

**UNIVERSITY OF KALYANI**

**REVISED SYLLABUS**

**FOR THREE YEARS B.A./ B.Sc. DEGREE COURSE**

**(HONOURS AND GENERAL)**

**IN**

**GEOGRAPHY**

**According to the Examination Pattern**

**Part – I, Part- II & Part- III**

**WITH EFFECT FROM THE ACADEMIC SESSION**

**2016-2017**

## **University of Kalyani**

### **B.A. /B.Sc. (Honours) Course in Geography (Revised Syllabus)**

**(W.e.f. from the Academic Session 2016-2017)**

#### **Part- I(Honours) (Full Marks: 200)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper I: Physical Geography</b>	<b>Group - A: Geotectonics</b>	<b>35</b>	<b>75</b>
	<b>Group – B: Geomorphology</b>	<b>40</b>	
<b>Paper II: Soil and Biogeography</b>	<b>Group – A: Soil Geography</b>	<b>35</b>	<b>75</b>
	<b>Group –B: Biogeography</b>	<b>40</b>	
<b>Paper III: Practical</b>	<b>Group – A: Scale</b>	<b>10</b>	<b>50</b>
	<b>Group – B: Cartograms</b>	<b>10</b>	
	<b>Group – C: Geological Maps</b>	<b>14</b>	
	<b>Group – D: Rocks and Minerals</b>	<b>6</b>	
	<b>Group –E: Laboratory Note Book and Viva Voce</b>	<b>10</b>	

(Figures in the bracket represent number of Lectures)

**PART- I****Paper – I: Physical Geography**(No. of Lectures – 90)**75 Marks****Group – A: Geotectonics** (No. of lectures – 40)**35 Marks**

1. Origin of the Earth & Universe: Kant, P.L.Laplace, Otto Schmidt, G.Kuiper, Stephen Hawking (08)
2. Geological Time Scale (04)
3. Concepts of Isostasy: Airy, Pratt, Daly, Hayford and Vening Meinesz (05)
4. Continental Drift Theory; Sea Floor Spreading; Plate Tectonic Theory (08)
5. Earthquake and Volcanicity (08)
6. Epeirogenic and Orogenic Movements – Folds and Faults. (07)

**Group – B: Geomorphology** (No. of lectures – 50)**40 Marks**

1. Scope, content and development of Geomorphology (06)
2. Influence of lithology on landforms (06)
3. Landform Evolution in Uniclinal, Folded and Faulted structure. (08)
4. Types of weathering and its resultant landforms; Processes of mass wasting (08)
5. Cyclic and non cyclic concepts of landscape evolution: Davis, Penck, King and Hack(11)
6. Evolution of landforms under Fluvial, Glacial, Aeolian, Marine and Karst processes (11)

(Figures in the bracket represent number of Lectures)

**Paper – II: Soil and Biogeography**(No. of Lectures –90) **75 Marks**

**Group – A: Soil Geography** (No. of lectures –40) **35 Marks**

1. Soil: Definition, composition, processes and factors of formation (06)
2. Concept of zonal, azonal and intrazonal soils; concept of Soil Taxonomy (06)
3. Profile development: Podzols. Chernozems and Laterites (06)
4. Physical and chemical properties of soil: Texture, Structure, Moisture, Colour, Soil Reaction and Organic matter (12)
5. Soil erosion: types and factors; measures of soil conservation (10)

**Group –B: Biogeography** (No. of lectures- 50) **40 Marks**

1. Definition of biosphere and biogeography; Meaning of Ecology, Ecosystem, Environment, Ecotone, Communities, Habitat, Niche, Biotopes and Biomes (08)
2. Trophic structure, food chain and food web and Energy flow in ecosystems (06)
3. Factors of Plant Ecology: Light, Heat, Moisture, Wind and Topography (06)
4. Bio-geochemical cycles: Carbon and Nitrogen (06)
5. Study of Biomes; Tropical Rainforest, Tropical Grassland, Tropical Desert, Boreal and Temperate Grasslands (16)
6. Biodiversity and its importance (08)



**Paper – III: Practical**

**50 Marks**

**Group – A: Scale**

**10 Marks**

1. Scales: Linear, Comparative, Vernier and Diagonal scales
2. Enlargement and reduction of scale

**Group – B: Cartograms**

**10 Marks**

1. Proportional Diagrams: Circles; Pie; Square; Dot and Sphere
2. Taylor's Climograph; Hythergraph; Wind Rose Diagram
3. Choropleth Map
4. Flow Diagram

**Group – C: Geological Maps**

**14 Marks**

Interpretation of geological maps and drawing of sections:  
Horizontal, Uniclinal, Faults and Folds

**Group – D: Rocks and Minerals**

**6 Marks**

Megascopic identification of Rocks & minerals

1. Rocks:

Granite, Basalt, Dolerite, Shale, Sandstone, Limestone, Conglomerate, Laterite, Slate, Phyllite, Schist, Marble, Quartzite and Gneiss

2. Minerals:

Talc, Gypsum, Calcite, Mica, Feldspar, Quartz, Chalcopryite, Hematite, Magnetite, Bauxite, Galena

**Group –E: Laboratory Note Book and Viva Voce**

**(5+5) = 10 Marks**

**B.A. /B.Sc. (Honours) Course in Geography**  
**(Revised Syllabus)**  
(W.e.f. from the Academic Session 2016-2017)

**Part- II (Honours)**  
**(Full Marks: 200)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper IV: Climatology, Hydrology and Oceanography</b>	<b>Group - A: Climatology</b>	<b>35</b>	<b>75</b>
	<b>Group – B: Hydrology</b>	<b>20</b>	
	<b>Group – C: Oceanography</b>	<b>20</b>	
<b>Paper V: Social, Cultural and Population Geography</b>	<b>Group – A: Social and Cultural Geography</b>	<b>40</b>	<b>75</b>
	<b>Group –B: Population Geography</b>	<b>35</b>	
<b>Paper VI: (Practical) Statistical Methods</b>	<b>Group – A: Application of Statistical Methods</b>	<b>40</b>	<b>50</b>
	<b>Group – B: Laboratory Note Book and Viva Voce</b>	<b>5+5 = 10</b>	

(Figures in the bracket represent number of Lectures)

## **PART – II**

### **Paper – IV: Climatology, Hydrology and Oceanography (No. of Lectures- 90) 75 Marks**

#### **Group – A: Climatology (No. of lectures –40) 35 Marks**

1. Insolation and Heat budget (04)
2. Horizontal and vertical distribution of temperature; Inversion of temperature (06)
3. Pressure belts and General wind circulation; Air mass: typology, origin and characteristics (08)
4. Jet streams; Origin of Indian Monsoon (06)
5. Process and forms of condensation; Forms and mechanisms of precipitation: Ice Crystal Theory and Collision Coalescence Theory (08)
6. Tropical and Temperate cyclones (04)
7. Climatic classification after Koppen and Thornthwaite (1931 and 1948) (04)

#### **Group – B: Hydrology (No. of lectures –25) 20 Marks**

1. Scope and content of Hydrology and its relevance (04)
2. Global Hydrological Cycle (04)
3. Factors influencing runoff and infiltration, evaporation and transpiration (08)
4. Components, factors and processes controlling storage and movement of ground water (09)

#### **Group-C: Oceanography (No. of lectures-25) 20Marks**

1. Nature and scope of Oceanography (02)
2. Temperature, salinity and density of sea water (03)
3. Ocean currents: Pacific, Atlantic and Indian Ocean (06)
4. Bottom topography: Pacific, Atlantic and Indian Ocean (09)
5. Formation, characteristics and theories of origin of coral reefs (05)

(Figures in the bracket represent number of Lectures)

**Paper – V: Social, Cultural and Population Geography(No. of Lectures- 90) 75 Marks****Group – A: Social and Cultural Geography (No. of lectures –50) 40 Marks**

1. Scope and content of Social and Cultural Geography (04)
2. Concept of space : social and material space (04)
3. Indicators of social wellbeing (02)
4. Social elements: class, caste, language, religion, race and ethnicity with special reference to India (10)
5. Indian tribes with special reference to Toda, Jarwa, Khasi and Santhal (08)
6. Concepts: culture, community, society, cultural hearth and cultural realms (07)
7. Settlements as social entities; site and situation of rural settlements; rural and urban settlement classification: genetic and functional; theories of urban morphology (Concentric zone theory, Sector theory and Multiple nuclei theory) (15)

**Group B: Population Geography (No. of lectures - 40) 35 Marks**

1. Population growth: global trends and patterns (05)
2. Determinants and measures of fertility, mortality and morbidity (08)
3. Population structure: age and sex specific (04)
4. Theories of population growth: Malthus and Marx; Demographic Transition Model (10)
5. Migration: types, factors and consequences (08)
6. Population Policy in India (05)

**Paper VI: (Practical) Statistical Methods**

**50 Marks**

**Group – A: Application of Statistical methods**

**40 Marks**

1. Nature of statistical data and scales of their measurement; tabulation and classification of data
2. Concepts of Sampling Techniques (Random, Systematic and Stratified); Test of Significance: Students' t-test and Chi-square test
3. Frequency distribution: Frequency curve and polygon; Histogram and Ogives
4. Measures of central tendency and dispersion: Mean, Median and Mode; Mean Deviation and Standard Deviation; Co-efficient of Variation; Z-score
5. Product moment correlation after Pearson and Rank correlation after Spearman; Scatter diagram; Regression analysis and fitting of trend line using bi-variate data
6. Time Series Analysis: Trend line (Semi Average, Moving Average and Least Square method)

**Group-B: Laboratory Note Book and Viva Voce**

**(5+5) = 10 Marks**

**B.A. /B.Sc. (Honours) Course in Geography**  
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**Part- III (Honours)**  
**(Full Marks: 400)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper VII: Nature of Geography, Political and Economic Geography</b>	<b>Group - A: Nature of Geography</b>	<b>30</b>	<b>80</b>
	<b>Group – B: Political Geography</b>	<b>20</b>	
	<b>Group – C: Economic Geography</b>	<b>30</b>	
<b>Paper VIII: Contemporary Issues in Geography, Remote Sensing and GIS</b>	<b>Group – A: Contemporary Issues in Geography</b>	<b>30</b>	<b>80</b>
	<b>Group –B: Remote Sensing and GIS</b>	<b>50</b>	
<b>Paper IX: Regional Geography</b>	-	-	<b>80</b>
<b>Paper X: Practical</b>	-	<b>70+10</b>	<b>80</b>
<b>Paper XI: Practical</b>	-	<b>70+10</b>	<b>80</b>

(Figures in the bracket represent number of Lectures)

**PART – III****Paper – VII: Nature of Geography, Political and Economic Geography****(No. of Lectures- 100) 80 Marks****Group – A: Nature of Geography (No. of lectures –35)****30 Marks**

1. Development of Geography in the Ancient and Mediaeval Periods (10)
2. Development of Geography in the 19<sup>th</sup> Century: Contributions of Humboldt and Ritter (05)
3. Concepts of Determinism, Possibilism and Neo-Determinism (10)
4. Development of Geography in the 20<sup>th</sup> Century: Concept of Areal Differentiation, Positivism, Quantitative and Critical revolution in Geography; Welfare Geography (10)

**Group – B: Political Geography (No. of lectures –30)****20 Marks**

1. Scope and content of Political Geography (08)
2. Heartland and Rimland theories (10)
3. Boundaries and Frontiers (06)
4. Nature of Administrative areas with reference to India (06)

**Group-C: Economic Geography (No. of lectures-35)****30Marks**

1. Scope and content of Economic Geography (04)
2. Sectors of Economy: Primary, Secondary, Tertiary and Quaternary (06)
3. Primary Economic Activities: (i) Agriculture: Classification after Whittlesey and Von Thunen's Model (ii) Fishing: Distribution of world fishing zones (iii) Forestry: Types and management (10)
4. Industry :
  - a. Theories of industrial location: (Weber and Losch)
  - b. i) Iron and Steel Industry of Japan.
  - ii) Paper Industry of Canada.
  - iii) Cotton Textile Industry of U.S.A.
  - iv) Petrochemical Industry of India. (15)

(Figures in the bracket represent number of Lectures)

**Paper – VIII: Contemporary Issues in Geography, Remote Sensing and GIS*****(No. of Lectures- 100)*****80 Marks****Group – A: Contemporary Issues in Geography *(No. of lectures –35)*****30 Marks**

1. Concept of hazard and disaster: natural, quasi-natural and man-made hazards (05)
2. Seasonal climatic hazard: Flood and Drought – mechanism, environmental impact and management (10)
3. Occasional climatic hazards: Hailstorm and Tornado – mechanism, environmental impact and management (10)
4. Biotic hazard: Deforestation and Loss of Biodiversity – impact and conservation of biotic resources (10)

**Group B: Remote Sensing and GIS *(No. of lectures - 65)*****50 Marks**

1. Definition and stages of Remote Sensing; EMR and its spectral ranges; Types of Resolution in RS; Concept of FCC; Remote Sensing Platforms and Sensors –LANDSAT,SPOT and IRS (20)
2. Concept of aerial photography and photogrammetry; Type of aerial photographs; Photo - interpretation keys: Shape, Size, Tone, Colour, Texture, Pattern, Shadow, Site and Association (15)
3. Fundamental concepts of GIS; Use of RS data in GIS; Raster and Vector data format; Data Analysis: Visual and Digital Techniques of Image Interpretation; Global Positioning System; Role of RS and GIS in modern Cartography (15)
4. Application areas of RS and GIS in managing Agriculture, Forestry, Fishing and Water Resources; Monitoring Urban Growth and Environmental Degradation (15)



(Figures in the bracket represent number of Lectures)

**Paper – IX: Regional Geography**

***(No. of Lectures- 100)***

**80 Marks**

1. Concept of regions- nature and types; Methods of Regional delineation; Indicators of Regional imbalances (16)
2. Study of Regions: i) Vale of Kashmir ii) Marusthali iii) Chotanagpur Plateau iv) Indian Sundarban Delta (28)
3. Concept of Regional Planning- Macro level and Micro level; Evolution of Regional Planning in India (through Plan Period) (12)
4. Study of Planning Regions of India: National Capital Region, KMDA and DVC (20)
5. Regional Geography of West Bengal: Geology, Relief, Drainage, Climate, Soil, Vegetation, Agriculture, Mining and Industry, Population, Transport and Communication system (24)

**Paper – X: Practical**

**80 Marks**

**Group – A:**

**70 Marks**

**1. Computer applications in Geography:**

**35 Marks**

- (a) Fundamental concepts on Computer hardware and software
- (b) Preparation of bar, pie and line graph
- (c) Scatter diagram and trend line
- (d) Arithmetic Mean, Median and Mode
- (e) Correlation (Bi-variate data)
- (f) Standard Deviation

**2. Survey: Traversing by Prismatic Compass and Dumpy level with one change point (profile drawing)**

**20 Marks**

**3. Weather map: Pre -monsoon, Monsoon and Post-monsoon**

**15 Marks**

**Group-B: Laboratory Note Book and Viva Voce**

**(5+5) = 10 Marks**

**Paper XI: Practical**

**80 Marks**

**Group – A**

**50 Marks**

1. Projection: Cylindrical Equal Area, Mercator's, Polar Zenithal Stereographic, Simple Conical Projection with one standard parallel and Bonne's **20 Marks**
2. Topographical map interpretation (Plateau Region with R.F.1:50,000) **10 Marks**
  - (i) Profile Drawing: Superimposed, Projected and Composite
  - (ii) Relationship between physical and cultural features using Transect chart and Scatter diagram
3. Morphometric Analysis of Drainage Basin from Topographical Map **20 Marks**
  - (i) Relative Relief
  - (ii) Drainage Frequency
  - (iii) Stream Ordering: Horton and Strahler
  - (iv) Slope analysis by Wentworth's method

**Group – B: Field Work and Field Report**

**(10+10)=20 Marks**

Select an area (rural/urban with cadastral /municipal map) and identify major landuse features and related problems. The report should be:

- (i) Hand written- within 2500 words
- (ii) Maps and diagrams not exceeding 20 pages; photographs not exceeding 5 pages
- (iii) No dry letter to be permitted

**Group-C: Laboratory Note Book and Viva Voce**

**(5+5) = 10 Marks**

# **University of Kalyani**

## **B.A. /B.Sc. (General) Course in Geography (Revised Syllabus)**

**(W.e.f. the session 2016-2017)**

### **Part-I (General) (Full Marks: 100)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper I: Physical Geography</b>	<b>Group - A: Geotectonics and Geomorphology</b>	<b>40</b>	<b>100</b>
	<b>Group – B: Climatology</b>	<b>30</b>	
	<b>Group – C: Soil and Biogeography</b>	<b>30</b>	

(Figures in the bracket represent number of Lectures)

**PART- I****Paper – I: Physical Geography (No. of lectures-125)****100 Marks****Group – A: Geotectonics and Geomorphology (No. of lectures-45)****40 Marks**

1. Interior structure of the earth (04)
2. Influence of rocks on topography (05)
3. Continental Drift theory; Plate Tectonic theory (08)
4. Earthquake and Vulcanicity (10)
4. Evolution of landforms under Fluvial, Marine and Aeolian processes (10)
5. Cycle of erosion (after Davis and Penck) (08)

