryan tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22). Social rules for up-gradation and down-gradation of Caste System (*Āpastambadharmasūtra*, 2.5.11.10-11, *Baudhāyanadharmasūtra*, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)	**05 Credits**

Unit: II	**Position of Women in the Society :** Brief survey of position of women in different stages of Society. Position of women in *Mahābhārata*(*Anuśāsanaparva*, 46.5-11, *Sabhāparva*, 69.4-13. Praise of women in The *Bṛhatsaṃhitā*of Varāhamihira (*Strīprasaṃsā,* chapter-74.1-10)	**04 Credits**
Unit: III	**Social Values of Life :** Social Relevance of Indian life style with special reference to Sixteen *Saṃskāras.* Four aims of life *'Puruṣārtha-Catuṣṭaya'*- 1. *Dharma,* 2. *Artha*, 3. *Kāma*, 4. *Mokṣa.* Four *Āśramas*- 1. *Brahmacarya,* 2. *Gṛhastha*, 3. *Vānaprastha*, 4. *Saṃnyāsa*	**05 Credits**
Section 'C' **Indian Polity : Origin and Development**		
Unit: I	Initial stage of Indian Polity (from Vedic period to Buddhist period). Election of King by the people: '*Viśas'* in Vedic priod(*Ṛgveda,*10.173;10.174;*Atharvaveda*,3.4.2; 6.87.1-2). Parliamentary Institutions:'*Sabhā*,*'Samiti'* and *'Vidatha'* in Vedic period (*Atharvaveda,7.12.1;12.1.6* ; *Ṛgveda*,10.85.26); King-maker '*Rājakartāraḥ*' Council in *Atharvaveda*(3.5.6-7),Council of '*Ratnis'* in *śatapathabrāhmaṇa*(5.2.5.1); Coronation Ceremony of *Samrāṭin*śatapathabrāhmaṇa(51.1.8-13; 9.4.1.1-5) Republic States in the Buddhist Period (Digghanikāya, MahāparinibbaṇaSutta, Aṅguttaranikāya,1.213;4.252,256)	**09 Credits**
Unit: II	Later Stages of Indian Polity (From Kauṭilya to Mahatma Gandhi). Concept of Welfare State in *Arthaśāstra*of Kauṭilya (*Arthaśāstra*, 1.13 : '*matsyanyāyābhibhuṭḥ*' to '*yo' asmāngopāyatīt*i'); Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyevanahīyate*'); State Politics '*Rajadharma'*(*Mahābhārata , Śāntiparva*,120.1-15; *Manusmṛti,* 7.1-15; *Śukranīti*,1.1-15); Constituent Elements of Jain Polity in *Nitivākyāmṛta*of SomadevaSuri, (*Daṇḍanīti-samuddeśa*, 9.1.18 and *Janapada- samuddeśa*, 19.1.10). Relevance of GandhianThought in Modern Period with special reference to '*Satyāgraha*' Philosophy (*'Satyāgrahagītā'* of Pa¸·itāKṣamārāva and '*Gandhi Gītā',* 5.1-25 of Prof. Indra)	**09 Credits**
Section 'D' **Cardinal Theories and Thinkers of Indian Polity**		

Unit: 1	Cardinal Theories of Indian Polity: *'Saptāṅga'* Theory of State: 1.*Svāmi*, 2. *Amātya*, 3. *Janapada*4. *Pura,* 5. *Kośa*, 6. *Daṇḍa*and 7. *Mitra*(Arthaśā*s*tra, 6.1. Mahābhārata, ***Śāntiparva*, 56.5, *Śukranīti*, 1.61-62)**. '*Maṇḍala*'Theory of Inter-State Relations: 1.*Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*, 5.Ari-mitra-mitra; '*Śāḍgunya'*Policy of War and Peace : *1. Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya*6.*Dvaidhibhāva*. '*CaturvidhaUpāya'*for Balancing the power of State : 1.*Sāma* 2.*Dāma*,3.*Daṇḍa.*4.Bheda; Three Types of State Power *'Śakti'*: 1.*Prabhu-śakti*,2.*Mantra-śakti*, 3. *Utsāha-śakti.*	**06 Credits**
Unit: 2	Important Thinkers on Indian Polity: *Manu, Kau¶ilya*, *Kāmandaka*, *Śukrācārya*, *SomadevaSuri*, *Mahatma Gandhi*.	**06 Credits**

SANS-H-CC-T-08 Indian Epigraphy, Paleography and Chronology		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Epigraphy	14 Credits
Section 'B'	Paleography	14 Credits
Section 'C'	Study of selected inscriptions	18 Credits
Section 'D'	Chronology	10 Credits
Unit-Wise Division:		
	Section 'A' **Epigraphy**	
Unit: I	Introduction to Epigraphy and Types of Inscriptions	**04 Credits**
Unit: II	Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture	**04 Credits**
Unit: III	History of Epigraphical Studies in India	**02 Credits**
Unit: IV	History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunninghum, Princep, Bühler, Ojha, D.C.Sircar. Decipherment of the inscriptional texts from the Maurya Brāhmīeither into the Devanāgarī or into the Roman script	**04 Credits**
	Section 'B' **Paleography**	
Unit: I	Antiquity of the Art of Writing	**04 Credits**
Unit: II	Writing Materials, Inscribers and Library	**04 Credits**
Unit: III	Introduction to Ancient Indian Scripts The characteristic features of the Gupta Brāhmī,and the Kharoṣṭhīscripts. The characteristic features and decipherment of the Siddhamātṛkā, the Gauḍī and the Nandīnāgarī scripts.	**06 Credits**
	Section 'C' **Study of Selected inscriptions**	
Unit: I	Aśoka'sGiranāra Rock Edict-1 Aśoka'sSāranātha Pillar Edict	**02 Credits** **02 Credits**
Unit: II	Girnāra Inscription of Rudradāman	**06 Credits**
Unit: III	Allahabad Stone Inscription of Samudragupta The Khālimpur Copper Plate Inscription of Dharmapāla	**04 Credits** **04 Credits**
	Section 'D' **Chronology**	
Unit: I	General Introduction to Ancient Indian Chronology.	**03 Credits**
Unit: II	System of Dating the Inscriptions (Chronograms)	**03 Credits**
Unit: III	Main Eras used in Inscriptions - Vikrama Era, Śaka Era and Gupta Era	**04 Credits**

SANS-H-CC-T-09 Modern Sanskrit Literature		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C' Section 'D'	Mahākāvya and Charitakāvya GadyaKāvya and Sanskrit rendering of Tagore's play –Dākghar GītiKāvya and Other genres General Survey of Modern Sanskrit Literature	14 Total Credits 18 Total Credits 12 Total Credits 12 Total Credits
NB: Section B – Dākghar – Dhyanesh: Chakraborty (Traus.)		
Unit-Wise Division: **Section 'A'** ***Mahākāvya* and *Charitakāvya***		
Unit: I	***SvātantryaSambhavam* (RevaprasadaDwivedi)** **Canto 2, verses 1-45** ***Bhīmāyanam* (Prabha Shankar Joshi)** Canto X. verses 20-29; Canto - XI. Verses 13-20 & 40-46.	14 Credits
Section 'B' **Gadya and Rūpaka**		
Unit: I	***Vārtāgṛham*** (Sanskrit version of Tagore's play)	**18 Credits**
Section 'C' **Gitikāvya and Other genres**		
Unit: I **Unit: II** **Unit III**	1. ***Kundaliyān*** by BhaṭṭaMathurāNathShastri, 2. ***Kaete, KvaYataste*** by BacchuLalAvasthi 3. ***KatamāKavitā*** by JñāanaSrinivasaRath. 4. ***SankalpaGītiā*** by HariramAcharya 5. ***BruhikosminYuge..*** by PushpaDikshit 6. ***Naukāmihasaramsaram*** by RadhaVallabhTripathi HarshdevMadhava Haiku- 1. ***Snānagṛhe,*** 2. ***vedanā,*** 3. ***mrityuḥ1,*** 4. ***mṛtyuḥ* 2;** 5. ***khaniḥ;*** 6. ***śatāvadhāni***	**4 Credits** **4 Credits** **4 Credits**
Section 'D' **General Survey**		
Unit 1 **Unit 2** **Unit 3**	PanditaKshamaRao, P.K. NarayanaPillai, S. B. Varnekar, ParmanandShastri, Reva Prasad Dwivedi JanakiVallabhShastri, Ram Karan Sharma, JagannathPathak, S. Sundarrajan, Shankar DevAvatare HaridasSiddhantaVagish, SiddheswarChattopadhyay, Rama Chodhury, SrijeevNyāyatīrtha, YatindraVimalChowdhury, Virendra Kumar Bhattacharya	**04 Credits** **04 Credits** **04 Credits**