**Group- B: Climatology (No. of lectures – 40)****30 Marks**

1. Insolation and Heat Budget (05)
2. Horizontal and Vertical distribution of temperature and pressure (07)
3. Greenhouse effect and global warming (06)
4. Tropical disturbances: Thunderstorm and Cyclone (06)
5. Temperate Cyclones (05)
5. Monsoon mechanism (07)
6. Climatic classification after Koppen (04)

**Group – C: Soil and Biogeography (No. of lectures – 40)****30 Marks**

1. Definition of soil; soil composition; soil forming factors (04)
2. Processes of Profile development (06)
3. Properties of soil: Physical and Chemical (06)
4. Concept of Zonal, Azonal and Intrazonal soils (06)
5. Concepts of Ecosystems and Biomes (04)
6. Plant types and distribution (Halophyte, Xerophyte, Hydrophyte, Mesophyte, and Tropophyte) (06)
7. Biomes: Tropical rainforest, Savannah, Temperate grasslands, Hot desert (08)

# **University of Kalyani**

## **B.A. /B.Sc. (General) Course in Geography (Revised Syllabus)**

**(W.e.f. the session 2016-2017)**

### **Part-II (General) (Full Marks: 200)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper II: Social, Economic and Regional Geography of India</b>	<b>Group - A: Social Geography</b>	<b>20</b>	<b>100</b>
	<b>Group – B: Economic Geography</b>	<b>30</b>	
	<b>Group – C: Regional Geography of India</b>	<b>50</b>	
<b>Paper III: Practical</b>			<b>100</b>

(Figures in the bracket represent number of Lectures)

**PART – II****Paper – II: Social, Economic and Regional Geography of India**(No. of lectures –100)**100 Marks****Group –A: Social Geography** (No. of lectures- 23)**20 Marks**

1. Growth and distribution of world population (07)
2. Migration: Types, causes and consequences of migration (08)
3. Contemporary social issues: Adult literacy, poverty, gender issues (08)

**Group –B: Economic Geography** (No. of lectures –28)**30 Marks**

1. Sectors of the economy: primary, secondary, tertiary and quaternary (05)
2. Forms of economy: (09)
  - i) Tribal economies: hunting and gathering; shifting cultivation in India
  - ii) Traditional economies: Intensive subsistence farming
  - iii) Modern economies: Commercial grain farming and mixed farming
3. Cottage, small scale and large scale industries – general characteristics and examples (05)
4. Location, problems and prospects of Indian industries: (09)
  - a) Agro-based: Cotton textile industry
  - b) Forest-based: Paper industry
  - c) Mineral-based: Iron and steel industry

**Group – C: Regional Geography of India** (No. of lectures-49)**50 Marks**

1. Concept of regions: formal and functional; macro, meso, micro regions (06)
2. Broad physiographic regions of India (04)
3. Vagaries of Indian monsoon and its impact: Problem of flood and drought (08)
4. Forest resources of India: Issues concerning deforestation (08)
5. Problems of soil erosion and conservation in India (04)
6. Regions of India: (10)
  - a) Agricultural regions of India: Special reference to Punjab-Haryana wheat belt
  - b) Industrial regions of India: Special reference to Hooghly industrial belt
  - c) Planning regions of India: Special reference to D VC Region
  - d) Biotic regions of India: Special reference to Sundarban of West Bengal
7. Racial and ethnic diversity in India: Associated problems with special reference to tribal population (09)

**Paper – III: Practical****100 Marks**

1. Concept of scale: drawing of Linear scale **08 Marks**
2. Projection by Graphical method: **12 Marks**
  - i) Simple Conical with One Standard Parallel
  - ii) Cylindrical Equal Area
  - iii) Polar Zenithal Stereographic
3. Cartograms: Pie graph, Bar graph (simple and compound) **15 Marks**
4. Statistics: **20 Marks**
  - a) Nature and classification of data
  - b) Process of tabulation and graphical representation: histogram, frequency polygon, frequency curve, ogive (more than and less than method)
  - c) Measures of central tendency: mean, median and mode
  - d) Measures of dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variations
5. Interpretation of Indian Daily Weather map (pre-monsoon, monsoon and post-monsoon) under the following heads: **15 Marks**
  - i) Atmospheric pressure
  - ii) Wind direction and speed
  - ii) Sky condition
  - iv) Precipitation
6. Field Work and Viva voce **20 Marks**

[Field Work in village within the district near the college/institution covering the following aspects:

  - a) Land-use survey and its presentation on a *Mouza* map (Cadastral)
  - b) Collection of door to door data through Questionnaire Survey; representation of the data by statistical methods and cartograms
  - c) Preparation of a report covering Physiography, Drainage, Climate, Vegetation, Soil, Population, Mining, Fishing, Forestry, Irrigation, Agriculture, Animal Rearing, Industry, Transport, Settlement, Landuse, Folk Culture – whichever is applicable
  - d) Maps and diagrams should not be more than 15 pages of A4 size
  - e) The report should not be more than 1500 words. Report should be hand written (dry letters are not permitted)]
7. Laboratory Note Book and Viva Voce **5+5=10 Marks**



# **University of Kalyani**

## **B.A. /B.Sc. (General) Course in Geography (Revised Syllabus)**

**(w.e.f. the Academic Session 2016-2017)**

### **Part-III (General) (Full Marks: 100)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper IV: Applied Geography</b>	<b>Group - A: Land use and Settlement Geography</b>	<b>30</b>	<b>100</b>
	<b>Group – B: Remote Sensing and Thematic mapping</b>	<b>30</b>	
<b>Paper IV: Practical</b>	<b>---</b>	<b>40</b>	

(Figures in the bracket represent number of Lectures)

**PART – III****Paper – IV: Applied Geography (No. of lectures –50)****60 Marks****Group –A: Land use and Settlement Geography (No. of lectures- 25)****30 Marks**

1. Concept and attributes of land (03)
2. Objective and principles of land use (06)
3. Rural Settlements: evolution, nature and characteristics, effect of physical environment (08)
4. Urban settlements: definition, morphology and function (08)

**Group –B: Remote Sensing and Thematic mapping (No. of lectures –25)****30 Marks**

1. Definition of Remote Sensing, different methods of remote sensing; air photo and satellite imagery (05)
2. Aerial Photo: Characteristics, interpretation (05)
3. Satellite Imagery: types of satellite imageries, characteristics of IRS imageries (06)
4. Definition, objective and principles of thematic mapping (e.g. climatic map, economic and population) (09)

**Paper IV: Practical****40 Marks****(a). Toposheet Interpretation:****20 Marks**

1. Basis of numbering and scale of topographical sheets
2. Interpretation of 1:50,000 toposheets: plateau region and extraction of geographical information from maps, interpretation and explanation with suitable sketches, profiles and transect charts under the following heads:  
Relief, drainage, natural vegetation, transport and settlement

**(b). Preparation of land use map from Aerial photographs (Drawing and interpretation)****(8+4)=12 Marks****Item No: (b) is for Internal Marking (12 Marks=30 % of the paper)****(c). Laboratory Note Book and Viva Voce****(4+4)=08 Marks**



# কল্যাণী বিশ্ববিদ্যালয়

## বাংলা পাঠ্যক্রম

(অনার্স, পাশ ও আবশ্যিক বাংলা পাট-১, ২ ও ৩)

২০১৫-২০১৬ শিক্ষাবর্ষ থেকে

কল্যাণী বিশ্ববিদ্যালয়  
বাংলা (সাম্মানিক) পাঠ্যসূচি  
শিক্ষাবর্ষ ২০১৫-২০১৬ থেকে  
পার্ট-১  
প্রথম পত্র

পূর্ণমান : ১০০

বাংলা সাহিত্যের ইতিহাস

প্রাচীন ও মধ্যযুগ

ভূমিকা : সামাজিক ও রাজনৈতিক পটভূমিকায় বাংলা ভাষা, জাতি, সাহিত্য ও সংস্কৃতির সংক্ষিপ্ত পরিচয়। চর্যাপদ (দেশ-কাল-ভাষা-সাহিত্য-সমাজ-সংস্কৃতির চিত্র), তুর্কি আক্রমণ ও তার প্রতিক্রিয়া (সমাজে ও সাহিত্যে), বডু চণ্ডীদাস ও শ্রীকৃষ্ণকীর্তন।

অনুবাদ সাহিত্য : রামায়ণ, ভাগবত, মহাভারত।

বৈষ্ণব পদাবলী : পদাবলীর বৈশিষ্ট্য এবং বিশেষ গুরুত্বসহ বিদ্যাপতি, চণ্ডীদাস, বলরামদাস, জ্ঞানদাস, গোবিন্দদাস, রায়শেখর, নরোত্তম ঠাকুর।

শ্রীচৈতন্যজীবন ও জীবনীসাহিত্য : শ্রীচৈতন্যজীবনকথা, সাহিত্য ও সমাজে শ্রীচৈতন্যপ্রভাব, জীবনীসাহিত্য, বিশেষ গুরুত্বসহ বৃন্দাবনদাস, লোচনদাস, জয়ানন্দ, কৃষ্ণদাস কবিরাজ।

মঙ্গলকাব্যের উদ্ভব ও বিবর্তন : সংজ্ঞা, বৈশিষ্ট্য, কাহিনী (মনসামঙ্গল, চণ্ডীমঙ্গল, ধর্মমঙ্গল, শিবায়ন ও অন্নদামঙ্গল), বিশেষ গুরুত্বসহ কবি নারায়ণ দেব, বিজয়গুপ্ত, বিপ্রদাস পিপলাই, কেতকাদাস-ক্ষেমানন্দ, দ্বিজমাধব, কবিকঙ্কণ মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী, রামেশ্বর ভট্টাচার্য, রাওগুণাকর ভারতচন্দ্র।

প্রণয়োপাখ্যান : দৌলত কাজি, সৈয়দ আলাওল।

শাক্ত পদাবলী : রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য।

আধুনিক যুগ

উনিশ-বিশ শতকের আর্থ-সামাজিক-সাংস্কৃতিক পটভূমি

গদ্য ও প্রবন্ধ : শ্রীরামপুর মিশন, ফোর্ট উইলিয়ম কলেজ, উইলিয়ম কেরি, রামরাম বসু, মৃত্যুঞ্জয় বিদ্যালঙ্কার, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মীর মশাররফ হোসেন, রবীন্দ্রনাথ ঠাকুর, স্বামী বিবেকানন্দ, অবনীন্দ্রনাথ ঠাকুর, প্রথম চৌধুরী, সৈয়দ মুজতবা আলী।

সাময়িক পত্র : সাধারণ আলোচনা (দিগদর্শন, সমাচারদর্পণ, সংবাদ প্রভাকর, তত্ত্ববোধিনী, কল্লোল, সবুজপত্র, বিবিধার্থ সংগ্রহ, বঙ্গদর্শন, ভারতী, সাধনা)

কাব্য ও কবিতা : ঈশ্বরচন্দ্র গুপ্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী, অক্ষয়কুমার বড়াল, দ্বিজেন্দ্রলাল রায়, কামিনী রায়, গোবিন্দচন্দ্র দাস, সত্যেন্দ্রনাথ দত্ত, যতীন্দ্রনাথ সেনগুপ্ত, মোহিতলাল মজুমদার, নজরুল ইসলাম, সুকুমার রায়, জীবনানন্দ দাশ, প্রেমেন্দ্র মিত্র, সুধীন্দ্রনাথ দত্ত, অমিয় চক্রবর্তী, বিষ্ণু দে, সুকান্ত ভট্টাচার্য।

নাটক : সূচনা, মধুসূদন দত্ত, দীনবন্ধুমিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, মন্মথ রায়।

উপন্যাস ও ছোটগল্প : উদ্ভব, বঙ্কিমচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রমেশচন্দ্র দত্ত (উপন্যাস), রবীন্দ্রনাথ ঠাকুর, প্রভাতকুমার মুখোপাধ্যায় (ছোটগল্প), শরৎচন্দ্র চট্টোপাধ্যায় (উপন্যাস), রাজশেখর বসু (ছোটগল্প), বিভূতিভূষণ বন্দ্যোপাধ্যায় (উপন্যাস), তারাশঙ্কর বন্দ্যোপাধ্যায় (গল্প-উপন্যাস), মানিক বন্দ্যোপাধ্যায় (গল্প, উপন্যাস), বিভূতিভূষণ মুখোপাধ্যায় (উপন্যাস), সতীনাথ ভাদুড়ি (উপন্যাস), নারায়ণ গঙ্গোপাধ্যায় (গল্প), সমরেশ বসু (উপন্যাস), আশাপূর্ণা দেবী (উপন্যাস), অমিয়ভূষণ মজুমদার (উপন্যাস), মীর মশাররফ হোসেন।

### বাংলা ভাষার ইতিহাস

- ক) ভাষা : সংজ্ঞা, বৈশিষ্ট্য, মানুষের ভাষা-মানবের প্রাণীর সংযোগ মাধ্যম।
- খ) প্রাচীন ভারতীয় আর্যভাষা-মধ্যভারতীয় আর্যভাষা-নব্যভারতীয় আর্যভাষা (সময়কাল, নিদর্শন, বৈশিষ্ট্য), প্রাচীন ও মধ্যভারতীয় আর্যভাষার স্বর ও ব্যঞ্জন।
- গ) বাঙালী জাতি ও বাংলা ভাষা, বাংলা ভাষার জন্ম ইতিহাস, বাংলা ও সংস্কৃত, বাংলা ও মাগধী প্রাকৃত, বাংলা ও গৌড়ীয় প্রাকৃত অপভ্রংশ, প্রাচীন বাংলা-মধ্য বাংলা-আধুনিক বাংলা-সাম্প্রতিক বাংলা (নিদর্শন, সময়কাল, বৈশিষ্ট্য)।
- ঘ) বাংলা লিপির উদ্ভব-বিকাশ ও বাংলা মৌলিক স্বরধ্বনি।
- ঙ) বাংলা ব্যাকরণের সাধারণ ধারণা (মানোএল-হ্যালহেড-কেরি-ইয়েটস-রামমোহন-রবীন্দ্রনাথ-সুনীতিকুমার)।
- চ) উপভাষা : রাঢ়ী, বঙ্গালী, বরেন্দ্রী, ঝাড়খণ্ডী ও কামরূপী।
- ছ) বাংলা ভাষার ধ্বনি পরিবর্তনের রীতি ও প্রকৃতি।
- জ) পরিভাষা (বাংলা ভাষা ও পরিভাষা, পরিভাষা সৃজন প্রক্রিয়া, বাংলা পরিভাষা চর্চা)।
- ঝ) বাংলা ভাষার শব্দভাণ্ডার।
- ঞ) অভিধানতত্ত্ব : উদ্ভব, শ্রেণী বিভাগ, বিষয়বস্তু ও লক্ষ্য, বাংলা ভাষার অভিধান।
- ট) ভাষা পরিকল্পনা : স্বরূপ, সাধারণ উদ্দেশ্য, বাংলা ভাষা ও ভাষা পরিকল্পনা।
- ঠ) আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (আই.পি.এ.)।

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

নম্বর বিভাজন নির্দেশিকা

বাংলা সাহিত্যের ঐতিহাস

- ১ নম্বরের মানযুক্ত ৮টি প্রশ্ন থেকে ৫টির উত্তর দিতে হবে।
- ২ নম্বরের মানযুক্ত ৬টি প্রশ্ন থেকে ৩টির উত্তর দিতে হবে।
- ৬ নম্বরের মানযুক্ত ৮টি প্রশ্ন থেকে ৫টির উত্তর দিতে হবে।
- ১৪ নম্বরের মানযুক্ত ২টি প্রশ্ন থেকে ১টির উত্তর দিতে হবে।

ভাষার ইতিহাস

- ২ নম্বরের মানযুক্ত ৬টি প্রশ্ন থেকে ৫টির উত্তর দিতে হবে।
- ৫ নম্বরের মানযুক্ত ৬টি প্রশ্ন থেকে ৪টির উত্তর দিতে হবে।
- ১৫ নম্বরের মানযুক্ত ২টি প্রশ্ন থেকে ১টির উত্তর দিতে হবে।

কল্যাণী বিশ্ববিদ্যালয়  
বাংলা (সাম্মানিক) পাঠ্যসূচি  
শিক্ষাবর্ষ ২০১৫-২০১৬  
পার্ট-১  
দ্বিতীয় পত্র