SANS-H-CC-T-10 Sanskrit and World Literature		
Prescribed Course:		**Total 56 Credits**
Section 'A'	Buddhist Sanskrit Literature	10 Credits
Section 'B'	Upaniṣads and Gītā in World Literature	08 Credit
Section 'C'	Sanskrit Fables in World Literature	08 Credits
Section 'D'	Rāmāyaṇa and Mahābhārata in South East Asian Countries	10 Credits
Section 'E'	Kālidāsa's Literature in World Literature	10 Credits
Section 'F'	Sanskrit Studies across the World	10 Credits
Unit-Wise Division: **Section 'A'** **Buddha-Carita – Chapter-I**		
Unit: I	Translation.	**03 Credits**
Unit: II	Shortnote.	**03 Credits**
Unit: III	Explanation Description.	**04 Credits**
Section 'B' **Upaniṣads and Gītā in the West**		
Unit: I	DaraShikoh's Persian Translation of Upanisads and their Influence on Sufism. Latin translation and its influence on Western thought	**04 Credits**
Unit: II	Translation of the Gītā in European languages and religio–philosophical thought of the west.	**04 Credits**
Section 'C' **Sanskrit Fables in World Literature**		
Unit: I	Translation of Pañcatantra in Eastern and Western Languages.	**04 Credits**
Unit: II	Translation of *Vetālapaṅcaviṁśatikā*, *Siṃhāsanadvātriṃśikā* and *Śukasaptati* in Eastern Languages and Art.	**04 Credits**
Section 'D' **Rāmāyaṇa and Mahābhārata in South Eastern Asia**		
Unit: I	RāmaKathā in south eastern countries	**05 Credits**
Unit: II	*Mahābhārata*stories as depicted in folk cultures of SE Asia	**05 Credits**
Section 'E' **Kālidāsa in the West**		
Unit: I	English and German translation of Kālidāsa's writings and their influence on western literature and theatre.	**10 Credits**
Section 'F' **Sanskrit Studies across the World**		
Unit: I	i. Sanskrit Study Centers in Asia ii. Sanskrit Study Centers in Europe iii. Sanskrit Study Centers in America	**10 Credits**

SANS-H-CC-T-11 Vedic Literature		
Prescribed Course:		**Total 56 Credits**
Section 'A'	*Saṃhitā*and *Brāhmaṇa*	30 Credits
Section 'B'	Vedic Grammar	10 Credits
Section 'C'	*Bṛhadāraṇyakopaniṣad*	16 Credits
Unit-Wise Division: **Section 'A'** ***Saṁhitā*and *Brāhmaṇa***		
Unit: I	***Ṛgveda-*** Agni- 1.1, Uṣas- 3.61, AkṣaSūkta 10.34, *Hiraṇyagarbha*- 10.121	20 Credits
Unit: II	***Yajurveda-*** *Śivasaṁkalpa*Sūkta- 34.1-6	**05 Credits**
Unit: III	***Atharvaveda-*** *Sāmmanasyam*- 3.30, *Bhūmi*- 12.1-12	**05 Credits**
Section 'B' **Vedic Grammar**		
Unit: I	Declensions (*śabdarūpa*), Subjunctive Mood (*leṭ*), Gerunds (*ktvārthaka, Tumarthaka*), Vedic Accent and *Padapāṭha*.	**10 Credits**
Section 'C' (Bṛ*hadāraṇyakopaniṣad*)		
Unit: I	*Bṛhadāraṇyakopaniṣad* (4.4)	**8 Credits**
Unit: II	*Bṛhadāraṇyakopaniṣad* (4.5)	**8 Credits**

SANS-H-CC-T-12 Sanskrit Grammar		
Prescribed Course		**Total 56 Credits**
Section 'A'	Kārakaprakaraṇam	28 Credits
Section 'B'	Samāsa-prakaraṇam	28 Credits

All these sections shall be taught from *Vaiyākaraṇa-siddhānta-kaumudi*.

SANS-H-CC-T-13 Ontology and Epistemology		
Prescribed Course		**Total 56 Credits**
Section 'A'	Essentials of Indian Philosophy	16 Credits
Section 'B'	Ontology (Based on Tarkasaṃgraha)	20 Credits
Section 'C'	Epistemology (Based on Tarkasaṃgraha)	20 Credits
Unit-Wise Division: **Section 'A'** **Essentials of Indian Philosophy**		
Unit: I	Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy	**05 Credits**
Unit: II	Realism (*yathārthavāda*or *vastuvāda*) and Idealism (*pratyayavāda*), Monism (*ekattvavāda*), Dualism (*dvaitavavāda*) & Pluralism (*bahuttvavāda*) ; dharma (property)-dharmi (substratum)	**05 Credits**
Unit: III	Causation (*kāryakāraṇavāda*) : naturalism (*svabhāvavāda*), doctrine of pre-existence of effect (*satkāryavāda*), doctrine of real transformation (*pariṇāmavāda*), doctrine of illusory transformation (*vivartavāda*), doctrine of non-prexistence of effect in cause (*asatkāryavāda and ārambhavāda*)	**06 Credits**
Section 'B' **Ontology**		
Unit: I	Concept of padārtha, three dharmas of padārthas, definition of Dravya,	**05 Credits**
Unit: II	Sāmānya, Viśeṣa, Samavāya, Abhāva.	**05 Credits**
Unit: III	Definitions of first seven dravyas and their examination; Ātma and its qualities, manas.	**05 Credits**
Unit: IV	Qualities (other than the qualities of the ātman) Five types of Karma.	**05 Credits**
Section 'C' **Epistemology**		
Unit: I	Buddhi(jñāna) – nature of *jñāna* in Nyāya *vaiśeṣika*; *smriti-anubhava*; *yathārtha* and *ayathārtha*,	**6 Credits**
Unit: II	Karaṇa and kāraṇa, definitions and types of pramā, kartā-kārana-vyāpāra-phala, model	**6 Credits**
Unit: III	Pratyakṣa	**4 Credits**
Unit: IV	Anumāna including hetvābhāsa	**4 Credits**
Unit: V	Upamāna and śabdapramāṇa	**4 Credits**
Unit: VI	Types of ayathārthaanubhava	**4 Credits**

SANS-H-CC-T-14 Self Management in the Gītā		
[A] Prescribed Course:		**Total 56 Credits**
Section 'A'	Gītā: Cognitive and emotive apparatus	16 Credits
Section 'B'	Gītā: Controlling the mind	24 Credits
Section 'C'	Gītā: Self management through devotion	16 Credits
Unit-Wise Division: **Section 'A'** **Gītā: Cognitive and emotive apparatus**		
Unit: I	Hierarchy of *indriya, manas, buddhi*and *ātman*III.42; XV. 7 Role of the ātman –XV.7; XV.9	**8 Credits**
Unit: II	Mind as a product of prakṛti VII.4 Properties of three guṇas and their impact on the mind – XIII. 5-6; XIV.5-8, 11-13; XIV.17	**8 Credits**
Section 'B' **Gītā: Controlling the mind**		
Unit: I	Confusion and conflict Nature of conflict I.1; IV.16; I.45; II.6	**8 Credits**
	Causal factors – Ignorance – II.41; *Indriya*– II.60, Mind – II.67; *Rajoguṇa*– III.36-39; XVI.21; Weakness of mind- II.3; IV.5	
Unit: II	Means of controlling the mind Meditation– difficulties –VI.34-35; procedure VI.11-14 Balanced life- III.8; VI.16-17 Diet control- XVII. 8-10 Physical and mental discipline – XVII. 14-19, VI. 36.	**8 Credits**
	Means of conflict resolution Importance of knowledge – II. 52 ; IV.38-39; IV.42 Clarity of *buddhi*– XVIII.30-32 Process of decision making – XVIII.63	
Unit: III	Control over senses – II.59, 64 Surrender of *kartṛbhāva*–XVIII .13-16; V.8-9 Desirelessness- II.48; II.55 Putting others before self – III.25	**8 Credits**
Section 'C' **Gītā: Self management through devotion**		
Unit: I	Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47	**16 Credits**
	Abandoning frivolous debates – VII.21, IV.11; IX.26 Acquisition of moral qualities - XII.11; XII.13-19	

SANS-H-DSE-T-01 Indian System of Logic and Debate		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C'	Fundamentals of Science of Debate Syllogistic Logic Theory of Debate	10 Credits 20 Credits. 26 Credits.
Unit-Wise Division:		
	Section 'A' **Fundamentals of Science of Debate**	
Unit: I	Science of inquiry (*ānvīkṣikī*) & its importance, Growth of *ānvīkṣikī*into art of debate, The council of debate (*pariṣad*) & its kinds, Discussant (*vādī*), Opponent (*prativādī*), Judge (*madhyastha/prāśnika*).	**05 Credits**
Unit: II	The Method of debate (*sambhāṣāvidhi/vādavidhi*) & its utility, Types of debate - congenial debate (*anulomasambhāṣā*) & hostile debate (*vigṛhyasambhāṣā*), The expedience of debate (*vādopāya*), The limits of debate (*vādamaryādā*). **Note :** The definitions and concepts are to be taken only from the *Nyāyasūtra*, *Nyāyakośa*by BhimacharyaJhalkikar and *A History of Indian Logic* by S. C. Vidyabhushan, Chapter III of Section I. The illustrations and examples must be taken from day to day life and philosophical examples must be abandoned	**05 Credits**
	Section 'B' **Syllogistic Logic**	
Unit: I	Inference (*anumāna*) & its key terms, viz. major term or probandum (*sādhya*), middle term or probans (*hetu*), minor term (*pakṣa*), illustration (*sapakṣa*), contrary-illustration (*vipakṣa*), basic understanding of invariable concomitance (*vyāpti*) & its types, establishing *vyāpti*by inductive method, Five components of argument (*pañcāvayava*) – proposition (*pratijñā*), reason (*hetu*), example (*udāharaṇa*), application (*upanaya*) & conclusion (*nigamana*), the *hetu*term – its nature and requirement, demonstration of pervasion – *upādhi and tark,* nature and variety of *tark.* **Note :** The definitions and concepts are to be taken only from the *Tarkasaṃgraha*and *The Nyāya Theory of Knowledge* by S. C. Chatterjee, Chapters X1-XIV.	**20 Credits**

Section 'C' Theory of Debate		
Unit: I	Basic understanding of the following terms: Example (*dṛṣṭānta*), Tenet (*siddhānta*), Ascertainment (*nirṇaya*), Dialouge (*kathā*) and its kinds, Discussion (*vāda*), Wrangling (*jalpa*), Cavil (*vitaṇḍā*).	**13 Credits**
Unit: II	Quibble (*chala*) & its kinds; Analogue (*jāti*) and its important kinds (only first four, i.e. *sādharmyasama*, *vaidharmyasama*, *utkarṣasama*&*apakarṣasama*); Point of defeat (*nigrahasthāna*) & its kinds – Hurting the proposition (*pratijñāhāni*), Shifting of proposition (*pratijñāntara*), Opposing the proposition (*pratijñāvirodha*), Renouncing the proposition (*pratijñāsannyāsa*), Admission of an opinion (matānujñā). **Note :** The definitions and concepts are to be taken only from the *Nyāyasūtra*, *Nyāyakośa* by BhimacharyaJhalkikar and *A History of Indian Logic* by S. C. Vidyabhushan, Chapter II of Section II. The illustrations and examples must be taken from day to day life and philosophical examples must be abandoned.	**13 Credits**

SANS-H-DSE-T-02 Art of Balanced Living		
[A] Prescribed Course:		**Total 56 Credits**
Section 'A'	Self-presentation	16 Credits
Section 'B'	Concentration	20 Credits
Section 'C'	Refinement of Behaviour	20 Credits
Unit-Wise Division: **Section 'A'** **Self-presentation**		
Unit: I	Method of Self-presentation : Hearing (*śravaṇa*), Reflection (*manana*) & meditation (*nididhyāsana*) – (Bṛhadāraṇyakopaniṣad, 2.4.5)	**16 Credits**
Section 'B' **Concentration**		
Unit: I	Concept of Yoga : (*Yogasūtra*, 1.2) Restriction of fluctuations by practice (*abhyāsa*) and passionlessness (*vairāgya*) :(*Yogasūtra*, 1.12-16) Eight aids to Yoga (*aṣṭāṅgayoga*) : (*Yogasūtra*, 2.29, 30,32, 46, 49, 50; 3.1-4). Yoga of action (*kriyāyoga*) : (*Yogasūtra*, 2.1) Four distinct means of mental purity (*cittaprasādana*) leading to oneness : (*Yogasūtra*, 1.33)	**20 Credits**
Section 'C' **Refinement of Behavior**		
Unit: I	Methods of Improving Behavior : *jñāna-yoga*, *dhyāna-yoga*, *karma-yoga* and *bhakti-yoga* (especially *karma-yoga*) Karma : A natural impulse, essentials for life journey, co-ordination of the world, an ideal duty and a metaphysical dictate (*Gītā*, 3.5, 8, 10-16, 20 & 21)	**20 Credits**

SANS-H-DSE-T-03 Theatre and Dramaturgy in Sanskrit		
Prescribed Course:		**Total 56 Credits**
Section 'A' Section 'B' Section 'C'	Theatre: Types and Constructions Drama : *vastu (*subject-matter), *netā (*Hero) and *rasa* Tradition and History of Indian Theatre	16 Credits 30 Credits 10 Credits
Unit-Wise Division: **Section 'A'** **Theatre: Types and Construction**		
Unit: I	Types of theatre: *vikṛṣṭa*(oblong), *caturasra*(square), *tryasra*(triangular), *jyeṣṭha*(big), *madhyama*(medium), *avara*(small). *bhūmi-śodhana*(Examining the land) and *māpa*(measurement of the site), *mattavāraṇī*(raising of pillars), *raṅgapīṭha and rangaśīrṣa*(stage), *dārukarma*(wood–work), *nepathya -gṛha*(green-house), *prekṣkopaveśa*(audience-hall), Doors for entrance & exit.	**16 Credits**
Section 'B' **Drama - *vastu*(subject-matter), *netā*(hero) and *rasa***		
Unit: I	Definition of drama and its various names - *dṛśya, rūpa,rūpaka , abhineya;* abhinaya and its types: *āṅgika*(gestures), *vācika*(oral), *sāttvika* (representaion of the sattva), *āhārya*(dresses and make-up). ***Vastu:*** (subject-matter) : *ādhikārika*(principal), *prāsaṅgika (subsidiary), Five kinds of arthaprakṛti*, *kāryāvasthā*(stages of the action of actor) and *sandhi*(segments), *arthopakṣepaka* (interludes), kinds of dialogue:1. s*arvaśrāvya*or *prakāśa*(aloud) 2. *aśrāvya*or *svagata*(aside) 3. *niyataśrāvya*: *janāntika*(personal address), *apavārita* (confidence) 4. *ākāśabhāṣita*(conversation with imaginary person).	**10 Credits**
Unit: II	***Netā***: Four kinds of heroes, Three kinds of heroines,s*ūtradhāra*(stage manager), *pāripārśvika*(assistant of sūtradhāra), *vidūṣaka* (jester), *kañcukī*(chamberlain), *pratināyaka* (villain).	**10 Credits**

Unit: III	***Rasa***: definition and constituents, ingredients of *rasa-niṣpatti: - bhāva (*emotions), *vibhāva*(determinant), *anubhāva*(consequent), *sāttvikabhāva*(involuntary state), *sthāyibhāva*(permanent states), *vyabhicāribhāva*(complementary psychological states), *svāda* (pleasure), Four kinds of mental levels : *vikāsa*(cheerfulness), *vistāra*(exaltation), *kṣobha*(agitation), *vikṣepa*(perturbation).	**10 Credits**
Section 'C' **Tradition and History of Indian Theatre**		
Unit: I	Origin and development of stage in different ages: pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre.	**10 Credits 8610**

SANS-H-DSE-T-04 **Sanskrit Linguistics**		
Prescribed Course		**Total 56 Credits**
Section 'A'	ভাষাশাস্ত্র	56 Credits
Unit-Wise Division: **Section 'A'** ভাষাশাস্ত্র		
Unit: I	ভাষার স্বরূপ, পরিভাষা, ভাষার বৈশিষ্ট, ভাষা বিজ্ঞানের স্বরূপ, ভাষাবিজ্ঞানের মুখ্য অঙ্গ এবং উপাদেয়তা।	**14 Credits**
Unit: II	সংস্কৃত ভাষার আলোকে ধ্বনিবিজ্ঞান, পদবিজ্ঞান, বাক্যবিজ্ঞান এবং তার উপাদেয়তা।	**14 Credits**
Unit: III	সংস্কৃত এবং ভারতীয় ভাষা পরিবার	**14 Credits**
Unit: IV	সংস্কৃত এবং তুলনাত্মক ভাষাবিজ্ঞানের ইতিহাসে সামান্য পরিচয়।	**14 Credits**