পূর্ণমান : ১০০

- ক) ছন্দ : (রবীন্দ্রনাথ, সত্যেন্দ্রনাথ, মোহিতলাল, প্রবোধচন্দ্রের দান)  
ছন্দ ও ছান্দসিকদের সম্বন্ধে সাধারণ আলোচনা, দল / অক্ষর / কলা / মাত্রা / যতি, যতিলোপ / পর্ব / পংক্তি / চরণ / ছত্র / পদ।  
বাংলা ছন্দের ত্রিধারা : মিশ্রবৃত্ত (তানপ্রধান, অক্ষরবৃত্ত), সরল কলাবৃত্ত (ধ্বনিপ্রধান, মাত্রাবৃত্ত), দলবৃত্ত (শ্বাসাঘাত-প্রধান, বলপ্রধান, স্বরবৃত্ত, ছড়ার ছন্দ, লৌকিক ছন্দ, স্বরাঘাত প্রধান)—প্রত্যেকটির সংজ্ঞা, বিবিধ বৈশিষ্ট্য, উদাহরণসহ আলোচনা।  
ছন্দোলিপি / ছন্দ বিশ্লেষণের নিয়ম / বাংলা ছন্দের কয়েকটি রূপবন্ধের পরিচয় ও উদাহরণসহ আলোচনা (পয়ার, অমিত্রাক্ষর, মুক্তক, গদ্যছন্দ)।
- খ) অলঙ্কার : অনুপ্রাস, শ্লেষ, বক্রেগক্তি, যমক উপমা, রূপক, সমাসোক্তি, উৎপ্রেক্ষ, সন্দেহ, ব্যতিরেক, বিরোধ, অর্থান্তরন্যাস, ব্যাজস্তুতি, অপহৃতি, অতিশয়োক্তি (সংজ্ঞা, উদাহরণ, অলঙ্কার নির্ণয়)।
- গ) বৈষ্ণব পদাবলী  
১) কি লাগিয়া দন্ড হয়ে—বাসু ঘোষ  
২) আমার শপতি লাগে—যাদবেন্দ্র ঘোষ  
৩) ঘরের বাহিরে দণ্ডেশতবার—চণ্ডীদাস  
৪) আলো মুঞি জান না—জ্ঞানদাস  
৫) যাঁহা যাঁহা নিকসয়ে—গোবিন্দদাস  
৬) সখি কি পুছসি অনুভব মোয়—কবিরঞ্জন  
৭) মাখব কি কহব—গোবিন্দদাস  
৮) গগনে অব ঘন—রায় শেখর  
৯) পিরিতি সুখের সাযর—চণ্ডীদাস  
১০) চির চন্দন উরে—বিদ্যাপতি  
১১) যাঁহা পছ অরুণ—গোবিন্দদাস  
১২) পিয়া যাব—বিদ্যাপতি  
১৩) তাতল সৈকত—বিদ্যাপতি
- ঘ) রামায়ণ—কৃত্তিবাস বিরচিত (উত্তর কাণ্ড)
- ঙ) অনঙ্গদামঙ্গল ১ম ভাগ (অঙ্গপূর্ণাঙ্গল) : রায়গুণাকর ভারতচন্দ্র

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

নম্বর বিভাজন নির্দেশিকা

বৈষ্ণব পদাবলী, রামায়ণ, অন্নদামঙ্গল - ১ নম্বরের ৮টি প্রশ্নের থেকে ৫টির উত্তর দিতে হবে।

- বৈষ্ণব পদাবলী- ১ নম্বর মানের ৩টি প্রশ্নের মধ্যে ২টি প্রশ্নের উত্তর দিতে হবে।
- রামায়ণ - ১ নম্বর মানের ৩টি প্রশ্নের মধ্যে ২টি প্রশ্নের উত্তর দিতে হবে।
- অন্নদামঙ্গল - ১ নম্বর মানের ২টি প্রশ্নের মধ্যে ১টি প্রশ্নের উত্তর দিতে হবে।

বৈষ্ণব পদাবলী, রামায়ণ, অন্নদামঙ্গল - ২ নম্বরের ৭টি প্রশ্নের থেকে ৬টির উত্তর দিতে হবে।

- অলঙ্কার - ২ নম্বর মানের ৬টি প্রশ্নের মধ্যে ৪টি প্রশ্নের উত্তর দিতে হবে।
- ছন্দ - ৫ নম্বর মানের ৩টি প্রশ্নের মধ্যে ২টি প্রশ্নের উত্তর দিতে হবে।
- বৈষ্ণব পদাবলী, রামায়ণ, অন্নদামঙ্গল - ৫ নম্বর মানের ৬টি প্রশ্নের মধ্যে ৪টি প্রশ্নের উত্তর দিতে হবে।
- বৈষ্ণব পদাবলী, রামায়ণ, অন্নদামঙ্গল - ১৫ নম্বর মানের ৪টি প্রশ্নের মধ্যে ৩টি প্রশ্নের উত্তর দিতে হবে।



কল্যাণী বিশ্ববিদ্যালয়  
বাংলা পাঠ্যক্রম (শিক্ষাবর্ষ ২০১৫-২০১৬ থেকে)  
ঐচ্ছিক বাংলা (সাধারণ)  
প্রথম পত্র - পূর্ণমান ১০০

বাংলা সাহিত্যের ইতিহাস

৫০

- ১) গদ্যরীতি ও প্রবন্ধ : শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, প্যারীচাঁদ মিত্র, কালীপ্রসন্ন সিংহ, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর ও প্রমথ চৌধুরী।
- ২) কাব্য-কবিতা : ঈশ্বরচন্দ্র গুপ্ত, রঙ্গলাল বন্দ্যোপাধ্যায়, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, মোহিতলাল মজুমদার, নজরুল ইসলাম, জীবনানন্দ দাশ, সুকান্ত ভট্টাচার্য।
- ৩) নাটক : মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, দ্বিজেন্দ্রলাল রায়, রবীন্দ্রনাথ ঠাকুর, বিজন ঈ ট্রাচার্য।
- ৪) উপন্যাস ও ছোটগল্প : বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, প্রভাতকুমার মুখোপাধ্যায়, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, মীর মশারফ হোসেন।
- ৫) সাময়িক পত্র : (দিগ্‌দর্শন, সমাচার চন্দ্রিকা, তত্ত্ববোধিনী, কল্লোল, বঙ্গদর্শন, ভারতী, সবুজপত্র)।

৬) ক) ছন্দ :

১২ + ৮ = ২০

১। অক্ষর / দল, কলা / মাত্রা, পর্ব, পদ, পংক্তি / চরণ—সংজ্ঞা, শ্রেণীবিভাগ, উদাহরণ।

২। বাংলা ছন্দের ত্রিধারা—সংজ্ঞা, উদাহরণ।

৩। ছন্দোলিপি প্রণয়ন।

খ) অলঙ্কার

অনুপ্রাস, যমক, শ্লেষ, অপভ্রুতি, বক্রোক্তি, উপমা, রূপক, উৎপ্রেক্ষ, সমাসোক্তি, ব্যাজন্তুতি, ব্যতিরেক—সংজ্ঞা ও উদাহরণ।

গ) বাংলা ভাষাতত্ত্ব

বাংলা ভাষার উদ্ভব ও ক্রমবিকাশ, সাধু ও চলিত বাংলা, বাংলা শব্দভান্ডার, বাংলা উপভাষাসমূহ, মৌলিক স্বরধ্বনি, শব্দার্থ পরিবর্তনের কারণ ও ধারা, ধ্বনি পরিবর্তনের ধারা (অপনিহিত, অভিশ্রুতি, বর্ণবিপর্যয়, সমীভবন, ধ্বনিলোপ, স্বরভক্তি, ধ্বনির আগম, উদ্ভীভবন, নাসিকীভবন, স্বরসঙ্গতি)

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

নম্বর বিভাজন নির্দেশিকা

বাংলা সাহিত্যের ইতিহাস : চারটি বড় প্রশ্ন থাকবে দুটি লিখতে হবে। যার মান ২০ করে। তিনটি ছোট প্রশ্ন থাকবে দুটি লিখতে হবে, যার মান ৫ করে।

■ ক. ছন্দ :

■ ১ নং প্রশ্নে ৩টি টীকার মধ্যে ২টি করতে হবে, প্রতিটির মান ২ করে।

■ ২ নং প্রশ্নে দুটি প্রশ্নের মধ্যে একটি লিখতে হবে, যার মান ৮।

■ ৩ নং প্রশ্নে তিনটি প্রশ্নের মধ্যে দুটি ছন্দ নির্ণয় করতে হবে। যার মান ৪ করে।

■ খ. অলংকার : ৩টি প্রশ্নের মধ্যে ২টি লিখতে হবে। প্রতিটির মান ৫ করে।

■ গ. বাংলা ভাষাতত্ত্ব : বড় প্রশ্ন থাকবে দুটি। লিখতে হবে ১টি। যার মান ১২। ছোট প্রশ্ন থাকবে দুটি। লিখতে হবে ১টি। যার মান ৮।

কল্যাণী বিশ্ববিদ্যালয়  
আবশ্যিক বাংলা  
শিক্ষাবর্ষ ২০১৫-২০১৬ থেকে  
পার্ট-১

পূর্ণমান : ৫০

- ১) ভাষা
- ক) বোধপরীক্ষণ (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত তিনটি প্রবন্ধ) ১৫  
সভ্যতার সংকট—রবীন্দ্রনাথ ঠাকুর  
ভাষার অত্যাচার—সুকুমার রায়  
বিড়াল—বক্ষিচন্দ্র চট্টোপাধ্যায়
- খ) প্রতিবেদন ১০  
(সংবাদ পত্রে প্রকাশের উপযোগী করে কোনও ঘটনার প্রতিবেদন রচনা)  
অথবা  
পত্ররচনা  
(যে কোনও ধরনের চিঠি লেখা)
- গ) পরিভাষা ৫  
(কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত সংকলনে ২০০ টি পরিভাষা সংকলিত থাকবে। এগুলিই পাঠ্য।)
- ২) সাহিত্য
- ক) কবিতা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৫টি কবিতা) ১০  
অ. জন্মান্তর—রবীন্দ্রনাথ ঠাকুর  
আ. কাপ্তুরী হুঁশিয়ার—নজরুল ইসলাম  
ই. হায় চিল—জীবনানন্দ দাশ  
ঈ. ছাড়পত্র—সুকান্ত ভট্টাচার্য  
উ. অমলকান্তি—নীরেন্দ্রনাথ চক্রবর্তী
- খ) ছোটগল্প : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত আবশ্যিক বাংলা পাঠ সংকলন থেকে নির্বাচিত ৫টি গল্প) ১০  
অ. সুভা—রবীন্দ্রনাথ ঠাকুর  
আ. আদরিণী—প্রভাতকুমার মুখোপাধ্যায়  
ই. কিন্নরদল—বিভূতিভূষণ বন্দ্যোপাধ্যায়  
ঈ. হাড়—নারায়ণ গঙ্গোপাধ্যায়  
উ. পুনাম—প্রেমেন্দ্র মিত্র

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

নম্বর বিভাজন নির্দেশিকা

- ১ এর 'ক' বোধ পরীক্ষণ থেকে দুটি প্রশ্ন থাকবে। যে কোনও একটি উত্তর দিতে হবে, প্রশ্নের মান-১৫
- ১ এর 'খ' প্রতিবেদন ও পত্ররচনা থেকে দুটি প্রশ্ন থাকবে। যে কোনও একটি প্রশ্নের উত্তর দিতে হবে, প্রশ্নের মান-১০
- ১ এর 'গ' পরিভাষা থেকে তেরোটি শব্দ থাকবে। তার মধ্যে দশটির উত্তর দিতে হবে, প্রশ্নের মান-৫
- ২ এর 'ক' কবিতা থেকে দুটি প্রশ্ন থাকবে। যে কোনও একটি প্রশ্নের উত্তর দিতে হবে, প্রশ্নের মান-১০
- ২ এর 'খ' ছোটগল্প থেকে দুটি প্রশ্ন থাকবে। যে কোনও একটি প্রশ্নের উত্তর দিতে হবে, প্রশ্নের মান-১০

কল্যাণী বিশ্ববিদ্যালয়  
বাংলা পাঠ্যক্রম (শিক্ষাবর্ষ ২০১৫-২০১৬ থেকে)  
সাম্মানিক বাংলা  
পার্ট-২  
তৃতীয় পত্র

পূর্ণমান : ১০০

**কথাসাহিত্যের রূপভেদ**

ক) রোমান্স, উপন্যাস (ঐতিহাসিক, সামাজিক, রাজনৈতিক, আঞ্চলিক, রহস্যমূলক, মনস্তাত্ত্বিক), ছোটগল্প  
উপন্যাস

খ. ১. কপালকুণ্ডলা—বঙ্কিমচন্দ্র চট্টোপাধ্যায় ২. ঘরে-বাইরে—রবীন্দ্রনাথ ঠাকুর, ৩. গৃহদাহ—শরৎচন্দ্র চট্টোপাধ্যায়  
গল্পগুচ্ছ

গ. রবীন্দ্রনাথ ঠাকুর

নির্বাচিত : মানভঞ্জন, একরাত্রি, শেষের রাত্রি, নিশীথে, বিচারক, সমাপ্তি, হৈমন্তী

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

**নম্বর বিভাজন নির্দেশিকা**

- কথাসাহিত্যের রূপভেদ, উপন্যাস ও গল্পগুচ্ছ থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- কথাসাহিত্যের রূপভেদ, উপন্যাস ও গল্পগুচ্ছ থেকে ২ নম্বর মানের ১২টি প্রশ্ন থাকবে লিখতে হবে ১০টি।
- কথাসাহিত্যের রূপভেদ, উপন্যাস ও গল্পগুচ্ছ থেকে ৬ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- উপন্যাস ও গল্পগুচ্ছ থেকে ১৫ নম্বর মানের ৬টি প্রশ্ন থাকবে লিখতে হবে ৩টি।

চতুর্থ পত্র

পূর্ণমান : ১০০

ক) প্রবন্ধ নিবন্ধের রূপভেদ : (প্রবন্ধ, রম্যরচনা, পত্র সাহিত্য, জীবনী সাহিত্য, ভ্রমণ সাহিত্য, ডায়েরি, বস্তুনিষ্ঠ  
সমালোচনা সাহিত্য)

খ) বাংলা কবিতা ও প্রবন্ধ সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)

নির্বাচিত : কলেজি শিক্ষা—হরপ্রসাদ শাস্ত্রী, শুভ উৎসব—বলেন্দ্রনাথ ঠাকুর, রবীন্দ্রনাথ ও বাংলাদেশ—সন্জীদা  
খাতুন, বর্তমান সমস্যা—বিবেকানন্দ

গ) বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)

নির্বাচিত : কাব্যে উপেক্ষিতা—রবীন্দ্রনাথ ঠাকুর, আধুনিক বাংলা সাহিত্যে রোম্যান্টিক ভাবধারা—মোহিতলাল  
মজুমদার, কথাসাহিত্যে রবীন্দ্রনাথ—বুদ্ধদেব বসু, উত্তমর্গ-অধমর্গ সংবাদ

ঘ) পালানো : সঞ্জীবচন্দ্র চট্টোপাধ্যায়

ঙ) প্রবন্ধ সংকলন—প্রমথ চৌধুরী নির্বাচিত—সাহিত্যে খেলা, রামমোহন রায়, বইপড়া, সাধু ভাষা বনাম চলিত  
ভাষা, বাংলার ভবিষ্যৎ

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

**নম্বর বিভাজন নির্দেশিকা**

- প্রবন্ধ, সমালোচনা, প্রবন্ধসংকলন থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- প্রবন্ধের রূপভেদ, প্রবন্ধ, সমালোচনা, প্রবন্ধসংকলন, পালানো থেকে ২ নম্বর মানের ১২টি প্রশ্ন থাকবে লিখতে  
হবে ১০টি।
- প্রবন্ধের রূপভেদ, প্রবন্ধ, সমালোচনা, প্রবন্ধসংকলন, পালানো থেকে ৬ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে  
হবে ৫টি।
- প্রবন্ধ সমালোচনা ও প্রবন্ধসংকলন, পালানো থেকে ১৫ নম্বর মানের ৬টি প্রশ্ন থাকবে লিখতে হবে ৩টি।

**কল্যাণী বিশ্ববিদ্যালয়**  
**বাংলা পাঠ্যক্রম (শিক্ষাবর্ষ ২০১৫-২০১৬ থেকে)**  
**ঐচ্ছিক বাংলা (সাধারণ)**

পার্ট-২  
দ্বিতীয় পত্র

পূর্ণমান : ১০০

- ক) বৈষ্ণব পদাবলী : (নির্বাচিত পদসমূহ)  
১. আজু হাম কি পেখলুঁ ২. শ্রীদাম সুদাম দাম ৩. যাঁহা যাঁহা নিকসয়ে ৪. গগনে অব ঘন ৫. সুখের লাগিয়া ৬. প্রেমক অঙ্কুর ৭. কি  
কহবরে সখি ৮. তাতল সৈকতে ৯. আজু রজনী হাম ২০
- খ) মেঘনাদবধ কাব্য (৬ষ্ঠ সর্গ) : মধুসূদন দত্ত ২০
- গ) সঞ্চয়িতা : রবীন্দ্রনাথ ঠাকুর  
নির্বাচিত কবিতা : নির্ব্বরের স্বপ্নভঙ্গ, সোনারতরী, শা জাহান, নিষ্কৃতি, মধুময় পৃথিবীর ধূলি ২০
- ঘ) বাংলা কবিতা ও প্রবন্ধসংকলন : (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত) ২০  
নির্বাচিত কবিতা : সুচেতনা : জীবনানন্দ দাশ, মাছ ধরা বিষুং দে, মেয়েদের পাড়ায় পাড়ায় শঙ্খ ঘোষ, এক উদাসীন পাশু  
অলোকরঞ্জন দাশগুপ্ত, টিউটোরিয়াল জয় গোস্বামী,
- ঙ) বাংলা গল্প ও সমালোচনা সংকলন : (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত) ২০  
নির্বাচিত গল্প : দাঁড়কাগ : পরশুরাম, সিঁদুরচরণ বিভূতিভূষণ বন্দ্যোপাধ্যায়, তাসের ঘর আশাপূর্ণা দেবী, অতিথি সত্যজিৎ  
রায়, পলাতক ও অনুসরণকারী সুনীল গঙ্গোপাধ্যায়, খগেনবাবু শীর্ষেন্দু মুখোপাধ্যায়  
প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