Generic Elective

(Interdisciplinary)

SANS-H-GE-T-01 Classical Sanskrit Literature (Poetry)		
Prescribed Course:		**Total 48 Credits**
Section 'A' Section 'B' Section 'C' Section 'D'	*Raghuvaṃśam*: Canto-I (Verse: 1-25) *Kirātārjunīyam*: Canto I (1-25 Verses) *Nītiśatakam* (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition History of Sanskrit Poetry	12 Credits 12 Credits 12 Credits 12 Credits
Unit-Wise Division:		
Section 'A' ***Raghuvaṃśam*: Canto-I (Verse: 1-25)**		
Unit: I **Unit: II**	*Raghuvaṃśam*: Introduction (Author and Text), Appropriateness of title, Canto I, 1-10 Grammatical analysis, Meaning/translation, Explanation, content analysis, Characteristics of Raghu Clan. *Raghuvaṁśam*: Canto I (Verses 11-25) grammatical analysis, Meaning/translation, Explanation, Role of Dilīpa in the welfare of subjects.	**06 Credits** **06 Credits**
Section 'B' **Kirātārjunīyam - Canto I (1-25 Verses)**		
Unit: I **Unit: II**	*Kirātārjunīyam*: Introduction (Author and Text), Appropriateness of title, Background of given contents, Canto I Verses 1-16, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis. *Kirātārjunīyam*: Verses 17-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.	06 Credits 06 Credits
Section 'C' **Nītiśatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition**		
Unit: I **Unit: II**	*Nītiśatakam*: Verses (1-10) Grammatical analysis Translation, explanation. *Nītiśatakam*: Verses (11-20) Grammatical analysis Translation, explanation, thematic analysis Bhartṛhari's comments on society.	**06 Credits** **06 Credits**
Section 'D' **History of Sanskrit Poetry**		
Unit: I **Unit: II**	*Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha,Śrīharṣa, Jayadeva, Bhartṛhari*and their works. Origin & Development of Different types of Mahākāvyas and Gītikāvyas with special reference to the following poets and their works *Kālidāsa, Bilhaṇa, Jayadeva, Amarūk, Bhartṛhari and their works*.	**06 Credits** **06 Credits**

SANS-H-GE-T-02 Classical Sanskrit Literature (Prose)		
Prescribed Course:		**Total 48 Credits**
Section 'A' Section 'B' Section 'C'	*Śukanāsopadeśa* *Viśrutacaritam*upto 15th Para Survey of Sanskrit Literature – Prose	20 Credits 16 Credits 12 Credits
Unit-Wise Division: **Section 'A'** ***Śukanāsopadeśa***		
Unit: I	Introduction- Author/Text, Text up to*Lakṣmī-Caritra* (up to the end of the text)	**14 Credits**
Unit: II	Society and political thought depicted in *Śukanasopadeśa*, logical meaning and application of sayings like बाणोच्छिष्टं जगत्सर्वम्, वाणीबाणोबभूव, पञ्चाननोबाणःetc.	**06 Credits**
Section 'B' **ViśrutacaritamUpto 15th Paragraph**		
Unit: I	Para 1 to 10 – Introduction – Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.	08 Credits
Unit: II	Para 11 to 15 – Text reading (grammar Translation, and Explanation), Poetic excellence, plot, Timing of Action, Society, Language and Style of Daṇḍin. Exposition of saying दण्डिनःपदलालित्यम्, कविर्दण्डीकविर्दण्डीकविर्दण्डीनसंशयः।	08 Credits
Section 'C' **Survey of Sanskrit Literature: Prose Romances & Fables Literature**		
Unit: I	Origin and development of prose and important prose romances & Fables Literature. *Subandhu, Bāṇa, Daṇḍin, AmbikādattaVyāsa.*	**06 Credits**
Unit: II	*Pañcatantra, Hitopadeśa, Vetālapañcaviṃsattikā, Siṃhāsanadvātriṃśikā*and*Purūṣaparīkṣā.*	**06 Credits**

Skill Enhancement Course

SANS-H-SEC-T-01 Evolution of Indian Scripts		
Prescribed Course:		**Total 28 Credits**
Section 'A'		14 Credits
Section 'B'		14 Credits
Unit-Wise Division Section 'A'		
Unit: I	1. Antiquity of writing in India 2. Early Brāhmī and Kharoṣṭī Scripts 3. Development of Devanāgarī Scripts 4. Development of Eastern Indian Scripts with Special Reference to Mediaeval Bengali	**14 Credits**
Section 'B'		
Unit: I	1. Types/Kinds of the Brāhmī script by 400 A.D. 2. Transition to early modern Indian scripts 3. Causes of variation in the Brāhmī script	**14 Credits**

SANS-H-SEC-T-02 **Basic Elements of *Āyurveda***		
Prescribed Course:		**Total 28 Credits**
Section 'A'	Introduction of *Āyurveda*	14 Credits
Section 'B'	*Carakasaṃhitā*– (*Sūtra-sthānam*)	14 Credits
Unit-Wise Division **Section 'A'** **Introduction of Āyurveda**		
Unit: I	Introduction of *Āyurveda*, History of IndianMedicine in the pre-caraka period, The two schoolsof *Āyurveda*: *Dhanvantari* and *Punarvasu*.	**07 Credits**
Unit: II	Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra	**07 Credits**
Section 'B' ***Carakasaṃhitā*– (Sūtra-sthānam)**		
Unit: I	*Carakasaṃhitā*– (*Sūtra-sthānam*): Division of Timeand condition of nature and body in six seasons.Regimen of Fall Winter (*Hemanta*), Winter (*Śiśira*)& Spring (*Vasanta*) seasons.Regimen of Summer (*Grīṣma*), Rainy (*Varṣā*) andAutumn (*Śarada*) seasons.	**14 Credits**

বাংলা স্নাতক পর্ষদের প্রস্তাবিত পাঠক্রম

সাম্মানিক স্তর

২০২১ শিক্ষাবর্ষ থেকে এই নতুন সিলেবাস চালু করা হলো।

প্র. প্রামাণিক

০৪/১০/২০২১

সভাপতি
বাংলা, স্নাতক পর্ষদ
কল্যাণী বিশ্ববিদ্যালয়
কল্যাণী, নদীয়া, ৭৪১২৩৫

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	SEMESTER I		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ও বাংলা ভাষাতত্ত্ব (১মভাগ)	CORE	6
BNG-H- CC-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) ও বাংলা ভাষাতত্ত্ব (২য়ভাগ)	CORE	6
BNG-H- GE-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	GE	6
BNG-H-AECC-T-1	----------	AECC	2
TOTAL	4 COURSES	TOTAL	20
	SEMESTER II		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-3	ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী	CORE	6
BNG-H- CC-T-4	অলঙ্কার, শাক্তপদাবলী, অন্নদামঙ্গল	CORE	6
BNG-H- GE-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ), গদ্যের বিকাশ, সাময়িক পত্র ও ভাষার ইতিহাস	GE	6
BNG-H-AECC-T-1	বোধ পরীক্ষণ, পরিভাষা, কবিতা ও ছোটগল্প	AECC	2
TOTAL	4 COURSES	TOTAL	20
	SEMESTER III		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-5	কথাসাহিত্যের রূপভেদ ও বাংলা ছোটগল্প	CORE	6
BNG-H- CC-T-6	বাংলা উপন্যাস	CORE	6
BNG-H- CC-T-7	বাংলা প্রবন্ধের রূপভেদ, জীবনী ও প্রবন্ধ	CORE	6
[illegible]	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	GE	6
BNG-H- SEC-T-1	বানান বিধি, প্রুফ সংশোধন, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2
TOTAL	5 COURSES	TOTAL	26
	SEMESTER IV		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-8	বাংলা সমালোচনা ও প্রবন্ধ	CORE	6
BNG-H- CC-T-9	কাব্যের রূপভেদ, কাব্য ও উনিশ শতকের কবিতা	CORE	6
BNG-H- CC-T-10	বাংলা কবিতা	CORE	6
[illegible]	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ), গদ্যের বিকাশ, সাময়িক পত্র, ভাষার ইতিহাস	GE	6
BNG-H- SEC-T-2	প্রতিবেদন, বিজ্ঞাপন, গবেষণার রীতি এবং প্রয়োগ বৈচিত্র্য (ব্যবহারিক)	SEC	2

TOTAL	5 COURSES	TOTAL	26
	SEMESTER V		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-11	উপন্যাস	CORE	6
BNG-H- CC-T-12	বাংলা নাটকের রূপভেদ, রঙ্গমঞ্চ ও নাটক	CORE	6
BNG-H- DSE-T-1	কাব্যতত্ত্ব, সাহিত্য তত্ত্ব ও সাহিত্য সমালোচনা	CORE	6
BNG-H- DSE-T-2	বাংলাদেশ ও বহির্বঙ্গে রচিত বাংলা সাহিত্য	CORE	6
TOTAL	4 COURSES	TOTAL	24
	SEMESTER VI		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-13	পরিবেশ ভাবনা ও বাংলা সাহিত্য	CORE	6
BNG-H- CC-T-14	সংস্কৃত সাহিত্যের ইতিহাস, ইংরাজী সাহিত্যের ইতিহাস ও লোক সাহিত্য	CORE	6
BNG-H- DSE-T-3	বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য	CORE	6
BNG-H- DSE-T-4	বাংলা ও প্রাদেশিক সাহিত্য	CORE	6
TOTAL	4 COURSES	TOTAL	24

বিস্তারিত পাঠক্রম

	SEMESTER I		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H- CC-T-1	বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ) ও বাংলা ভাষাতত্ত্ব (১মভাগ)	CORE	6
পর্ব : ১ বাংলা সাহিত্যের ইতিহাস (প্রাচীন)			

প্রস্তাবনা ও প্রাথমিক আলোচনা : 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 শ্রীচৈতন্য প্রভাব, চৈতন্যজীবনীসাহিত্য (বিশেষ গুরুত্বসহ বৃন্দাবনদাসের 'চৈতন্যভাগবত' ও কৃষ্ণদাস কবিরাজের 'শ্রীচৈতন্যচরিতামৃত' 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 মুকুন্দরাম চক্রবর্তী, রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী, ভারতচন্দ্র রায়)।
মধ্যযুগের মুসলিম কবি ও কাব্য: দৌলত কাজী ও সৈয়দ আলাওল।
শাক্তপদাবলী – রামপ্রসাদ সেন ও কমলাকান্ত ভট্টাচার্য।
পর্ব: ৪ বাংলা ভাষাতত্ত্ব 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 বর্গীকরণ- স্বরধ্বনি ও ব্যঞ্জনধ্বনি। ৬. বাংলা লিপির উদ্ভব ও বিকাশ। ৭. আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (আই.পি.এ) নিয়মাবলী ও লিপ্যান্তর।

	SEMESTER I		
COURSE CODE	**COURSE TITLE**	**COURSE NATURE**	**CREDIT**
BNG-H- CC-T-2	**বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) ও বাংলা ভাষাতত্ত্ব (২য়ভাগ)**	**CORE**	**6**
পর্ব-১			

বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)
গদ্য ও প্রবন্ধ: ফোর্ট উইলিয়াম কলেজ (উইলিয়াম কেরী, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার), রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, স্বামী বিবেকানন্দ, প্রমথ চৌধুরী।
সাময়িক পত্র: সাধারণ আলোচনা– দিগ্‌দর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র, কল্লোল।
পর্ব : ২
কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, জসীমউদ্দীন, কামিনী রায়, মোহিতলাল মজুমদার, নজরুল ইসলাম, জীবনানন্দ দাশ, সুধীন্দ্রনাথ দত্ত, অমিয় চক্রবর্তী, বিষ্ণু দে, শক্তি চট্টোপাধ্যায়, সুনীল গঙ্গোপাধ্যায়, শঙ্খ ঘোষ।
নাটক: মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ চন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়,রবীন্দ্রনাথ ঠাকুর, বিজন ভট্টাচার্য, শম্ভু মিত্র।
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
১. বাংলা উপভাষা : রাঢ়ী, বঙ্গালী, বরেন্দ্রী, ঝাড়খন্ডী, কামরূপী। ২. ধ্বনি পরিবর্তন (কারণ ও ধারা)। ৩. শব্দার্থ পরিবর্তন (কারণ ও ধারা)। ৪. বাংলা শব্দভান্ডার। ৫. রূপতত্ত্ব- লিঙ্গ, বচন, পুরুষ। ৬. সাধু ও চলিত ভাষা।

	SEMESTER I		
COURSE CODE	**COURSE TITLE**	**COURSE NATURE**	**CREDIT**
BNG-H-GE-T-1	**বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী**	GE	6

পর্ব ১ বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ)

চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য : রামায়ণ (কৃত্তিবাস), ও মহাভারত (কাশীরাম দাস), চৈতন্যজীবনী (চৈতন্যভাগবত, চৈতন্যচরিতামৃত), মনসামঙ্গল (নারায়ণদেব, বিজয়গুপ্ত), চণ্ডীমঙ্গল (কবিকঙ্কণ মুকুন্দরাম চক্রবর্তী), ধর্মমঙ্গল (রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (ভারতচন্দ্র রায়), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য) ।

পর্ব-২ ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী

ছন্দ- দল, ছেদ, যতি, মাত্রা, পর্ব, পর্বাঙ্গ, চরণ, পদ। বাংলা ছন্দের ত্রিধারা (দলবৃত্ত, কলাবৃত্ত, মিশ্রকলাবৃত্ত) সংজ্ঞা, বৈশিষ্ট্য, উদাহরণ সহ আলোচনা। ছন্দোলিপি-নির্ণয় ও বিশ্লেষণ।

অলঙ্কার – সংজ্ঞাসহ উদাহরণ- অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।

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

১. নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস
২. আমার শপতি লাগে - বলরাম দাস
৩. রাধার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস
৪. রূপ লাগি আঁখি ঝুরে- জ্ঞানদাস
৫. কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস
৬. এ সখি হামারি দুখের নাহি ওর- বিদ্যাপতি
৭. কি কহব রে সখি আনন্দ ওর - বিদ্যাপতি

	SEMESTER II		
COURSE CODE	**COURSE TITLE**	**COURSE NATURE**	**CREDIT**

BNG-H-CC-T-3	ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী	CORE	6

পর্ব-১ ছন্দ

ছন্দ : দল, মাত্রা, ছেদ, যতি, যতিলোপ, পর্ব, পর্বাঙ্গ, পংক্তি, চরণ, পদ।
বাংলা ছন্দের ত্রিধারা- দলবৃত্ত, কলাবৃত্ত, মিশ্রকলাবৃত্ত (পয়ার, অমিত্রাক্ষর, মুক্তক, গদ্যছন্দ)- সংজ্ঞা, বৈশিষ্ট্য, উদাহরণসহ আলোচনা।
ছন্দোলিপি: নির্ণয় ও বিশ্লেষণ।

পর্ব ২ কৃত্তিবাসী রামায়ণ (উত্তরাকান্ড)

কবি কৃত্তিবাস ওঝার আবির্ভাবকাল, জীবন কাহিনি, প্রতিভা বিচার, কাব্য পাঠ ও বিশ্লেষণ।

পর্ব ৩ বৈষ্ণব পদাবলী (নির্বাচিত)

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

১. আজু হাম কি পেখলুঁ নবদ্বীপচন্দ- রাধামোহন ঠাকুর।
২. দাঁড়াইয়া নন্দের আগে- বলরাম দাস
৩. সই কেবা শুনাইল শ্যামনাম - চন্ডীদাস
৪. আলো মুঞি জানো না- জ্ঞানদাস
৫. মাধব কি কহব - গোবিন্দদাস
৬. পিরীতি সুখের সায়র- চন্ডীদাস
৭. চির চন্দন উরে- বিদ্যাপতি
৮. আজু রজনী হাম ভাগে পোহায়লুঁ – বিদ্যাপতি
৯. তাতল সৈকত বারিবিন্দুসম- বিদ্যাপতি

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-4	অলঙ্কার, শাক্ত পদাবলী, অন্নদামঙ্গল	CORE	6