**নম্বর বিভাজন নির্দেশিকা**

- বৈষ্ণব পদাবলী, মেঘনাদবধ কাব্য, সঞ্চয়িতা ও নির্বাচিত কবিতা ও নির্বাচিত গল্প থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে  
লিখতে হবে ৬টি।
- বৈষ্ণব পদাবলী, মেঘনাদবধ কাব্য, সঞ্চয়িতা ও নির্বাচিত কবিতা ও নির্বাচিত গল্প থেকে ২ নম্বর মানের ১৪টি প্রশ্ন থাকবে  
লিখতে হবে ১১টি।
- বৈষ্ণব পদাবলী, মেঘনাদবধ কাব্য, সঞ্চয়িতা ও নির্বাচিত কবিতা ও নির্বাচিত গল্প থেকে ৬ নম্বর মানের ৯টি প্রশ্ন থাকবে  
লিখতে হবে ৭টি।
- বৈষ্ণব পদাবলী, মেঘনাদবধ কাব্য, সঞ্চয়িতা ও নির্বাচিত কবিতা ও নির্বাচিত গল্প থেকে ১০ নম্বর মানের ৫টি প্রশ্ন থাকবে  
লিখতে হবে ৩টি।

তৃতীয় পত্র

পূর্ণমান : ১০০

- ক) 'সাহিত্যের পথে' : রবীন্দ্রনাথ ঠাকুর (নির্বাচিত)—সাহিত্য বিচার, কবির কৈফিয়ৎ, সৃষ্টি, সাহিত্যে নবত্ব ২০
- খ) রজনী বঙ্কিমচন্দ্র চট্টোপাধ্যায় ২০
- গ) শ্রীকান্ত (১ম পর্ব) : শরৎচন্দ্র চট্টোপাধ্যায় ২০
- ঘ) নবান্ন বিজন ভট্টাচার্য্য ২০
- ঙ) সাহিত্যের রূপভেদ : মহাকাব্য, সনেট, পত্রকাব্য, গীতিকবিতা, ট্রাজেডি, কমেডি, ফার্স, রোমান্স, উপন্যাস, ছোটগল্প,  
লোকসাহিত্য ২০

প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

**নম্বর বিভাজন নির্দেশিকা**

- সাহিত্যের পথে, রজনী, শ্রীকান্ত (১ম পর্ব), নবান্ন, সাহিত্যের রূপভেদ থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৬টি।
- সাহিত্যের পথে, রজনী, শ্রীকান্ত (১ম পর্ব), নবান্ন, সাহিত্যের রূপভেদ থেকে ২ নম্বর মানের ১৪টি প্রশ্ন থাকবে লিখতে হবে ১১টি।
- সাহিত্যের পথে, রজনী, শ্রীকান্ত (১ম পর্ব), নবান্ন, সাহিত্যের রূপভেদ থেকে ৬ নম্বর মানের ৯টি প্রশ্ন থাকবে লিখতে হবে ৭টি।
- সাহিত্যের পথে, রজনী, শ্রীকান্ত (১ম পর্ব), নবান্ন, সাহিত্যের রূপভেদ থেকে ১০ নম্বর মানের ৫টি প্রশ্ন থাকবে লিখতে হবে ৩টি।

পার্ট-৩  
পঞ্চম পত্র

পূর্ণমান : ১০০

- ক) নাটকের রূপভেদ  
(ট্রাজেডি, কমেডি, মেলোড্রামা, প্রহসন, রূপক-সাংকেতিক, পৌরাণিক, ঐতিহাসিক, সামাজিক, অ্যাবসার্ড, একাক্ষনাটক)
- খ) বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা  
(লেবেদফের বেঙ্গলি থিয়েটার, নবীন বসুর থিয়েটার, আশুতোষ দেবের (সাতু বাবু) থিয়েটার, বেলগাছিয়া নাট্যশালা, পাথুরিয়াঘাটা বঙ্গ নাট্যালয়, জোড়সাঁকো নাট্যশালা, বাগবাজার অ্যামেচার থিয়েটার (শ্যামবাজার নাট্যসমাজ), ন্যাশানাল থিয়েটার, নাট্যনিয়ন্ত্রণ, বিল, শ্রীরঙ্গম, গ্রুপ থিয়েটার (সাধারণ ধারণা)
- গ) নূরজাহান : দ্বিজেন্দ্রলাল রায়
- ঘ) ডাকঘর : রবীন্দ্রনাথ ঠাকুর
- ঙ) এবং ইন্দ্রজিৎ : বাদল সরকার
- প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

নম্বর বিভাজন নির্দেশিকা

- নাটকের রূপভেদ, বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা, নূরজাহান, ডাকঘর, এবং ইন্দ্রজিৎ থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- নাটকের রূপভেদ, বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা, নূরজাহান, ডাকঘর, এবং ইন্দ্রজিৎ থেকে ২ নম্বর মানের ১২টি প্রশ্ন থাকবে লিখতে হবে ১০টি।
- নাটকের রূপভেদ, বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা, নূরজাহান, ডাকঘর, এবং ইন্দ্রজিৎ থেকে ৬ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- নাটকের রূপভেদ, বঙ্গরঙ্গমঞ্চ ও থিয়েটারের ধারা, নূরজাহান, ডাকঘর, এবং ইন্দ্রজিৎ থেকে ১৫ নম্বর মানের ৬টি প্রশ্ন থাকবে লিখতে হবে ৩টি।

ষষ্ঠ পত্র

পূর্ণমান : ১০০

- ক) কাব্যের সংজ্ঞা ও রূপভেদ  
(মহাকাব্য, গীতিকাব্য, চিত্রকল্প, পত্রকাব্য, সনেট, ক্লসিসিজম, রোমান্সিজম, সুররিয়ালিজম)
- খ) বাংলা কবিতা ও প্রবন্ধসংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)  
মধুসূদন দত্তের বীরঙ্গনা পত্রকাব্য নির্বাচিত ১) দশরথের প্রতি কেকয়ী ২) নীলধ্বজের প্রতি জনা ৩) দুগ্ধাস্তের প্রতি শকুন্তলা ৪) সোমের প্রতি তারা ৫) লক্ষ্মণের প্রতি শূর্ণপখা ৬) পুরুষবার প্রতি উর্বশী
- গ) চিত্রা—রবীন্দ্রনাথ / এবার ফিরাও মোরে, চিত্রা, জীবনদেবতা, অন্তর্যামী, উর্বশী
- ঘ) অশ্রুকাণ্ড—গিরীন্দ্রমোহিনী গসী
- ঙ) সঞ্জিতা : নজরুল ইসলাম  
নির্বাচিত কবিতা : জীবনবন্দনা, সাম্যবাদী, ফরিয়াদ, আমার কৈফিয়ৎ, দারিদ্র
- চ) বাংলা কবিতা ও প্রবন্ধসংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)  
নির্বাচিত কবিতা : দুঃখের কবি : মোহিতলাল মজুমদার, ক্যাম্পে : জীবনানন্দ দাশ, বৃষ্টি: অমিয় চক্রবর্তী, কবিতা: জসিমুদ্দিন, তোমাকে পাওয়ার জন্য, হে স্বাধীনতা : শামসুর রহমান, সংসারে সন্ন্যাসী লোকটা : শক্তি চট্টোপাধ্যায়, ফিরে এসো চাকা : বিনয় মজুমদার, আমার নাম ভারতবর্ষ : অমিতাভ দাশগুপ্ত
- প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

নম্বর বিভাজন নির্দেশিকা

- কাব্যের সংজ্ঞা ও রূপভেদ, বীরঙ্গনা কাব্য, চিত্রা, অশ্রুকাণ্ড, সঞ্জিতা, বাংলা কবিতা ও প্রবন্ধসংকলন থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- কাব্যের সংজ্ঞা ও রূপভেদ, বীরঙ্গনা কাব্য, চিত্রা, অশ্রুকাণ্ড, সঞ্জিতা, বাংলা কবিতা ও প্রবন্ধসংকলন থেকে ২ নম্বর মানের ১২টি প্রশ্ন থাকবে লিখতে হবে ১০টি।
- কাব্যের সংজ্ঞা ও রূপভেদ, বীরঙ্গনা কাব্য, চিত্রা, অশ্রুকাণ্ড, সঞ্জিতা, বাংলা কবিতা ও প্রবন্ধসংকলন থেকে ৬ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- কাব্যের সংজ্ঞা ও রূপভেদ, বীরঙ্গনা কাব্য, চিত্রা, অশ্রুকাণ্ড, সঞ্জিতা, বাংলা কবিতা ও প্রবন্ধসংকলন থেকে ১৫ নম্বর মানের ৬টি প্রশ্ন থাকবে লিখতে হবে ৩টি।

## সপ্তম পত্র

পূর্ণমান : ১০০

- ক) পথের পাঁচালী : বিভূতিভূষণ বন্দ্যোপাধ্যায়  
খ) কবি : তারাশঙ্কর বন্দ্যোপাধ্যায়  
গ) অরণ্যের অধিকার : মহাশ্বেতা দেবী  
ঘ) চিলে কোঠার সিপাই : আখতারুজ্জামান ইলিয়াস  
ঙ) বাংলা গল্প ও সমালোচনা সংকলন (কল্যাণী বিশ্ববিদ্যালয় প্রকাশিত)  
নির্বাচিত গল্প : হলুদ পোড়া : মানিক বন্দ্যোপাধ্যায়, তাসের ঘর : আশাপূর্ণা দেবী, শকুন : হাসান আজিজুল হক,  
শশাঙ্ককবিরাজের স্ত্রী : জগদীশ গুপ্ত, ভুখা ভগবান মণীশ ঘটক, কৌন্তেয় : সুবোধ ঘোষ  
প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

### নম্বর বিভাজন নির্দেশিকা

- পথের পাঁচালী, কবি, অরণ্যের অধিকার, চিলে কোঠার সিপাই, বাংলা গল্প ও সমালোচনা সংকলন থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- পথের পাঁচালী, কবি, অরণ্যের অধিকার, চিলে কোঠার সিপাই, বাংলা গল্প ও সমালোচনা সংকলন থেকে ২ নম্বর মানের ১২টি প্রশ্ন থাকবে লিখতে হবে ১০টি।
- পথের পাঁচালী, কবি, অরণ্যের অধিকার, চিলে কোঠার সিপাই, বাংলা গল্প ও সমালোচনা সংকলন থেকে ৬ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- পথের পাঁচালী, কবি, অরণ্যের অধিকার, চিলে কোঠার সিপাই, বাংলা গল্প ও সমালোচনা সংকলন থেকে ১৫ নম্বর মানের ৬টি প্রশ্ন থাকবে লিখতে হবে ৩টি।

## অষ্টম পত্র

পূর্ণমান : ১০০

- ক) সংস্কৃত সাহিত্যের ইতিহাস  
কালিদাস, ভবভূতি, ভাস, বাণভট্ট, শূদ্রক, জয়দেব  
খ) ইংরেজি সাহিত্যের ইতিহাস  
শেক্সপীয়র (কাব্য ও নাটক), মিলটন (মহাকাব্য), ওয়ার্ডসওয়ার্থ, বায়রন, শেলি, কিট্‌স, চার্লস ডিকেন্স, এলিয়ট, বার্নাড শ'।  
গ) কাব্যজিজ্ঞাসা : অতুলচন্দ্র গুপ্ত  
(ধ্বনি, রস, কথা)  
ঘ) সাহিত্যের পথে : রবীন্দ্রনাথ ঠাকুর (তথ্য ও সত্য, সাহিত্য, আধুনিক সাহিত্য, সাহিত্যের তাৎপর্য, সাহিত্য তত্ত্ব)  
ঙ) লোকসাহিত্য : সংজ্ঞা ও স্বরূপ, লোকগীতি, গীতিকা, ছড়া, প্রবাদ ও প্রবচন, খাঁখা  
চ) সাহিত্যের প্রয়োগ ভাবনা : নাট্যরূপ অথবা কাব্যসৌন্দর্য বিচার  
প্রশ্নের মধ্যে সমগ্র পাঠ্য বিষয়গুলি সমভাবে প্রতিফলিত হওয়া বাঞ্ছনীয়।

### নম্বর বিভাজন নির্দেশিকা

- সংস্কৃত সাহিত্যের ইতিহাস, ইংরেজি সাহিত্যের ইতিহাস, কাব্যজিজ্ঞাসা, সাহিত্যের পথে, লোকসংস্কৃতি ও সাহিত্যের প্রয়োগ ভাবনা থেকে ১ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- সংস্কৃত সাহিত্যের ইতিহাস, ইংরেজি সাহিত্যের ইতিহাস, কাব্যজিজ্ঞাসা, সাহিত্যের পথে, লোকসংস্কৃতি ও সাহিত্যের প্রয়োগ ভাবনা থেকে ২ নম্বর মানের ১২টি প্রশ্ন থাকবে লিখতে হবে ১০টি।
- সংস্কৃত সাহিত্যের ইতিহাস, ইংরেজি সাহিত্যের ইতিহাস, কাব্যজিজ্ঞাসা, সাহিত্যের পথে, লোকসংস্কৃতি ও সাহিত্যের প্রয়োগ ভাবনা থেকে ৬ নম্বর মানের ৮টি প্রশ্ন থাকবে লিখতে হবে ৫টি।
- সংস্কৃত সাহিত্যের ইতিহাস, ইংরেজি সাহিত্যের ইতিহাস, কাব্যজিজ্ঞাসা, সাহিত্যের পথে, লোকসংস্কৃতি ও সাহিত্যের প্রয়োগ ভাবনা থেকে ১৫ নম্বর মানের ৬টি প্রশ্ন থাকবে লিখতে হবে ৩টি।



পার্ট-৩  
চতুর্থ পত্র

	পূর্ণমান : ১০০
১) পরিভাষা : (কল্যাণী বিশ্ববিদ্যালয় থেকে প্রকাশিত 'আবশ্যিক বাংলা পাঠ সংকলন' থেকে পাঠ্য)	১০
২) প্রুফ সংশোধন (পশ্চিমবঙ্গ বাংলা আকাদেমির বানানবিধি অনুযায়ী)	১৫
৩) রোমীয় বর্ণমালায় লিপ্যন্তরকরণ	১৫
৪) সাক্ষরংকার	১০
৫) প্রতিবেদন লিখন	১০
৬) বিজ্ঞাপনের ভাষা ও বিজ্ঞাপন লিখন	১০
৭) ইংরেজি থেকে বাংলায় অনুবাদ	১০
৮) সাহিত্য-সংস্কৃতি বিষয়ক প্রবন্ধরচনা (আনুমানিক ৩০০ শব্দের মধ্যে)	২০

Paper I: English Language: History and Usage

Paper I	Sections	Topics/ Texts	Prescribed Texts & Resources	No of lectures	Marks distribution for the section
(A) History of English Language			i. A Brief Introduction : <a href="http://public.oed.com/aspects-of-english/english-in-time">http://public.oed.com/aspects-of-english/english-in-time</a>	2	i. Word Notes [will be set from A. C. Baugh only] (any five out of eight) <b>5 X 2=10</b> ii. Short notes/questions of five marks (any four out of six) <b>4 X 5=20</b>
	a) Old English	(i) Indo-European Languages	ii. <i>A History of English Language</i> . A.C. Baugh and Thomas Cable. Routledge; 6 e. 2012. iii. <i>The Story of English</i> . R. W. Cran McCrum and R. MacNeil. Penguin, 1986. iv. <i>English as a Global Language</i> . David Crystal. Cambridge University Press, 1997. v. <i>A Dictionary of Word Origins</i> . John Ayto. Goyal Publishing, 2011.	1	
		(ii) Scandinavian Influence		1	
		(iii) Celtic Influence		1	
		(iv) Grimm's Law		1	
	b) Middle English	(i) Influence of Norman Conquest		2	
		(ii) The Great Vowel Shift		1	
		(iii)		1	
	c) Early Modern English	(i) Renaissance and Printing		1	
		(ii) Translation of the Bible		1	
		(iii) Shakespeare		2	
	d) Eighteenth-century English	(i) Dr Johnson's English Dictionary		1	
		(ii) Grammar books and primers		1	
	e) Nineteenth-century English	(i) Colonialism		2	
		(ii) Science and Industrial Revolution		1	
	f) Global English	(i) Business, Commerce and Technology		1	
		(ii) Global media		1	
				20	30