পর্ব-১ অলঙ্কার

অলঙ্কার (সংজ্ঞা, উদাহরণ, অলঙ্কার নির্ণয়)
শব্দালঙ্কার : অনুপ্রাস, শ্লেষ, বক্রোক্তি, যমক।
অর্থালঙ্কার : উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষা, সন্দেহ, ব্যতিরেক, বিরোধাভাস, ব্যজস্তুতি, অপহ্নুতি, অতিশয়োক্তি।

পর্ব-২ শাক্ত পদাবলী

শাক্ত পদাবলী:
১. গিরি, এবার আমার উমা এলে- রামপ্রসাদ সেন।
২. আমি কি হেরিলাম নিশি স্বপনে- কমলাকান্ত ভট্টাচার্য।
৩. ওরে নবমী নিশি- কমলাকান্ত ভট্টাচার্য
৪. যেয়ো না রজনী আজি লয়ে তারাদলে- মধুসূদন দত্ত।
৫. শুকনো তরু মুঞ্জরে না- কমলাকান্ত ভট্টাচার্য।

৬. মা আমায় ঘুরাবি কত- রামপ্রসাদ সেন ৭. দোষ কারো নয় গো মা- দাশরথি রায়
পর্ব- ৩ অন্নদামঙ্গল (১ম ভাগ) (নির্বাচিত অংশ)
ভারতচন্দ্রের অন্নদামঙ্গল (১ম ভাগ): কাব্য পাঠ (গ্রন্থসূচনা, কৃষ্ণচন্দ্রের সভাকর্ন, শিবের দক্ষালয় যাত্রা, শিববিবাহের সম্বন্ধ, শিবের বিবাহ যাত্রা, শিববিবাহ, কন্দল ও শিবনিন্দা, হরগৌরীর কথোপকথন, হরগৌরীর বিবাদসূচনা, হরগৌরীর কন্দল, শিবের ভিক্ষায় গমনোদ্‌যোগ, শিবের ভিক্ষাযাত্রা, অন্নপূর্ণার অধিষ্ঠান, শিবব্যাসে কথোপকথন, অন্নদার জরতীবেশে ব্যাসছলনা, ব্যাসের প্রতি দৈববাণী, বসুন্ধরের মর্ত্ত্যলোকে জন্ম, হরিহোড়ের বৃত্তান্ত, ভবানন্দের জন্মবৃত্তান্ত, অন্নদার ভবানন্দ ভবনে যাত্রা) বিশ্লেষণ ও কবি প্রতিভার পরিচয়।

SEMESTER II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-GE-T-2	**বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব**	CORE	6
পর্ব-১ গদ্য -প্রবন্ধ ও কাব্য কবিতা			
গদ্য ও প্রবন্ধ: ফোর্ট উইলিয়াম কলেজ,রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী। **কাব্য কবিতা :** ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ।			
পর্ব ২ উপন্যাস, ছোটগল্প, সাময়িক পত্র, নাটক			
উপন্যাস- বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়। **ছোটগল্প-** বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।			
সাময়িক পত্র : দিগ্‌দর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র।			
নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়,রবীন্দ্রনাথ ঠাকুর।			
পর্ব -৩ ভাষাতত্ত্ব			

.১. বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ(প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা)।
২. সাধু ও চলিত
৩. বাংলা শব্দভান্ডার
৪. বাংলা উপভাষা
৫. ধ্বনি পরিবর্তনের কারণ ও ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, ধ্বনির আগমন, নাসিক্যীভবন, স্বরসঙ্গতি)।
৬. শব্দার্থ পরিবর্তনের কারণ ও ধারা।

SEMESTER II			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-AECC-T-1	বাংলা	AECC	2
পর্ব-১			
বোধ পরীক্ষণ পাঠ্যবিষয় বহির্ভূত রচনা থেকে নির্বাচিত হবে।			
পর্ব-২			
ক. **পত্ররচনা** (আবেদন পত্র) খ. **প্রতিবেদন** (সংবাদপত্র প্রকাশ উপযোগী কোন ঘটনার প্রতিবেদন) গ. **পরিভাষা** (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনের ২০০ টি পরিভাষা থেকে নির্বাচিত)			
পর্ব-৩			
ছোটগল্প: (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' থেকে নির্বাচিত) খোকাবাবুর প্রত্যাবর্তন- রবীন্দ্রনাথ ঠাকুর আদরিণী- প্রভাত কুমার মুখোপাধ্যায়			
কবিতা: (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' থেকে নির্বাচিত) নির্ঝরের স্বপ্নভঙ্গ- রবীন্দ্রনাথ ঠাকুর শিকল পরার গান- নজরুল ইসলাম			

SEMESTER III			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-5	কথাসাহিত্যের রূপভেদ ও বাংলা ছোটগল্প	CORE	6
পর্ব- ১			
ক) ছোটগল্পের রূপভেদ সংজ্ঞা, বৈশিষ্ট্য ও শ্রেণি বিভাগ। খ) উপন্যাসের রূপভেদ- ঐতিহাসিক, সামাজিক, রাজনৈতিক, আঞ্চলিক, মনস্তাত্ত্বিক।			

পর্ব-২ রবীন্দ্রনাথের ছোটগল্প – গল্পগুচ্ছ
জীবিত ও মৃত, নিশীথে, অনধিকার প্রবেশ, অতিথি, স্ত্রীর পত্র।
পর্ব-৩ আধুনিক বাংলা ছোটগল্প
ক) প্রাক্ চল্লিশ বাংলা গল্প : বাংলা গল্প ও সমালোচনা সঞ্চয়ন, (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত) লঘুকর্ণ –পরশুরাম, দেবী-প্রভাত কুমার মুখোপাধ্যায়, নারী ও নাগিনী- তারাশঙ্কর বন্দ্যোপাধ্যায়।
খ) উত্তর-চল্লিশ বাংলা ছোটগল্প : বাংলা গল্প ও সমালোচনা সঞ্চয়ন, (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত) হারাণের নাতজামাই - মানিক বন্দ্যোপাধ্যায়, পোনাঘাট পেরিয়ে- প্রেমেন্দ্র মিত্র, বান- মহাশ্বেতা দেবী।

	SEMESTER III		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-6	উপন্যাস	CORE	6
পর্ব-১ কৃষ্ণকান্তের উইল- বঙ্কিমচন্দ্র চট্টোপাধ্যায়।			
পর্ব-২ ঘরে বাইরে - রবীন্দ্রনাথ ঠাকুর।			
পর্ব-৩ শ্রীকান্ত (প্রথম পর্ব)- শরৎচন্দ্র চট্টোপাধ্যায়।			

	SEMESTER III		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-7	প্রবন্ধ নিবন্ধের রূপভেদ, জীবনী, প্রবন্ধ পাঠ	CORE	6
পর্ব -১			
প্রবন্ধ নিবন্ধের রূপভেদ: প্রবন্ধ, রম্যরচনা, পত্রসাহিত্য, ডায়েরী, জীবনীসাহিত্য, ভ্রমণসাহিত্য।			
পর্ব-২			
আমার জীবন- রাসসুন্দরী দেবী			
পর্ব-৩			
কমলাকান্তের দপ্তর – বঙ্কিমচন্দ্র চট্টোপাধ্যায় নির্বাচিত প্রবন্ধ- আমার মন, আমার দুর্গোৎসব, একা কে গায় ঐ, মনুষ্যফল, বিড়াল।			

	SEMESTER III		
COURSE CODE	**COURSE TITLE**	**COURSE NATURE**	**CREDIT**
BNG-H-GE-T-1	**বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী**	GE	6

পর্ব ১ বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ)

চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য : রামায়ণ (কৃত্তিবাস), ও মহাভারত (কাশীরাম দাস), চৈতন্যজীবনী (চৈতন্যভাগবত, চৈতন্যচরিতামৃত), মনসামঙ্গল (নারায়ণদেব, বিজয়গুপ্ত), চণ্ডীমঙ্গল (কবিকঙ্কণ মুকুন্দরাম চক্রবর্তী), ধর্মমঙ্গল (রূপরাম চক্রবর্তী, ঘনরাম চক্রবর্তী), অন্নদামঙ্গল (ভারতচন্দ্র রায়), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য) ।

পর্ব-২ ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী

ছন্দ- দল, ছেদ, যতি, মাত্রা, পর্ব, পর্বাঙ্গ, চরণ, পদ । বাংলা ছন্দের ত্রিধারা (দলবৃত্ত, কলাবৃত্ত, মিশ্রকলাবৃত্ত) সংজ্ঞা, বৈশিষ্ট্য, উদাহরণ সহ আলোচনা। ছন্দোলিপি-নির্ণয় ও বিশ্লেষণ।

অলঙ্কার – সংজ্ঞাসহ উদাহরণ- অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, উপমা, উৎপ্রেক্ষা।

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

১. নীরদ নয়নে নীর ঘন সিঞ্চনে - গোবিন্দদাস
২. আমার শপতি লাগে - বলরাম দাস
৩. রাধার কি হৈল অন্তরে ব্যথা - চণ্ডীদাস
৪. রূপ লাগি আঁখি ঝুরে- জ্ঞানদাস
৫. কন্টক গাড়ি কমলসম পদতল - গোবিন্দদাস
৬. এ সখি হামারি দুখের নাহি ওর- বিদ্যাপতি
৭. কি কহব রে সখি আনন্দ ওর - বিদ্যাপতি

	SEMESTER III		
COURSE CODE	**COURSE TITLE**	**COURSE NATURE**	**CREDIT**
BNG-H-SEC-T-1	**বানান বিধি, প্রুফ সংশোধন, সাহিত্য পাঠ ও প্রয়োগ বৈচিত্র্য (ব্যবহারিক)**	SEC	2

পর্ব-১ বানান বিধি, প্রুফ রিডিং।
পর্ব-২ গ্রন্থ পর্যালোচনা (যে কোন গ্রন্থ নির্বাচন করা যাবে)।
পর্ব-৩ কবিতা ও নাটক পাঠ।
পর্ব-৪ সাহিত্য বিষয়ক আলোচনাচক্র (তাৎক্ষণিক বিষয় ভিত্তিক)

এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত পরীক্ষক হিসেবে থাকবেন।

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-8	বাংলা সমালোচনা সাহিত্য ও প্রবন্ধ	CORE	6
পর্ব-১ বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)			
সমালোচনা মূলক প্রবন্ধ: মোহিতলাল মজুমদার- আধুনিক বাংলা সাহিত্যে রোমান্টিক ভাবধারা। সরোজ বন্দ্যোপাধ্যায়- উপন্যাসে মৃত্যু।			
পর্ব-২ বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)			
প্রবন্ধ : বর্তমান সমাজ ও সংস্কৃতি –শ্রীনীরদচন্দ্র চৌধুরী বাঙালির আত্মপরিচয়- আনিসুজ্জামান রবীন্দ্রনাথ ও বাংলাদেশ- সন্‌জিদা খাতুন			
পর্ব-৩ রবীন্দ্রনাথের প্রবন্ধ (নির্বাচিত)			
নির্বাচিত প্রবন্ধ : সাহিত্যের তাৎপর্য (সাহিত্যের পথে), নরনারী (পঞ্চভূত), লাইব্রেরী (বিচিত্র প্রবন্ধ)।			

	SEMESTER IV		
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-9	কাব্যের রূপভেদ, কাব্য ও কবিতাপাঠ	CORE	6
পর্ব-১ কাব্যের সংজ্ঞা ও রূপভেদ			
কাব্যের সংজ্ঞা ও রূপভেদ: মহাকাব্য, গীতিকাব্য, সনেট, আখ্যানকাব্য, পত্রকাব্য, শোককাব্য, স্তোত্রকবিতা।			

পর্ব -২ **বীরাঙ্গনা-** (নির্বাচিত অংশ) মাইকেল মধুসূদন দত্ত : দুষ্মন্তের প্রতি শকুন্তলা, সোমের প্রতি তারা, দশরথের প্রতি কেকয়ী, নীলধ্বজের প্রতি জনা।
পর্ব-৩ শ্রী শ্রীকুমার বন্দ্যোপাধ্যায় ও শ্রীঅরুণ কুমার মুখোপাধ্যায় (সম্পাদিত) **'ঊনবিংশ শতকের গীতিকবিতা সংকলন'** গ্রন্থ থেকে নির্বাচিত।
নির্বাচিত কবিতা : ১. শ্রাবণে - গিরীন্দ্রমোহিনী দাসী। ২. ঐমাইকেল মধুসূদন দত্ত - নবীনচন্দ্র সেন। ৩. অদ্ভুত অভিসার - দেবেন্দ্রনাথ সেন। ৪. শতকণ্ঠে কর গান - স্বর্ণকুমারী দেবী। ৫. (ঐ) মহাসিন্ধুর ওপার থেকে- দ্বিজেন্দ্রলাল রায়। ৬. শিশুর হাসি- হেমচন্দ্র বন্দ্যোপাধ্যায়।

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-10	বাংলা কবিতা	CORE	6
পর্ব-১ সঞ্চয়িতা (নির্বাচিত) – রবীন্দ্রনাথ ঠাকুর			
জীবনদেবতা (চিত্রা), প্রার্থনা (নৈবেদ্য) ভারততীর্থ (গীতাঞ্জলি), ঐকতান (জন্মদিনে)।			
পর্ব ২ প্রাক্ চল্লিশ পর্ব			
কাজী নজরুল ইসলাম : আমার কৈফিয়ৎ মোহিতলাল মজুমদার : কালাপাহাড় সত্যেন্দ্রনাথ দত্ত : স্বর্গাদপি গরীয়সী যতীন্দ্রনাথ সেনগুপ্ত : দুঃখবাদী			
পর্ব -৩ উত্তর চল্লিশ পর্ব			

আধুনিক বাংলা কবিতা : 'বাংলা কবিতা ও প্রবন্ধ সংকলন' (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)

১. সুচেতনা - জীবনানন্দ দাশ।

২. তোমাকে পাওয়ার জন্য হে স্বাধীনতা - শামসুর রাহমান।

৩. সংসারে সন্ন্যাসী লোকটা - শক্তি চট্টোপাধ্যায়।

৪. মুখ ঢেকে যায় বিজ্ঞাপনে - শঙ্খ ঘোষ।

৫. সেই নারী- কবিতা সিংহ।

৬. পৃথিবী বাড়ুক রোজ - নবনীতা দেবসেন।

৭. দেবী - মল্লিকা সেনগুপ্তা।

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-GE-T-2	বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ) গদ্যের বিকাশ থেকে সাময়িক পত্র ও ভাষাতত্ত্ব	CORE	6
পর্ব-১ গদ্য -প্রবন্ধ ও কাব্য কবিতা			
গদ্য ও প্রবন্ধ: ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী। কাব্য কবিতা : ঈশ্বরচন্দ্র গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, নজরুল ইসলাম, জীবনানন্দ দাশ।			
পর্ব ২ উপন্যাস, ছোটগল্প, সাময়িক পত্র, নাটক			
উপন্যাস- বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়। ছোটগল্প- বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।			
সাময়িক পত্র : দিগ্‌দর্শন, সমাচার দর্পণ, সংবাদ প্রভাকর, বঙ্গদর্শন, সবুজপত্র।			
নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর।			
পর্ব -৩ ভাষাতত্ত্ব			

বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ (প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা),
সাধু ও চলিত
বাংলা শব্দভান্ডার
বাংলা উপভাষা
ধ্বনি পরিবর্তনের কারণ ও ধারা (অপিনিহিতি, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, ধ্বনির আগমন, নাসিক্যীভবন, স্বরসঙ্গতি)।
শব্দার্থ পরিবর্তনের কারণ ও ধারা।

SEMESTER IV			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-SEC-T-2	প্রতিবেদন, বিজ্ঞাপন রচনা, গবেষণার রীতি পদ্ধতি ও ব্যবহারিক প্রয়োগ	SEC	2
পর্ব-১ প্রতিবেদন, বিজ্ঞাপন রচনা।			
পর্ব-২ গবেষণার রীতি পদ্ধতি।			
পর্ব-৩ সাহিত্য বিষয়ক প্রবন্ধ রচনা।			
পর্ব-৪ সঞ্চালনা, সংবাদ পাঠ।			

এটি ব্যবহারিক পত্র। অন্য কলেজের অধ্যাপক বহিরাগত পরীক্ষক হিসেবে থাকবেন।

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-11	বাংলা উপন্যাস	CORE	6
পর্ব-১			
হাঁসুলি বাঁকের উপকথা - তারাশঙ্কর বন্দ্যোপাধ্যায়।			
পর্ব-২			
পথের পাঁচালী- বিভূতিভূষণ বন্দ্যোপাধ্যায়।			