Paper I: English Language: History and Usage

Paper I	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
(B) English in India	a) British Colonial Period	(i) Exploration Phase (pre 1813)	i. <i>The Story of English in India</i> . N. Krishnaswamy and Lalitha Krishnaswamy. New Delhi: Foundation Books, 2006. ii. <i>The Politics of Indians' English</i> . N. Krishnaswamy and Archana S. Burde. OUP, 2004.	1	iii. Short Notes (any two out of four) <b>2 X5=10</b> iv. Essay-type question (any one of the two) <b>1 X15 = 15</b>
		(ii) Transportation Phase (1813-1835)		2	
		(iii) Consolidation and Dissemination (post 1835)		3	
	b) Independent India				
		(i) English and the struggle for the Swadeshi and Indian Independence		1	
		(ii) Language Riots, The Official Language Commission and The Official Language Act		2	
		(iii) Indians' English: errors and idiosyncrasies		1	
		(iii) Perspectives on Teaching English in Independent India: (a) Utilitarian (b) Social (c) Ideological		3	
		(iv) English and Indian Languages		1	
		(v) Neo-colonialism, Globalization and English		1	
				<b>15</b>	<b>25</b>

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Paper I: English Language: History and Usage

(C) Use of English	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
	a) English Phonetics	(i) Introduction to English vowel and consonant sounds (ii) Stress and phonemic transcription of connected speech (iii) Syllabic structure and consonant cluster	<i>A Textbook of English Phonetics for Indian Students.</i> T. Balasubramanian . Trinity, 2e. 2013.	4 3 8	v. Phonemic transcription of connected speech (2 out of 3 sentences) <b>2 X4=8</b> vi. Syllabic structure (3 out of 5) <b>3X1=3</b> vii. Consonant cluster (3 out of 5) <b>3X1=3</b>
	b)Rhetoric		<i>Elements of English Rhetoric and Prosody.</i> Bose and Sterling.	15	viii. Identify and explain the figures of speech (any four out of six) <b>4 X 2= 8</b>
	c) Prosody			10	ix. Scan and indicate the metrical pattern of a poem , or an excerpt, of four lines from a poem (any one of the two) 4 marks for identification of metre; 4 marks for overall assessment and variations <b>4+4=8</b>
				<b>40</b>	<b>30</b>

Last updated in June 2017

# Paper I: English Language: History and Usage

Paper I	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
(D) Composition and Communication	a) The Writing Process	i) Researching resources for writing and using them	i. <i>Critical Thinking, Academic Writing and Presentation Skills.</i> Marilyn Anderson, Pramod K Nayar and Madhucchanda Sen. Pearson, 2010.	2	x. Students will be asked to write a piece (out of two given exercises) of discursive academic writing of approximately 500 words. The question may be set in such a manner that the students are not merely instructed to write an essay on a given topic. Rather, the topics given in the syllabus may be explicitly tested in the end-term examination.  <b>15</b>
		ii) Reading for writing		1	
		iii) Connecting reading and writing		1	
		iv) Organizing your ideas		2	
		v) The process of writing		4	
		vi) Writing the body paragraph, introduction and conclusion		2	
		vii) Using sub-headings		1	
	b) Elements of Writing	i) Solving punctuation problems	ii. Towards Academic English. Mark Cholik. Foundation Books, 2007.	1	
		ii) Writing mechanics		1	
		iii) Using the right register		1	
		iv) Vocabulary and spelling		2	
		v) Transition: link words and phrases		1	
	c) Academic Presentation	i) The audience and the objective of presentation		1	This section <u>will not be tested</u> in the end-term examination. However, departments should organize annual students' seminar to give students training and opportunity to make academic presentations.
		ii) Choosing the appropriate medium		1	
		iii) Techniques of effective presentation		1	
		iv) Structuring the presentation and time management		1	
		v) Visual aids and use of technology		1	
		vi) Clarity and non-verbal communication		1	
				<b>25</b>	<b>15</b>
				[A=20]+ [B=15]+ [C=40]+ [D=25]= 100	<b>10+20+10+15+5+5+8+12+15= 100</b>

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Paper II: English Literature from 408 CE – 1484 CE

Paper II	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
(A) Anglo-Saxon Literature	a) History	(i) Brief historical outline: a. Romans and Anglo-Saxon Invasion b. Anglo-Saxon Heptarchy – Rise of Wessex c. Danelaw; Spread of Christianity- two phases	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Book: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.a. 5 (out of 7)X2 Marks = 10 C.a.1 (out of 2) X 15 Marks =15  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  * NAEL: <i>Norton Anthology of English Literature</i>
		(ii) Brief socio-cultural history: a. The Heroic Code; role of the Lord and the kinsmen b. Scop – oral poetry c. Place of women		4	2,5,15	
		(iii) Poetry a. Heroic b. Lyric-elegiac c. Religious poetry		8	2,5,15	
		(iv) Prose a. Religious b. Historical		2	2,5,15	
	b) Poetry	(i) Hrothgar speaks to Beowulf at a celebration at Heorot.” [from <i>Beowulf</i> Tr. by Seamus Heaney]. “Then Everyone hushed/ as the son of Halfdane spoke this wisdom: / .../ dear warrior, to sweep you away.” [ll. 1698-1768].“	*NAEL 8 <sup>th</sup> Ed. pp 70-71.	6	5, 15	
		(ii) “The Wife’s Lament”	*NAEL 8 <sup>th</sup> Ed. p.114	3	5, 15	
		(iii) “The Dream of the Rood”	*NAEL 8 <sup>th</sup> Ed. pp.27-29	3	5, 15	
	c) Prose	(i) Bede’s “The Story of Caedmon” [from <i>An Ecclesiastical History of the English People</i> ]	*NAEL 8 <sup>th</sup> Ed. pp. 25-27	3	5, 15	25
		(ii) From King Alfred’s “Preface to the <i>Pastoral Care</i> ”.	*NAEL 8 <sup>th</sup> Ed. pp.109-111	3	5, 15	
				<b>=36</b>		

Paper II: English Literature from 408 CE – 1484 CE

(B) Anglo-Norman and Middle English Literature	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section	
	a) History	(i) Brief historical outline: a. Norman Conquest and its aftermath b. Angevin Dynasty c. The Hundred Years' War d. Wars of the Roses	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.b.5(out of 7)X2 marks =10 C.b. 1(out of 2)X15marks =15  B.a.5 (out of 8) questions from a pool of questions based on sections (A ) and (B) [4 each] to be answered X 5marks =25  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus	
		(ii) Brief socio-cultural history: a. the Church b. the Court and the Chivalric traditions, place and role of women; c. Bretons and the oral tradition; d. the Black Death and social upheaval; e. international trade, commerce and social churning		5	2,5,15		
		(iii) The Romance tradition		2	2,5,15		
		(iv) Poetry a. Translation, lyric b. Narrative c. Religious		3	2,5,15		
		(v) Prose a. Historical b. Religious c. Reformatory		3	2,5,15		
		(vi) Drama		2	2,5,15		
	b) Poetry	(i) “The Treasure of Truth” [from Pass.1 <i>The Vision of Piers Plowman</i> ll 1-26 ]	NAEL 8 <sup>th</sup> Ed. pp 336	2	2,5,15		
		(ii) From “The Nun’s Priest’s Tale” ll. 88-119.	NAEL 8 <sup>th</sup> Ed. pp 298-299, 301-302 or CULT Edition edited by Norman Jeffares	4	2,5,15		
	c) Prose	(i) “The Deaths of Lancelot and Guinevere” [from <i>Morte D’Arthur</i> by Thomas Malory]	NAEL 8 <sup>th</sup> Ed. pp 453-456	3	2,5,15		
		(ii) “Pilgrimage to Jerusalem” [from Bk1.28. <i>The Book of Margery Kempe</i> ]	NAEL 8 <sup>th</sup> Ed. pp 383, 388-389	2	2,5,15		
	d) Drama	(i) <i>The York Play of the Crucifixion</i> (c. 1425)	NAEL 8 <sup>th</sup> Ed. pp 398-406	8	5,15		

Paper II: English Literature from 408 CE – 1484 CE

(C) Literary Terms	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
	a) General	persona, genre, image, symbol	<i>A Glossary of Literary Terms.</i> M.H.Abrams. New Delhi: Cengage, 2012.	6	2, 5	A.c. 5(out of 7)X2 marks = 10 B.b. 3 (out of 5) X 5 marks = 15  All 2-marks questions in this section will be set <u>only</u> from <i>A Glossary of Literary Terms.</i> M.H.Abrams. 2012 ed.
	b) Poetry	epic, lyric		4	2, 5	
	c) Fiction	fiction, novel		8	2, 5	
	d) Drama	comedy, tragedy, character		8	2, 5	
				=26		25

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Paper III : English Literature from 1485 CE to 1640 CE

Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Questions that will be set from this section
a) History	1) <u>Brief historical outline</u> a) Tudors, Absolutist Monarchy & the Birth of the Nation State b) Jacobean Age and Divine Kingship c) Nascent Capitalism, Rise of the Middling Sort of Men d) Early Phase of Colonialism, Discoveries and their Impact	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.a. 5 (out of 8) X 2 marks =10 B.a. 2 (out of 4) X 5 marks =10  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus
	2) <u>Brief socio-cultural history and history of ideas</u> a) Humanism, Homocentric Worldview, Renaissance b) Reformation, Growth of Puritanism c) Place of Women		3	2,5,15	
	3) <u>Poetry</u> a) Sonnet, lyric b) Long poem c) Metaphysical poetry		3	2,5	
	4) <u>Prose</u> a) Essays – religious and historical b) Counsel literature, satire c) Fiction, translation		3	2,5	
	5) <u>Drama</u> a) Comedy: romantic, pastoral and citizen comedy b) Tragedy: Revenge tragedy, classical tragedy, tragi-comedy c) Problem plays		7	2,5	
			= 20		20
b) Drama	(i) <i>Dr. Faustus</i> . Christopher Marlowe. (c. 1593; published 1604)	Worldview ed.	15	15	C.1 (out of 2) X 15 marks =15
	(ii) <i>Shoemaker's Holiday</i> . Thomas Dekker. (1600)	Meridian Student Edition	15	15	D.1 (out of 2) X 15 marks =15
	(iii) <i>Macbeth</i> . William Shakespeare. (c. 1606–07)	Arden ed.	20	15	E.1 (out of 2) X 15 marks =15
			=50		45
c) Poetry	(i) "Forget not yet". Thomas Wyatt	*N.A.E.L. 8 <sup>th</sup> Ed.	1	2,5	A.b.3 (out of 6) X 2 marks =6 B.b.3 (out of 5) X 5 marks =15
	(ii) "To His Love" (ii) ['One day I wrote her name upon strand']. Edmund Spenser. (1595)		1		
	(iii) 'Loving in truth'. Philip Sidney. (1591)		1		

Paper III : English Literature from 1485 CE to 1640 CE

	(iv) Sonnet 116 ['Let me not to the marriage']. William Shakespeare. (1609)		3		
	(v) Sonnet 130 ['My Mistress' eyes']. William Shakespeare. (1609)		3		
	(vi) "The Sun Rising". John Donne. (1633)	*N.A.E.L. 8 <sup>th</sup> Ed.	3		
	(vii) "The Good-Morrow". John Donne. (1633)		2		
	(viii) "Lycidas". John Milton (Ed. C.T. Thomas) (1638)		5		
	(ix) "The Easter Wings". George Herbert. (1633)		3		
			<b>=22</b>		<b>21</b>
d) Prose	(i) "Of Empire". Francis Bacon (1612, 1625)	Essays. Ed. Sukanta Chaudhuri	2	2,5	A.c.2 (out of 4) X 2 marks =4 B.c.2 (out of 4) X 5 marks =10
	(ii) "Of Plantations". Francis Bacon (1625)	*N.A.E.L. 8 <sup>th</sup> Ed.	2		
	(iii) Extract from <i>A Faithful Admonition to the Professors of God's Truth in England</i> [first twenty paragraphs: "Grace, mercy, and peace, from God the Father of our Lord Jesus Christ..." to "...being of longer continuance than ever they had at any time before". John Knox. (1554)	<i>Selected Writings of John Knox. Public Epistles, Treatises and Expositions to the Year 1559.</i>	2		
	(iv) Extract from <i>A Supplication for the Beggars</i> [Ch.IV "That a picture of the cruel, unclean and hypocritical monkery... " to "... the delusions and enormities against which he protested."]. Simon Fish. (1529)	Ed. by Edward Arber. The English Scholar's Library Edition, 1878.	2		
			<b>=8</b>		<b>14</b>
					A.10X2=20 B. 7X5=35 C, D & E. 3X15=45 <b>20+35+45=100</b>

\* NAEL: *Norton Anthology of English Literature*

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Paper IV: English Literature (1641 – 1788)

	Sections	Topics/Texts	Recommended Texts	No of lectures	Questions that may be set from the particular item/text	Questions that will be set from this section
Restoration and Eighteenth-Century	a) History	(i) Brief historical outline: a. Civil War, Commonwealth b. Restoration c. Glorious Revolution	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	a. <b>10 (out of 14) from all sections except drama and novel X 2 Marks = 20</b> b. <b>7 (out of 10) from a ll sections X 5= 35</b>  c. <b>3 (out of 6) Essay-type 15 Marks questions from following sections</b> <b>b. Poetry</b> <b>c. Drama</b> <b>d. Novel</b> <b>3X15=45</b>
		(ii) Brief socio-cultural history: a. Rise of the Press and book trade b. Neoclassicism and Enlightenment c. Rise of the merchant class		4	2,5,15	
		(iii) Poetry a. Mock epic b. Metaphysical Poetry c. Pre-Romantics		5	2,5,15	
		(iv) Prose a. Satire b. Periodical Essay		4	2,5,15	
		(v) Drama a. Heroic Tragedy b. Restoration Comedy c. Ant-sentimental Comedy		5	2,5,15	
	b) Poetry	(i) "The Retreat". Henry Vaughan. (1650-55)	<i>Metaphysical Poetry</i> . Ed. Colin Burrow. Penguin, 2013.  Ed. by R.K.Kaul. OUP, 2006.  <i>N.A.E.L.</i> 8 <sup>th</sup> Ed.	2	2,5, 15	Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  All 2-marks questions in this section will be set only from Short Oxford History of English Literature by Andrew Sanders
		(ii) "To His Coy Mistress. Andrew Marvell. " (c.1650)		2	2,5,15	
		(iii) <i>The Rape of the Lock</i> Cantos I & II. Alexander Pope. (1717)		12	2,5,15	
		(iv) "Elegy Written in a Country Churchyard" Thomas Gray. (1751)		3	2,5,15	
	c) Drama	(i) <i>She Stoops to Conquer</i> . William Goldsmith. (1773)		15	5, 15	
		(ii) <i>The Conscious Lovers</i> . Richard Steele. (1722).	Norton CE	15	5, 15	
	d) Novel	(i) <i>Gulliver's Travels</i> (Bks. I & II). Jonathan Swift. (1735)	OUP Edition	15	5, 15	

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#### Paper IV: English Literature (1641 – 1788)

	c) Essay	(i) "The Vision of Justice". Joseph Addison. (1706)	<i>Book of English Essays</i> . Ed. W.E.	2	2,5	
		(ii) "An Essay on the Regulation of the Press". Daniel Defoe. (1704). **	Williams. OUP	2	2,5	
		(iii) "Beau Tibbs". Oliver Goldsmith.	N.A.E.L. 8 <sup>th</sup> Ed.	2	2,5	
		(iv) "Great Fire". Samuel Pepys. (1666)	p.p. 2134- '38	3	2,5	
		(v) "Some Reflections upon Marriage". Mary Astell. (1700). [selections in <i>N.A.E.L.</i> ]	p.p. 2285- '88			
		(vi) "On Idleness" [Idler 31]. Samuel Johnson. (1758).	p.p. 2678- '80	2	2,5	

\*\* From the beginning to "By such a Law, a Fellow of my letters ... but he must give them money too" (standardized spelling).

The essay is available on [www.luminarium.org/renascence-editions/defoe2.html](http://www.luminarium.org/renascence-editions/defoe2.html) based on 1704 edition reprinted by Luttrell Society.