পর্ব-৩
অমাবস্যার গান- নারায়ণ গঙ্গোপাধ্যায়।

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-12	**নাটকের রূপভেদ, বঙ্গরঙ্গমঞ্চ ও বাংলা নাটক**	CORE	6
পর্ব-১			
নাটকের রূপভেদ: ট্র্যাজেডি, কমেডি, প্রহসন, পৌরাণিক নাটক, ঐতিহাসিক নাটক, সামাজিক নাটক, একাঙ্ক নাটক, রূপক সাংকেতিক,পথনাটক।			
পর্ব-২			
বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা : লেবেদেফের বেঙ্গলী থিয়েটার, নবীন বসুর থিয়েটার, বেলগাছিয়া নাট্যশালা, জোড়াসাঁকো নাট্যশালা, ন্যাশনাল থিয়েটার।			
পর্ব-৩			
নীলদর্পণ- দীনবন্ধু মিত্র রখের রশি- রবীন্দ্রনাথ ঠাকুর			

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-1	**কাব্যতত্ত্ব, সাহিত্যতত্ত্ব, সাহিত্য সমালোচনা**	CORE	6
পর্ব-১			
কাব্যজিজ্ঞাসা–অতুলচন্দ্র গুপ্ত (ধ্বনি ও রস)			
পর্ব-২			
সাহিত্যতত্ত্ব- ক্লাসিসিজম, রোমান্টিসিজম, রিয়ালিজম, ন্যাচারালিজম, সুররিয়ালিজম।			
পর্ব-৩			
সাহিত্য সমালোচনামূলক প্রবন্ধ (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত 'বাংলা গল্প ও সমালোচনা সংকলন' এর নির্বাচিত প্রবন্ধ)			

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

SEMESTER V			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-2	বাংলাদেশ ও বহির্বঙ্গে বাংলা ভাষায় রচিত সাহিত্য	CORE	6
পর্ব-১ বাংলাদেশ ও বহির্বঙ্গে বাংলা ভাষায় রচিত সাহিত্যের রূপরেখা			
ক) কবিতা ১. মানুষ- নির্মলেন্দু গুণ (বাংলাদেশ) ২. একটি সন্ধ্যা- অশোক বিজয় রাহা (আসাম) ৩. আজও কী বৃষ্টি হবে না- স্বপন সেনগুপ্ত (ত্রিপুরা)			
খ) ছোটগল্প- ১. জননী- হাসান আজিজুল হক (বাংলাদেশ) ২. গুলি আর গুলির শব্দ – দীপক দেব (আসাম) ৩. পরিত্রাণ- মীনাক্ষী সেন (ত্রিপুরা)			
পর্ব-২ প্রবন্ধ			
১. ভাষা সংস্কার ও বাঙালি চেতনার বিকৃতি – আহমদ শরীফ (বাংলাদেশ)। ২. বাংলা সাহিত্যের তৃতীয় ভুবন- বিজিত কুমার ভট্টাচার্য (আসাম)। ৩. একুশের চিন্তা – বিশ্বজিৎ চৌধুরী (ত্রিপুরা)।			
পর্ব-৩ নাটক কবর- মুনীর চৌধুরী (বাংলাদেশ)			

SEMESTER VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T-13	পরিবেশ ভাবনা ও বাংলা সাহিত্য	CORE	6
পর্ব ১			
ক. বাংলা সাহিত্য ও সংস্কৃতিতে পরিবেশ ভাবনা খ. কবিতা: রূপসী বাংলা- জীবনানন্দ দাশ, গাছ- অমিয় চক্রবর্তী, আগামী-সুকান্ত ভট্টাচার্য, ছায়ার জন্য- সুনীল গঙ্গোপাধ্যায়।			
পর্ব-২			

গল্প- গাছ-জ্যোতিরিন্দ্র নন্দী, অশ্বত্থ-বিমল কর, মহাপ্রাণের ঋণ-সাধন চট্টোপাধ্যায়, অকাজের বৌ-জয়া মিত্র।
পর্ব-৩
প্রবন্ধ: - রবীন্দ্রনাথ ঠাকুর- অরণ্যদেবতা-(পল্লীপ্রকৃতি), হলকর্ষণ-(পল্লীপ্রকৃতি), বনবাণী (ভূমিকা)।
পর্ব-৪
উপন্যাস: কিন্নর রায়- প্রকৃতি পাঠ।

SEMESTER VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-CC-T 14	সংস্কৃত সাহিত্যের ইতিহাস, ইংরাজী সাহিত্যের ইতিহাস ও লোকসাহিত্য	CORE	6
পর্ব-১ সংস্কৃত সাহিত্যের ইতিহাস			
কালিদাস, ভবভূতি, বাণভট্ট, শূদ্রক, জয়দেব।			
পর্ব-২ ইংরাজী সাহিত্যের ইতিহাস			
শেক্সপীয়র (নাটক), ওয়ার্ডস্‌ওয়ার্থ, শেলী, কিট্‌স, চার্লস্ ডিকেন্স, এলিয়ট, বার্ণার্ড শ।			
পর্ব-৩ লোকসাহিত্য			
লোকগীতি, গীতিকা, ছড়া, প্রবাদ-প্রবচন, ধাঁধা।			

SEMESTER VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-3	বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য	CORE	6
পর্ব-১			

বাংলা রূপকথা ও উপকথা

নীলকমল আর লালকমল, [redacted]- দক্ষিণারঞ্জন মিত্র মজুমদার
টুনটুনি ও রাজার কথা- উপেন্দ্রকিশোর রায় চৌধুরী
বাপ্পাদিত্য- অবনীন্দ্রনাথ ঠাকুর
লালু আর ভুলু- সুখলতা রাও
ইচ্ছামতী- নবনীতা দেবসেন

পর্ব-২

ক) আবোল তাবোল (নির্বাচিত) সুকুমার রায়
খিচুড়ি, খুড়োর কল, গন্ধবিচার, একুশে আইন।
খ) পদিপিসির বর্মীবাক্স : লীলা মজুমদার

পর্ব-৩

গোয়েন্দা সাহিত্য –

১. অচিন পাখি- শরদিন্দু বন্দ্যোপাধ্যায়।
২. তদন্ত- নারায়ণ গঙ্গোপাধ্যায়।
৩. গোলকধাম রহস্য- সত্যজিৎ রায়।
৪. গোয়েন্দা বরদাচরণ- শীর্ষেন্দু মুখোপাধ্যায়।
৫. রহস্যভেদ- আশালতা সিংহ ।

SEMESTER VI			
COURSE CODE	COURSE TITLE	COURSE NATURE	CREDIT
BNG-H-DSE-T-4	বাংলা ও প্রাদেশিক সাহিত্য	CORE	6

পর্ব-১ প্রাদেশিক সাহিত্যের সংক্ষিপ্ত পরিচয়

পর্ব২ ছোটগল্প

ভেন্ন(হিন্দি গল্প)–মুন্সী প্রেমচন্দ (কথাভারতী: হিন্দী গল্পগুচ্ছ- ড. নামবর সিং(সম্পা), অনুবাদ-ইন্দ্রাণী সরকার, এন.বি.টি
পালোয়ানের ঢোলক- ফনীশ্বরনাথ রেণু, (ফনীশ্বরনাথ রেণুর শ্রেষ্ঠ গল্প) ভারত যাযাবর সম্পাদিত, অনুবাদ- প্রসূন মিত্র, এন.বি.টি
জঞ্জাল বুড়ো- কৃশন চন্দর, (কথাভারতী, উর্দু গল্প সংকলন, প্রথম খন্ড- ড. অরুণ কুমার মুখোপাধ্যায়(অনুদিত), এন. বি.টি।
টোবাটেক সিং (উর্দু)- সাদাত হাসান মান্টো অনুবাদ- (অনুবাদক অনুরাধা কুন্ডু)।

পর্ব-২ মাটির মানুষ (ওড়িয়া) কালিন্দীচরণ পাণিগ্রাহী (অনুবাদ- সুখলতা রাও)

পর্ব-৩ নাটক

চুউপ! আদালত চলছে- বিজয় তেন্ডুলকর।

প্র. প্রামানিক 04/10/2021.

সভাপতি, বাংলা স্নাতক পর্ষদ (UGBOS),
কল্যাণী বিশ্ববিদ্যালয়, কল্যাণী, নদীয়া

সভাপতি
বাংলা স্নাতক পর্ষদ
কল্যাণী বিশ্ববিদ্যালয়
কল্যাণী, নদীয়া, ৭৪১২৩৫