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Paper V: English Literature (1789-1831)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Questions that may be set from the particular item/text	Questions that will be set from this section
a) History of Literature	(i) Brief historical outline: a. French Revolution b. Napoleonic wars	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.	3	2, 5 2,5,15	A. (a) <b>4 (out of 6) X 2 marks = 8</b> B. (a) <b>3 (out of 5) X 5 = 15</b> Essay- type (15 marks) questions should be set so as to relate literary history to texts in the syllabus All 2-mark s questions in this section w ill be set only from Short Oxford History of English Literature by Andrew Sanders
	(ii) Brief socio-cultural history a. Cult of Imagination in other arts (e.g. painting, music etc.)		3		
	(iii) Poetry a. Lyric b. Narrative	Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	6	2,5,15	
	(iv) Prose a. Novel b. Essay		3 3	2,5,15	
	(v) Drama		2	2,5,15	
			<b>20</b>		<b>23</b>
b) Poetry	(i) "The Lamb" (1789) and "The Tyger" (1790-92; p. 1794) – William Blake	<i>The Golden Treasury</i> . Ed. F.T.Palgrave.  <i>N.A.E.L</i> 8 <sup>th</sup> Edition	4	2, 5, 15	A. (b) <b>3 (out of 5) X 2 marks = 6</b> B. (b) <b>2 (out of 4) X 5 marks = 10</b> C. <b>2 (out of 3 ) X 15 = 30</b>
	(ii) "After Blenheim" – Robert Southey		2		
	(iii) "Ode on the Intimations of Immortality on Recollections of Early Childhood" – William Wordsworth		5		
	(iv) "This Lime-Tree Bower My Prison" – Samuel Taylor Coleridge		3		
	(v) "Kubla Khan" – Samuel Taylor Coleridge		2		
	(vi) "Ode to the West Wind" – Percy Bysshe Shelley		3		

Paper V: English Literature (1789-1831)

	(vii) "Ode to A Nightingale" – John Keats		3		
	(viii) "Eve of St Agnes" – John Keats		5		
	(ix) Excerpt from <i>Don Juan</i> . Stanzas 22-29; ll.169-232. –George Gordon Byron		3		
			<b>30</b>		<b>46</b>
c) Prose	(i) "Oxford in the Vacation" – Charles Lamb	<i>Essays of Elia</i> . Macmillan ed.	4	2,5	A. (c) <b>3 (out of 5) X 2 marks = 6</b> B. (c) <b>2 (out of 4) X 5 marks = 10</b>
	(ii) "Chimney Sweepers" – Charles Lamb		4		
	(iii) "Christ's Hospital Five-and-Thirty Years Ago" – Charles Lamb		5		
	(iv) "Going on a Journey" –William Hazlitt	<i>Book of English Essays</i> . Ed. W.E. Williams. OUP.	3		
	(v) "The Literature Of Knowledge And The Literature Of Power" –Thomas De Quincey		4		
			<b>20</b>		<b>16</b>
d) Novel	Northanger Abbey . Jane Austen. (1817)	Norton Ed.	15	<b>D. 1 (out of 2) X 15 marks = 15</b>	
	Frankenstein. Mary Shelley. (1818)	Norton ed.	15		
			<b>30</b>		<b>15</b>
					<b>A. 10X2=20 +B. 7X5=35</b>
					<b>C.&amp;D.3X15=45 =100</b>

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Paper VI: English Literature (1832-1913)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Marks of questions that may be set from the particular item	Questions that will be set from this section
a) History of Literature	(i) Brief historical outline a. Reform Acts b. Women's Suffrage c. Empire (ii) Brief socio-cultural history a. Condition of the Working Class b. Science and Religion c. Leisure and Amusements ( <i>Punch</i> , the <i>Illustrated London News</i> , the development of leisure in Britain, seaside resorts, clubs and sports)	Textbook: Short Oxford History of English Literature. Andrew Sanders. Oxford University Press.	2 2 2	2,5	A. (a). <b>4 (out of 6) X 2 marks= 8</b> B. (a). <b>3 (out of 5) X 5 marks=15</b>  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  All 2-marks questions in this section will be set only from Short Oxford History of English Literature by Andrew Sanders
	(iii) Poetry	Reference Book: The Oxford History of Britain. Kenneth O. Morgan. OUP, 2001.	2	2,5,15	
	(iv) Prose a. Novel b. Essay		2 2	2,5,15	
	(ii) Drama		2		
				<b>20</b>	<b>23</b>
b) Poetry	(i) "Ulysses". Tennyson.	<i>The Golden Treasury</i> . Ed. F.T.Palgrave.	3	2, 5, 15	A (b). <b>3 (out of 4) X 2 marks =6</b> B(b). <b>2 (out of 4) X 5 marks =10</b>
	(ii) "My Last Duchess". Robert Browning.		3		
	(iii) "God's Grandeur". Gerard Manley Hopkins.		2		
	(iv) "The Picture Gallery at Penhurst". Elizabeth Barrett Browning.		2		
	(v) "Self-interrogation" Emily Bronte.	<i>N.A.E.L</i> 8 <sup>th</sup> Edition	2		
	(vi) "To Marguerite". Matthew Arnold.		2		

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Paper VI: English Literature (1832-1913)

	(vii) "In the Bleak Midwinter". Christina Georgina Rossetti.		2		C.1(out of 2) X15marks =15
			16		31
c) Prose	(i) "Lilies of Queen's Garden". John Ruskin. ["This, I say, is the most foolish h of all errors ... leading him, with rebuke upon rebuke, from star to star."]	<i>Seasame and Lilies</i> . 1865.	3	2,5	A (c). 3 (out of 4) X 2marks=6 B (c). 1 (out of 2) X 5 marks =5
	(ii) "Subjection of Women". [Extract from Chapter II. "It will be well to commence the detailed discussion... But no amount of ill usage, without adultery superadded, will in England free a wife from her tormentor."]. John Stuart Mill.	<i>Subjection of Women</i> . 1869.	3		
	(iii) "Letter from Barrackpore." Extract from <i>Letters from India</i> . 1872. Emily Eden.	<i>Letters from India</i> . 1872.	3		
				9	11
d) Novel	<i>David Copperfield</i> . Charles Dickens.	Norton Edition	20	5, 15	B (d). 1 (out of 2) X 5 marks =5 [only from the plays]
e) Drama	(i) <i>Arms and the Man</i> . George Bernard Shaw.	Orient Blackswan ed.	20	5,15	D.2(out of 5 )X15 marks =30
	(ii) <i>Riders to the Sea</i> . John Millington Synge.	Orient Blackswan ed.	15		
					35

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(A.10X2=20)+(B.7X5=35)+(C,D.3X15=45)=100



Paper VII: English Literature (1914 -2000)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Marks of questions that may be set from the particular item	Questions that will be set from this section
a) History of Literature	i. Brief Historical Outline a. First World War b. Second World War ii. Brief socio-cultural history	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press. Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.		2,5	A.a. <b>4 (out of 6) X 2 marks= 8</b> B.a. <b>2 (out of 4) X 5 marks=10</b>  Essay- type (15 marks) questions should be set so as to relate literary history to texts in the syllabus All 2-marks questions in this section will be set only from Short Oxford History of English Literature by Andrew Sanders
	Poetry			2,5,15	
	Prose a Novel b Essay				
	Drama				
			<b>20</b>		<b>18</b>
b) Poetry	“Second Coming”. W. B. Yeats	Modern Poetry. Ed. Jim Hunter	3	2, 5, 15	A.b. <b>3 (out of 5) X 2 marks =6</b> B.b.2 <b>(out of 4) X 5marks =10</b> c.1 <b>(out of 3*) X15marks =15</b>  * one question each from poetry, short stories and non-fictional prose
	“Hollow Men”. T. S. Eliot		3		
	“Bagpipe Music”. Louis Macneice		2		
	“Musee des Beaux Arts”. W. H. Auden		2		
	“Fern Hill”. Dylan Thomas.		2		
	“The Whitsun Weddings”. Philip Larkin		3		
	“Digging”. Seamus Heaney.		2		
	“Hawk Roosting”. Ted Hughes		2		
			<b>19</b>		
c) Prose	“Two Cheers for Democracy” (1951). E. M. Forster	E. M. Forster. <i>Two Cheers for Democracy</i> .1951. Penguin, 1981.	3	2,5	A.c. <b>3 (out of 5) X 2marks=6</b> B.c. <b>2 (out of 4) X 5 marks =10</b>
	“The Mark on the Wall”. Virginia Woolf.	i. <i>Modern Prose</i> . Michael Thorpe (Ed.). OUP,  ii. <i>The Oxford Book of English Short Stories</i> . A. S. Byatt (Ed.). OUP, 2009.	3		
	“Araby”. James Joyce		3		
	“The Ox”. H .E. Bates		4		
	“The Fly”. Katherine Mansfield		2		
	“The Englishman’s House”. Evelyn Waugh		3		
	“The Kiss”. Angela Carter		3		
			<b>21</b>		<b>47</b>
d) Novel	England England (1998). Julian Barnes	Vintage ed.	<b>20</b>	5, 15	D. <b>1 (out of 2) X 15 marks =15</b>
e) Drama	Look Back in Anger (1956). John Osborne.	(Ed.) Nissim Ezekiel.	<b>20</b>	5,15	B.d. <b>1 (out of 2) X 5 marks = 5</b> E. <b>1 (out of 2) X 15 marks =15</b>

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(A.10X2=20)+(B.7X5=35)+(C,D&E.3X15=45)  
=100

Paper VIII: Literary Theory, Critical Appreciation and Literatures outside the UK

Paper VIII will have following two halves. In (B) out of the three options students will be required to opt for one.

In the final examination, Students will answer in two separate booklets. Section A is common for English Honours students, however, they should answer the section B in a separate answer booklet and will indicate which option is being answered. Accordingly, the answer scripts will be segregated into different batches.

- A) Literary Theory and Critical appreciation
- B) Literatures outside the UK
  - a. **Indian Writing in English**
  - b. **American English Literature**
  - c. **European Literature in Translation**

**A.b. Critical appreciation of a Poetry or Prose passage.** [10 Lectures] 1 (out of 2) question X 15 marks =15

		Topics	Recommended Texts	Number of lectures	Marks distribution for the section
(A) a. Literary Theory		(a) Classicism (b) Realism and Naturalism (c) Structuralism (d) Practical Criticism and New Criticism [During the discussion of these, students should be introduced to the techniques and tenets of writing a critical appreciation. It is expected that they will be given at least a couple of exercises on practical criticism during the lesson]	<i>A Glossary of Literary Terms</i> . M. H. Abrams and Geoffrey Harpham. 11 <sup>th</sup> Ed. New Delhi: Cengage Learning, 2012.	16	B.a. <b>5 (out of 8) questions X 2 marks = 10</b> [2 marks questions will be set from <u>only the textbooks</u> recommended for each group of topics B.b. <b>5 (out of 8) questions X 5 marks = 25</b>
		(e) Poststructuralism (f) Postmodernism (g) Postcolonialism (h) Feminism	<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Peter Barry. 3 <sup>rd</sup> Ed. New Delhi: Viva Books, 2010.	19	
				<b>35</b>	<b>35</b>

[During the discussion of these, students should be introduced to the techniques and tenets of writing a critical appreciation. It is expected that they will be given at least a couple of exercises on practical criticism during the lesson]

Paper VIII: Literary Theory, Critical Appreciation and Literatures outside the UK

		Options				
		<b>B.a. Indian Writing in English</b>	<b>B.b. American English Literature</b>	<b>B.c. European Literature in Translation</b>	Number of lectures	Marks distribution for the section
(C) English Literatures outside UK	<b>Novel</b>	<i>The Guide.</i> R. K. Narayan.	<i>The Grapes of Wrath.</i> John Steinbeck.	<i>The Outsider.</i> Camus, Albert. Trans. Joseph Laredo. London: Penguin, 2000.	16	<b>C.1 (out of 2) questions X 15 marks = 15</b>
	<b>Poetry</b>	i. Our Casurina Tree –Toru Dutt ii. My Native Land –Henry Louis Derozio iii. Night of the Scorpion – Nissim Ezekiel iv. Introduction – Kamala Das	i. 'I saw in Louisiana a Live-oak Growing' – Walt Whitman ii. 'Because I could not stop for Death' – Emily Dickinson iii. 'Neither Out Far Nor in Deep' – Robert Frost iv. 'The Negro Speaks of River' – Langston Hughes	i. "Venus Rising from the Water." Rimbaud, Arthur. Trans. Jeremy Harding and John Sturrock. <i>Selected Poems and Letters.</i> London: Penguin, 2004. ii. Autumn Song." Baudelaire, Charles. Trans. James McGowan. <i>The Flowers of Evil</i> New York: OUP, 2008. iii. "Autumn Day." Rilke, Rainer Maria .Trans. Stephen Mitchell. <i>The Selected Poetry of Rainer Maria Rilke.</i> New York: Vintage, 1989. iv. "Questions from a Worker Who Reads." Brecht, Bertolt. Trans. Michael Hamburger. <i>Bertolt Brecht: Poems 1913-1956.</i> London: Methuen, 1987.	8	<b>D.10 (out of 15) questions X 2 marks =20</b> <b>E. 3 (out of 6) questions [each genre will have at least 1 question] X 5 marks = 15</b>

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Paper VIII: Literary Theory, Critical Appreciation and Literatures outside the UK

	Short Story	i. A Journal of Forty-Eight Hours of the Year 1945 – Kylas Chunder Dutt ii. A Flight of Pigeons – Ruskin Bond	i. The Tell-tale Heart – Edgar Allan Poe ii. The Short Happy life of Francis Macomber – Ernest Hemmingway	i. “The Necklace.” Maupassant, Guy De. Trans. Sian Miles. <i>A Parisian Affair and Other Stories</i> . London: Penguin, 2004. ii. Mann, Thomas. “The Infant Prodigy.”	8	
	Non-fictional Prose	i. Reply to Calcutta Address – Swami Vivekananda ii. from “Nationalism” [Japan] – Rabindranath Tagore	i. “Pond” [from <i>Walden</i> ] – Henry D Thoreau ii. Are Women Human Beings? Charlotte Perkins Gilman	i. “Annihilation Impossible.” Maeterlinck, Maurice. Trans. Alexander Teixeira de Mattos. <i>Death</i> . Delhi: Pilgrims Book Pvt. Ltd., 1998. ii. Calvino, Italo. “Why Read the Classics?” Trans. Martin McLaughlin. <i>Why Read the Classics?</i> London: Penguin, 2009.	8	
	Drama	<i>Tughlaq</i> – Girish Karnad	<i>A Raisin in the Sun</i> – Lorraine Hansbury. New York: Vintage, 1994.	Chekhov, Anton. <i>The Cherry Orchard: A Comedy in Four Acts</i> . Trans. Michael Frayn. London: Methuen, 2005.	15	
					55	50

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Paper I: English Language: History and Usage

Paper I	Sections	Topics/ Texts	Prescribed Texts & Resources	No of lectures	Marks distribution for the section
(A) History of English Language			i. A Brief Introduction : <a href="http://public.oed.com/aspects-of-english/english-in-time">http://public.oed.com/aspects-of-english/english-in-time</a>	2	i. Word Notes [will be set from A. C. Baugh only] (any five out of eight) <b>5 X 2=10</b> ii. Short notes/questions of five marks (any four out of six) <b>4 X 5=20</b>
	a) Old English	(i) Indo-European Languages	ii. <i>A History of English Language</i> . A.C. Baugh and Thomas Cable. Routledge; 6 e. 2012. iii. <i>The Story of English</i> . R. W. Cran McCrum and R. MacNeil. Penguin, 1986. iv. <i>English as a Global Language</i> . David Crystal. Cambridge University Press, 1997. v. <i>A Dictionary of Word Origins</i> . John Ayto. Goyal Publishing, 2011.	1	
		(ii) Scandinavian Influence		1	
		(iii) Celtic Influence		1	
		(iv) Grimm's Law		1	
	b) Middle English	(i) Influence of Norman Conquest		2	
		(ii) The Great Vowel Shift		1	
		(iii)		1	
	c) Early Modern English	(i) Renaissance and Printing		1	
		(ii) Translation of the Bible		1	
		(iii) Shakespeare		2	
	d) Eighteenth-century English	(i) Dr Johnson's English Dictionary		1	
		(ii) Grammar books and primers		1	
	e) Nineteenth-century English	(i) Colonialism		2	
		(ii) Science and Industrial Revolution		1	
	f) Global English	(i) Business, Commerce and Technology		1	
		(ii) Global media		1	
				20	30

Paper I: English Language: History and Usage

Paper I	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
(B) English in India	a) British Colonial Period	(i) Exploration Phase (pre 1813)	i. <i>The Story of English in India</i> . N. Krishnaswamy and Lalitha Krishnaswamy. New Delhi: Foundation Books, 2006. ii. <i>The Politics of Indians' English</i> . N. Krishnaswamy and Archana S. Burde. OUP, 2004.	1	iii. Short Notes (any two out of four) <b>2 X5=10</b> iv. Essay-type question (any one of the two) <b>1 X15 = 15</b>
		(ii) Transportation Phase (1813-1835)		2	
		(iii) Consolidation and Dissemination (post 1835)		3	
	b) Independent India				
		(i) English and the struggle for the Swadeshi and Indian Independence		1	
		(ii) Language Riots, The Official Language Commission and The Official Language Act		2	
		(iii) Indians' English: errors and idiosyncrasies		1	
		(iii) Perspectives on Teaching English in Independent India: (a) Utilitarian (b) Social (c) Ideological		3	
		(iv) English and Indian Languages		1	
		(v) Neo-colonialism, Globalization and English		1	
				<b>15</b>	<b>25</b>

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Paper I: English Language: History and Usage

(C) Use of English	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
	a) English Phonetics	(i) Introduction to English vowel and consonant sounds (ii) Stress and phonemic transcription of connected speech (iii) Syllabic structure and consonant cluster	<i>A Textbook of English Phonetics for Indian Students.</i> T. Balasubramanian . Trinity, 2e. 2013.	4 3 8	v. Phonemic transcription of connected speech (2 out of 3 sentences) <b>2 X4=8</b> vi. Syllabic structure (3 out of 5) <b>3X1=3</b> vii. Consonant cluster (3 out of 5) <b>3X1=3</b>
	b)Rhetoric		<i>Elements of English Rhetoric and Prosody.</i> Bose and Sterling.	15	viii. Identify and explain the figures of speech (any four out of six) <b>4 X 2= 8</b>
	c)Prosody			10	ix. Scan and indicate the metrical pattern of a poem , or an excerpt, of four lines from a poem (any one of the two) 4 marks for identification of metre; 4 marks for overall assessment and variations <b>4+4=8</b>
				<b>40</b>	<b>30</b>

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# Paper I: English Language: History and Usage

Paper I	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
(D) Composition and Communication	a) The Writing Process	i) Researching resources for writing and using them	i. <i>Critical Thinking, Academic Writing and Presentation Skills.</i> Marilyn Anderson, Pramod K Nayar and Madhucchanda Sen. Pearson, 2010.	2	x. Students will be asked to write a piece (out of two given exercises) of discursive academic writing of approximately 500 words. The question may be set in such a manner that the students are not merely instructed to write an essay on a given topic. Rather, the topics given in the syllabus may be explicitly tested in the end-term examination.  <b>15</b>
		ii) Reading for writing		1	
		iii) Connecting reading and writing		1	
		iv) Organizing your ideas		2	
		v) The process of writing		4	
		vi) Writing the body paragraph, introduction and conclusion		2	
		vii) Using sub-headings		1	
	b) Elements of Writing	i) Solving punctuation problems	ii. Towards Academic English. Mark Cholik. Foundation Books, 2007.	1	
		ii) Writing mechanics		1	
		iii) Using the right register		1	
		iv) Vocabulary and spelling		2	
		v) Transition: link words and phrases		1	
	c) Academic Presentation	i) The audience and the objective of presentation		1	This section <u>will not be tested</u> in the end-term examination. However, departments should organize annual students' seminar to give students training and opportunity to make academic presentations.
		ii) Choosing the appropriate medium		1	
		iii) Techniques of effective presentation		1	
		iv) Structuring the presentation and time management		1	
		v) Visual aids and use of technology		1	
		vi) Clarity and non-verbal communication		1	
				<b>25</b>	<b>15</b>
				[A=20]+ [B=15]+ [C=40]+ [D=25]= 100	<b>10+20+10+15+5+5+8+12+15= 100</b>

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Paper II: English Literature from 408 CE – 1484 CE

Paper II	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
(A) Anglo-Saxon Literature	a) History	(i) Brief historical outline: a. Romans and Anglo-Saxon Invasion b. Anglo-Saxon Heptarchy – Rise of Wessex c. Danelaw; Spread of Christianity- two phases	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Book: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.a. 5 (out of 7)X2 Marks = 10 C.a.1 (out of 2) X 15 Marks =15  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  * NAEL: <i>Norton Anthology of English Literature</i>
		(ii) Brief socio-cultural history: a. The Heroic Code; role of the Lord and the kinsmen b. Scop – oral poetry c. Place of women		4	2,5,15	
		(iii) Poetry a. Heroic b. Lyric-elegiac c. Religious poetry		8	2,5,15	
		(iv) Prose a. Religious b. Historical		2	2,5,15	
	b) Poetry	(i) Hrothgar speaks to Beowulf at a celebration at Heorot.” [from <i>Beowulf</i> Tr. by Seamus Heaney]. “Then Everyone hushed/ as the son of Halfdane spoke this wisdom: / .../ dear warrior, to sweep you away.” [ll. 1698-1768].“	*NAEL 8 <sup>th</sup> Ed. pp 70-71.	6	5, 15	
		(ii) “The Wife’s Lament”	*NAEL 8 <sup>th</sup> Ed. p.114	3	5, 15	
		(iii) “The Dream of the Rood”	*NAEL 8 <sup>th</sup> Ed. pp.27-29	3	5, 15	
	c) Prose	(i) Bede’s “The Story of Caedmon” [from <i>An Ecclesiastical History of the English People</i> ]	*NAEL 8 <sup>th</sup> Ed. pp. 25-27	3	5, 15	25
		(ii) From King Alfred’s “Preface to the <i>Pastoral Care</i> ”.	*NAEL 8 <sup>th</sup> Ed. pp.109-111	3	5, 15	
				<b>=36</b>		

Paper II: English Literature from 408 CE – 1484 CE

(B) Anglo-Norman and Middle English Literature	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
	a) History	(i) Brief historical outline: a. Norman Conquest and its aftermath b. Angevin Dynasty c. The Hundred Years' War d. Wars of the Roses (ii) Brief socio-cultural history: a. the Church b. the Court and the Chivalric traditions, place and role of women; c. Bretons and the oral tradition; d. the Black Death and social upheaval; e. international trade, commerce and social churning	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.b.5(out of 7)X2 marks=10 C.b. 1(out of 2)X15marks =15  B.a.5 (out of 8) questions from a pool of questions based on sections (A ) and (B) [4 each] to be answered X 5marks =25  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus
		(iii) The Romance tradition		2	2,5,15	
		(iv) Poetry a. Translation, lyric b. Narrative c. Religious		3	2,5,15	
		(v) Prose a. Historical b. Religious c. Reformatory		3	2,5,15	
		(vi) Drama		2	2,5,15	
	b) Poetry	(i) "The Treasure of Truth" [from Pass.1 <i>The Vision of Piers Plowman</i> ll 1-26 ]	NAEL 8 <sup>th</sup> Ed. pp 336	2	2,5,15	
		(ii) From "The Nun's Priest's Tale" ll. 88-119.	NAEL 8 <sup>th</sup> Ed. pp 298-299, 301-302 or CULT Edition edited by Norman Jeffares	4	2,5,15	
	c) Prose	(i) "The Deaths of Lancelot and Guinevere" [from <i>Morte D'Arthur</i> by Thomas Malory]	NAEL 8 <sup>th</sup> Ed. pp 453-456	3	2,5,15	
		(ii) "Pilgrimage to Jerusalem" [from Bk1.28. <i>The Book of Margery Kempe</i> ]	NAEL 8 <sup>th</sup> Ed. pp 383, 388-389	2	2,5,15	
	d) Drama	(i) <i>The York Play of the Crucifixion</i> (c. 1425)	NAEL 8 <sup>th</sup> Ed. pp 398-406	8	5,15	
				<b>=38</b>		<b>50</b>

Paper II: English Literature from 408 CE – 1484 CE

(C) Literary Terms	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
	a) General	persona, genre, image, symbol	<i>A Glossary of Literary Terms</i> . M.H.Abrams. New Delhi: Cengage, 2012.	6	2, 5	A.c. 5(out of 7)X2 marks = 10 B.b. 3 (out of 5) X 5 marks = 15  All 2-marks questions in this section will be set <u>only</u> from <i>A Glossary of Literary Terms</i> . M.H.Abrams. 2012 ed.
	b) Poetry	epic, lyric		4	2, 5	
	c) Fiction	fiction, novel		8	2, 5	
	d) Drama	comedy, tragedy, character		8	2, 5	
				=26		25

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Paper III : English Literature from 1485 CE to 1640 CE

Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Questions that will be set from this section
a) History	1) <u>Brief historical outline</u> a) Tudors, Absolutist Monarchy & the Birth of the Nation State b) Jacobean Age and Divine Kingship c) Nascent Capitalism, Rise of the Middling Sort of Men d) Early Phase of Colonialism, Discoveries and their Impact	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.a. 5 (out of 8) X 2 marks =10 B.a. 2 (out of 4) X 5 marks =10  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus
	2) <u>Brief socio-cultural history and history of ideas</u> a) Humanism, Homocentric Worldview, Renaissance b) Reformation, Growth of Puritanism c) Place of Women		3	2,5,15	
	3) <u>Poetry</u> a) Sonnet, lyric b) Long poem c) Metaphysical poetry		3	2,5	
	4) <u>Prose</u> a) Essays – religious and historical b) Counsel literature, satire c) Fiction, translation		3	2,5	
	5) <u>Drama</u> a) Comedy: romantic, pastoral and citizen comedy b) Tragedy: Revenge tragedy, classical tragedy, tragi-comedy c) Problem plays		7	2,5	
			= 20		20
b) Drama	(i) <i>Dr. Faustus</i> . Christopher Marlowe. (c. 1593; published 1604)	Worldview ed.	15	15	C.1 (out of 2) X 15 marks =15
	(ii) <i>Shoemaker's Holiday</i> . Thomas Dekker. (1600)	Meridian Student Edition	15	15	D.1 (out of 2) X 15 marks =15
	(iii) <i>Macbeth</i> . William Shakespeare. (c. 1606–07)	Arden ed.	20	15	E.1 (out of 2) X 15 marks =15
			=50		45
c) Poetry	(i) "Forget not yet". Thomas Wyatt	*N.A.E.L. 8 <sup>th</sup> Ed.	1	2,5	A.b.3 (out of 6) X 2 marks =6 B.b.3 (out of 5) X 5 marks =15
	(ii) "To His Love" (ii) ['One day I wrote her name upon strand']. Edmund Spenser. (1595)		1		
	(iii) 'Loving in truth'. Philip Sidney. (1591)		1		

Paper III : English Literature from 1485 CE to 1640 CE

	(iv) Sonnet 116 ['Let me not to the marriage']. William Shakespeare. (1609)		3		
	(v) Sonnet 130 ['My Mistress' eyes']. William Shakespeare. (1609)		3		
	(vi) "The Sun Rising". John Donne. (1633)	*N.A.E.L. 8 <sup>th</sup> Ed.	3		
	(vii) "The Good-Morrow". John Donne. (1633)		2		
	(viii) "Lycidas". John Milton (Ed. C.T. Thomas) (1638)		5		
	(ix) "The Easter Wings". George Herbert. (1633)		3		
			<b>=22</b>		<b>21</b>
d) Prose	(i) "Of Empire". Francis Bacon (1612, 1625)	Essays. Ed. Sukanta Chaudhuri	2	2,5	A.c.2 (out of 4) X 2 marks =4 B.c.2 (out of 4) X 5 marks =10
	(ii) "Of Plantations". Francis Bacon (1625)	*N.A.E.L. 8 <sup>th</sup> Ed.	2		
	(iii) Extract from <i>A Faithful Admonition to the Professors of God's Truth in England</i> [first twenty paragraphs: "Grace, mercy, and peace, from God the Father of our Lord Jesus Christ..." to "...being of longer continuance than ever they had at any time before". John Knox. (1554)	<i>Selected Writings of John Knox. Public Epistles, Treatises and Expositions to the Year 1559.</i>	2		
	(iv) Extract from <i>A Supplication for the Beggars</i> [Ch.IV "That a picture of the cruel, unclean and hypocritical monkery... " to "... the delusions and enormities against which he protested."]. Simon Fish. (1529)	Ed. by Edward Arber. The English Scholar's Library Edition, 1878.	2		
			<b>=8</b>		<b>14</b>
					A.10X2=20 B. 7X5=35 C, D & E. 3X15=45 <b>20+35+45=100</b>

\* NAEL: Norton Anthology of English Literature

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Paper IV: English Literature (1641 – 1788)

	Sections	Topics/Texts	Recommended Texts	No of lectures	Questions that may be set from the particular item/text	Questions that will be set from this section
Restoration and Eighteenth-Century	a) History	(i) Brief historical outline: a. Civil War, Commonwealth b. Restoration c. Glorious Revolution	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	a. <b>10 (out of 14) from all sections except drama and novel X 2 Marks = 20</b> b. <b>7 (out of 10) from a ll sections X 5= 35</b>  c. <b>3 (out of 6) Essay-type 15 Marks questions from following sections</b> <b>b. Poetry</b> <b>c. Drama</b> <b>d. Novel</b> <b>3X15=45</b>
		(ii) Brief socio-cultural history: a. Rise of the Press and book trade b. Neoclassicism and Enlightenment c. Rise of the merchant class		4	2,5,15	
		(iii) Poetry a. Mock epic b. Metaphysical Poetry c. Pre-Romantics		5	2,5,15	
		(iv) Prose a. Satire b. Periodical Essay		4	2,5,15	
		(v) Drama a. Heroic Tragedy b. Restoration Comedy c. Ant-sentimental Comedy		5	2,5,15	
	b) Poetry	(i) "The Retreat". Henry Vaughan. (1650-55)	<i>Metaphysical Poetry</i> . Ed. Colin Burrow. Penguin, 2013.  Ed. by R.K.Kaul. OUP, 2006.  <i>N.A.E.L.</i> 8 <sup>th</sup> Ed.	2	2,5, 15	Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  All 2-marks questions in this section will be set only from Short Oxford History of English Literature by Andrew Sanders
		(ii) "To His Coy Mistress. Andrew Marvell. " (c.1650)		2	2,5,15	
		(iii) <i>The Rape of the Lock</i> Cantos I & II. Alexander Pope. (1717)		12	2,5,15	
		(iv) "Elegy Written in a Country Churchyard" Thomas Gray. (1751)		3	2,5,15	
	c) Drama	(i) <i>She Stoops to Conquer</i> . William Goldsmith. (1773)		15	5, 15	
		(ii) <i>The Conscious Lovers</i> . Richard Steele. (1722).	Norton CE	15	5, 15	
	d) Novel	(i) <i>Gulliver's Travels</i> (Bks. I & II). Jonathan Swift. (1735)	OUP Edition	15	5, 15	

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#### Paper IV: English Literature (1641 – 1788)

	c) Essay	(i) "The Vision of Justice". Joseph Addison. (1706)	<i>Book of English Essays</i> . Ed. W.E.	2	2,5	
		(ii) "An Essay on the Regulation of the Press". Daniel Defoe. (1704). **	Williams. OUP	2	2,5	
		(iii) "Beau Tibbs". Oliver Goldsmith.	N.A.E.L. 8 <sup>th</sup> Ed.	2	2,5	
		(iv) "Great Fire". Samuel Pepys. (1666)	p.p. 2134-38	3	2,5	
		(v) "Some Reflections upon Marriage". Mary Astell. (1700). [selections in <i>N.A.E.L.</i> ]	p.p. 2285-88			
		(vi) "On Idleness" [Idler 31]. Samuel Johnson. (1758).	p.p. 2678-80	2	2,5	

\*\* From the beginning to "By such a Law, a Fellow of my letters ... but he must give them money too" (standardized spelling).

The essay is available on [www.luminarium.org/renascence-editions/defoe2.html](http://www.luminarium.org/renascence-editions/defoe2.html) based on 1704 edition reprinted by Luttrell Society.

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Paper V: English Literature (1789-1831)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Questions that may be set from the particular item/text	Questions that will be set from this section
a) History of Literature	(i) Brief historical outline: a. French Revolution b. Napoleonic wars	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.	3	2, 5 2,5,15	A. (a) <b>4 (out of 6) X 2 marks = 8</b> B. (a) <b>3 (out of 5) X 5 = 15</b> Essay- type (15 marks) questions should be set so as to relate literary history to texts in the syllabus All 2-mark s questions in this section w ill be set only from Short Oxford History of English Literature by Andrew Sanders
	(ii) Brief socio-cultural history a. Cult of Imagination in other arts (e.g. painting, music etc.)		3		
	(iii) Poetry a. Lyric b. Narrative	Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	6	2,5,15	
	(iv) Prose a. Novel b. Essay		3 3	2,5,15	
	(v) Drama		2	2,5,15	
			<b>20</b>		<b>23</b>
b) Poetry	(i) "The Lamb" (1789) and "The Tyger" (1790-92; p. 1794) – William Blake	<i>The Golden Treasury</i> . Ed. F.T.Palgrave.  <i>N.A.E.L</i> 8 <sup>th</sup> Edition	4	2, 5, 15	A. (b) <b>3 (out of 5) X 2 marks = 6</b> B. (b) <b>2 (out of 4) X 5 marks = 10</b> C. <b>2 (out of 3 ) X 15 = 30</b>
	(ii) "After Blenheim" – Robert Southey		2		
	(iii) "Ode on the Intimations of Immortality on Recollections of Early Childhood" – William Wordsworth		5		
	(iv) "This Lime-Tree Bower My Prison" – Samuel Taylor Coleridge		3		
	(v) "Kubla Khan" – Samuel Taylor Coleridge		2		
	(vi) "Ode to the West Wind" – Percy Bysshe Shelley		3		



Paper V: English Literature (1789-1831)

	(vii) “Ode to A Nightingale” – John Keats		3		
	(viii) “Eve of St Agnes” – John Keats		5		
	(ix) Excerpt from <i>Don Juan</i> . Stanzas 22-29; ll.169-232. –George Gordon Byron		3		
			<b>30</b>		<b>46</b>
c) Prose	(i) “Oxford in the Vacation” – Charles Lamb	<i>Essays of Elia</i> . Macmillan ed.	4	2,5	A. (c) <b>3 (out of 5) X 2 marks = 6</b> B. (c) <b>2 (out of 4) X 5 marks = 10</b>
	(ii) “Chimney Sweepers” – Charles Lamb		4		
	(iii) “Christ's Hospital Five-and-Thirty Years Ago” – Charles Lamb		5		
	(iv) “Going on a Journey” –William Hazlitt	<i>Book of English Essays</i> . Ed. W.E. Williams. OUP.	3		
	(v) “The Literature Of Knowledge And The Literature Of Power” –Thomas De Quincey		4		
			<b>20</b>		<b>16</b>
d) Novel	Northanger Abbey . Jane Austen. (1817)	Norton Ed.	15	D. <b>1 (out of 2) X 15 marks = 15</b>	
	Frankenstein. Mary Shelley. (1818)	Norton ed.	15		
			<b>30</b>		<b>15</b>
					A. <b>10X2=20</b> +B. <b>7X5=35</b>
					C.&D. <b>3X15=45 =100</b>

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Paper VI: English Literature (1832-1913)

Sections	Topics/ Texts	Recommended Texts	No of lectur es	Marks of questions that may be set from the particular item	Questions that will be set from this section
a) History of Literature	(i) Brief historical outline a. Reform Acts b. Women's Suffrage c. Empire (ii) Brief socio-cultural history a. Condition of the Working Class b. Science and Religion c. Leisure and Amusements ( <i>Punch</i> , the <i>Illustrated London News</i> , the development of leisure in Britain, seaside resorts, clubs and sports)	Textbook: Short Oxford History of English Literature. Andrew Sanders. Oxford University Press.  Reference Book: The Oxford History of Britain. Kenneth O. Morgan. OUP, 2001.	2 2 2  2 2 1	2,5   2,5,15	A. (a). <b>4 (out of 6)X 2 marks= 8</b> B. (a). <b>3 (out of 5) X 5 marks=15</b>  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  All 2-marks questions in this section will be set only from Short Oxford History of English Literature by Andrew Sanders
	(iii) Poetry		3	2,5,15	
	(iv) Prose a. Novel b. Essay		2 2		
	(ii) Drama		2		
b) Poetry	(i) “Ulysses”. Tennyson.	<i>The Golden Treasury</i> . Ed. F.T.Palgrave.	3	2, 5, 15	A (b). <b>3 (out of 4)X 2 marks =6</b> B(b). <b>2 (out of 4) X 5 marks =10</b>
	(ii) “My Last Duchess”. Robert Browning.		3		
	(iii) “God’s Grandeur”. Gerard Manley Hopkins.		2		
	(iv) “The Picture Gallery at Penhurst”. Elizabeth Barrett Browning.		2		
	(v) “Self-interrogation” Emily Bronte.	<i>N.A.E.L</i> 8 <sup>th</sup> Edition	2		
	(vi) “To Marguerite”. Matthew Arnold.		2		

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Paper VI: English Literature (1832-1913)

	(vii) "In the Bleak Midwinter". Christina Georgina Rossetti.		2		C.1(out of 2) X15marks =15
			16		31
c) Prose	(i) "Lilies of Queen's Garden". John Ruskin. ["This, I say, is the most foolish h of all errors ... leading him, with rebuke upon rebuke, from star to star."]	Seasame and Lilies. 1865.	3	2,5	A (c). 3 (out of 4) X 2marks=6 B (c). 1 (out of 2) X 5 marks =5
	(ii) "Subjection of Women". [Extract from Chapter II. "It will be well to commence the detailed discussion... But no amount of ill usage, without adultery superadded, will in England free a wife from her tormentor."]. John Stuart Mill.	Subjection of Women. 1869.	3		
	(iii) "Letter from Barrackpore." Extract from Letters from India. 1872. Emily Eden.	Letters from India. 1872.	3		
				9	11
d) Novel	David Copperfield. Charles Dickens.	Norton Edition	20	5, 15	B (d). 1 (out of 2) X 5 marks =5 [only from the plays]
e) Drama	(i) Arms and the Man. George Bernard Shaw.	Orient Blackswan ed.	20	5,15	D.2(out of 5 )X15 marks =30
	(ii) Riders to the Sea. John Millington Synge.	Orient Blackswan ed.	15		
					35

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(A.10X2=20)+(B.7X5=35)+(C,D.3X15=45)=100

Paper VII: English Literature (1914 -2000)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Marks of questions that may be set from the particular item	Questions that will be set from this section
a) History of Literature	i. Brief Historical Outline a. First World War b. Second World War ii. Brief socio-cultural history	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press. Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.		2,5	A.a. <b>4 (out of 6) X 2 marks= 8</b> B.a. <b>2 (out of 4) X 5 marks=10</b>  Essay- type (15 marks) questions should be set so as to relate literary history to texts in the syllabus All 2-marks questions in this section will be set only from Short Oxford History of English Literature by Andrew Sanders
	Poetry			2,5,15	
	Prose a Novel b Essay				
	Drama				
			<b>20</b>		<b>18</b>
b) Poetry	"Second Coming". W. B. Yeats	Modern Poetry. Ed. Jim Hunter	3	2, 5, 15	A.b. <b>3 (out of 5) X 2 marks =6</b> B.b.2 <b>(out of 4) X 5marks =10</b> c.1 <b>(out of 3*) X15marks =15</b>  * one question each from poetry, short stories and non-fictional prose
	"Hollow Men". T. S. Eliot		3		
	"Bagpipe Music". Louis Macneice		2		
	"Musee des Beaux Arts". W. H. Auden		2		
	"Fern Hill". Dylan Thomas.		2		
	"The Whitsun Weddings". Philip Larkin		3		
	"Digging". Seamus Heaney.		2		
	"Hawk Roosting". Ted Hughes		2		
			<b>19</b>		
c) Prose	"Two Cheers for Democracy" (1951). E. M. Forster	E. M. Forster. <i>Two Cheers for Democracy</i> .1951. Penguin, 1981.	3	2,5	A.c. <b>3 (out of 5) X 2marks=6</b> B.c. <b>2 (out of 4) X 5 marks =10</b>
	"The Mark on the Wall". Virginia Woolf.	i. <i>Modern Prose</i> . Michael Thorpe (Ed.). OUP,  ii. <i>The Oxford Book of English Short Stories</i> . A. S. Byatt (Ed.). OUP, 2009.	3		
	"Araby". James Joyce		3		
	"The Ox". H .E. Bates		4		
	"The Fly". Katherine Mansfield		2		
	"The Englishman's House". Evelyn Waugh		3		
	"The Kiss". Angela Carter		3		
			<b>21</b>		<b>47</b>
d) Novel	England England (1998). Julian Barnes	Vintage ed.	<b>20</b>	5, 15	D. <b>1 (out of 2) X 15 marks =15</b>
e) Drama	Look Back in Anger (1956). John Osborne.	(Ed.) Nissim Ezekiel.	<b>20</b>	5,15	B.d. <b>1 (out of 2) X 5 marks = 5</b> E. <b>1 (out of 2) X 15 marks =15</b>
Last updated in June 2017				(A.10X2=20)+(B.7X5=35)+(C,D&E.3X15=45) =100	

Paper VIII: Literary Theory, Critical Appreciation and Literatures outside the UK

Paper VIII will have following two halves. In (B) out of the three options students will be required to opt for one.

In the final examination, Students will answer in two separate booklets. Section A is common for English Honours students, however, they should answer the section B in a separate answer booklet and will indicate which option is being answered. Accordingly, the answer scripts will be segregated into different batches.

- A) Literary Theory and Critical appreciation
- B) Literatures outside the UK
  - a. **Indian Writing in English**
  - b. **American English Literature**
  - c. **European Literature in Translation**

**A.b. Critical appreciation of a Poetry or Prose passage. [10 Lectures] 1 (out of 2) question X 15 marks =15**

		Topics	Recommended Texts	Number of lectures	Marks distribution for the section
(A) a. Literary Theory		(a) Classicism (b) Realism and Naturalism (c) Structuralism (d) Practical Criticism and New Criticism [During the discussion of these, students should be introduced to the techniques and tenets of writing a critical appreciation. It is expected that they will be given at least a couple of exercises on practical criticism during the lesson]	<i>A Glossary of Literary Terms</i> . M. H. Abrams and Geoffrey Harpham. 11 <sup>th</sup> Ed. New Delhi: Cengage Learning, 2012.	16	B.a. <b>5 (out of 8) questions X 2 marks = 10</b> [2 marks questions will be set from <u>only the textbooks</u> recommended for each group of topics B.b. <b>5 (out of 8) questions X 5 marks = 25</b>
		(e) Poststructuralism (f) Postmodernism (g) Postcolonialism (h) Feminism	<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Peter Barry. 3 <sup>rd</sup> Ed. New Delhi: Viva Books, 2010.	19	
				<b>35</b>	<b>35</b>

[During the discussion of these, students should be introduced to the techniques and tenets of writing a critical appreciation. It is expected that they will be given at least a couple of exercises on practical criticism during the lesson]

Paper VIII: Literary Theory, Critical Appreciation and Literatures outside the UK

		Options				
		<b>B.a. Indian Writing in English</b>	<b>B.b. American English Literature</b>	<b>B.c. European Literature in Translation</b>	Number of lectures	Marks distribution for the section
(C) English Literatures outside UK	<b>Novel</b>	<i>The Guide.</i> R. K. Narayan.	<i>The Grapes of Wrath.</i> John Steinbeck.	<i>The Outsider.</i> Camus, Albert. Trans. Joseph Laredo. London: Penguin, 2000.	16	<b>C.1 (out of 2) questions X 15 marks = 15</b>
	<b>Poetry</b>	i. Our Casurina Tree –Toru Dutt ii. My Native Land –Henry Louis Derozio iii. Night of the Scorpion – Nissim Ezekiel iv. Introduction – Kamala Das	i. 'I saw in Louisiana a Live-oak Growing' – Walt Whitman ii. 'Because I could not stop for Death' – Emily Dickinson iii. 'Neither Out Far Nor in Deep' – Robert Frost iv. 'The Negro Speaks of River' – Langston Hughes	i. "Venus Rising from the Water." Rimbaud, Arthur. Trans. Jeremy Harding and John Sturrock. <i>Selected Poems and Letters.</i> London: Penguin, 2004. ii. Autumn Song." Baudelaire, Charles. Trans. James McGowan. <i>The Flowers of Evil</i> New York: OUP, 2008. iii. "Autumn Day." Rilke, Rainer Maria .Trans. Stephen Mitchell. <i>The Selected Poetry of Rainer Maria Rilke.</i> New York: Vintage, 1989. iv. "Questions from a Worker Who Reads." Brecht, Bertolt. Trans. Michael Hamburger. <i>Bertolt Brecht: Poems 1913-1956.</i> London: Methuen, 1987.	8	<b>D.10 (out of 15) questions X 2 marks =20</b> <b>E. 3 (out of 6) questions [each genre will have at least 1 question] X 5 marks = 15</b>

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Paper VIII: Literary Theory, Critical Appreciation and Literatures outside the UK

	Short Story	i. A Journal of Forty-Eight Hours of the Year 1945 – Kylas Chunder Dutt ii. A Flight of Pigeons – Ruskin Bond	i. The Tell-tale Heart – Edgar Allan Poe ii. The Short Happy life of Francis Macomber – Ernest Hemmingway	i. “The Necklace.” Maupassant, Guy De. Trans. Sian Miles. <i>A Parisian Affair and Other Stories</i> . London: Penguin, 2004. ii. Mann, Thomas. “The Infant Prodigy.”	8	
	Non-fictional Prose	i. Reply to Calcutta Address – Swami Vivekananda ii. from “Nationalism” [Japan] – Rabindranath Tagore	i. “Pond” [from <i>Walden</i> ] – Henry D Thoreau ii. Are Women Human Beings? Charlotte Perkins Gilman	i. “Annihilation Impossible.” Maeterlinck, Maurice. Trans. Alexander Teixeira de Mattos. <i>Death</i> . Delhi: Pilgrims Book Pvt. Ltd., 1998. ii. Calvino, Italo. “Why Read the Classics?” Trans. Martin McLaughlin. <i>Why Read the Classics?</i> London: Penguin, 2009.	8	
	Drama	<i>Tughlaq</i> – Girish Karnad	<i>A Raisin in the Sun</i> – Lorraine Hansbury. New York: Vintage, 1994.	Chekhov, Anton. <i>The Cherry Orchard: A Comedy in Four Acts</i> . Trans. Michael Frayn. London: Methuen, 2005.	15	
					55	50

Last updated in June 2017

**UNIVERSITY OF KALYANI**

**REVISED SYLLABUS**

**FOR THREE YEARS B.A./ B.Sc. DEGREE COURSE**

**(HONOURS AND GENERAL )**

**IN**

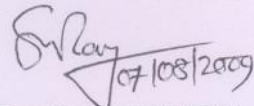
**GEOGRAPHY**

**According to the New Examination Pattern**

**Part – I, Part- II & Part- III**

**WITH EFFECT FROM THE SESSION**

**2009 – 2010**

  
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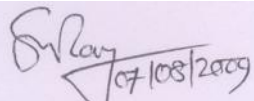
**UNIVERSITY OF KALYANI**  
**KALYANI NADIA**  
**COUNCIL FOR UNDER GRADUATE STUDIES**  
**PROCEEDINGS OF THE 21<sup>ST</sup> MEETING OF THE (PREVIOUS) COUNCIL FOR UG STUDIES HELD ON**  
**13/09/2005**

Revised Structure and Distribution of Marks for Practical Based Subjects at UG Level  
w.e.f. Academic Session 2005-2006

BACHELOR OF SCIENCE (GENERAL)	PART-I	PART-II	PART-III
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	— — —	— — —
Environmental Studies : One full paper* : 100 Marks*	100 Marks*		
Elective Subjects : <b>Three</b> : Four full papers : 3x4x100 each =1200 Marks	3x1x100 =300 Marks	3x2x100 =600 Marks <div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 3em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> Th: 3x1x100 = 300 Marks  Pr: 3x1x100 = 300 Marks </div> </div>	3x1x100 =300 Marks <div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 3em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> Th : 3x1x 60 = 180 Marks  Pr : 3x1x40 = 120 Marks </div> </div>
<b>AGGREGATE MARKS : 1400</b>	<b>500 Marks</b>	<b>600 Marks</b>	<b>300 Marks</b>

BACHELOR OF SCIENCE (HONOURS)	PART-I	PART-II	PART-III
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	- -	- -
Environmental Studies : One full paper* : 100 Marks*	100 Marks*	-	-
Elective subjects : <b>Two</b> : Three full papers : 2x3x100 each = 600 Marks	2x1x100 Marks =200 Marks	2x2x100 =400 Marks <div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 3em; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> Th: 2x1x100 =200 Marks  Pr: 2x1x100 =200 Marks </div> </div>	- -
<b>One Honours Subject</b> = 800 Marks			
Theory: Seven Papers = 540 Marks Practical: Four Papers = 260 Marks	200 Marks (Th: 2 x 75 Marks) (Pr : 1 x 50 Marks)	200 Marks (Th: 2 x 75 Marks) (Pr : 1 x 50 Marks)	400 Marks (Th: 3 x 80 Marks) (Pr : 2 x 80 Marks)
<b><u>For Computer Science Honours</u></b>			
Theory : Seven Papers = 440 Marks Practical : Four Papers = 280 Marks Project : One Paper = 80 Marks	200 Marks (Th: 2 x 50 Marks) (Pr: 1 x 100 Marks)	<b><u>For Computer Science Honours</u></b> Marks (Th: 2 x 50 Marks) (Pr: 1 x 100 Marks)	Marks (Th: 3 x 80 Marks) (Pr : 1 x 80 Marks) (Project : 1 x 80 Marks)
<b>AGGREGATE MARKS : 1600</b>	<b>600 Marks</b>	<b>600 Marks</b>	<b>400 Marks</b>

\* With effect from the session 2009-2010.

  
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# **University of Kalyani**

## **Revised Syllabus of Geography** (w.e.f. the session 2009-2010)

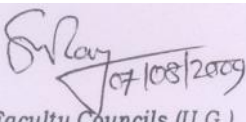
### **Contents**

#### **HONOURS COURSE**

<b><u>Part-I</u></b>		
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<b>Paper-II</b>	<b>Soil &amp; Biogeography</b>	<b>(Page-H-2)</b>
<b>Paper-III</b>	<b>Practical</b>	<b>(Page-H-3)</b>
<b><u>Part-II</u></b>		
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<b>Paper- V</b>	<b>Oceanography &amp; R.S/G.I.S</b>	<b>(Page-H-5)</b>
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<b><u>Part-III</u></b>		
<b>Paper- VII</b>	<b>Social. Cultural &amp; Political Geography</b>	<b>(Page-H-8)</b>
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<b>Paper- IV</b>	<b>Applied Geography</b>	<b>(Page-G-5)</b>
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**The University of Kalyani**

**Revised Syllabus for B.A./B.Sc.(Honours) Course in  
Geography**

**(w.e.f. the session 2009-2010)**

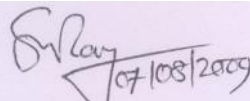
**According to the New Examination Pattern  
Part – I, Part – II & Part – III**

**Part I**

**Paper I : Geotectonics & Geomorphology**

**Paper II : Soil & Bio-Geography**

**Paper III : Practical**

  
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(Figures in the bracket represent number of Lectures)

PART - I

200 Marks

Paper – I : Physical Geography (No. of Lectures – 76)75 MarksGroup – A : Geotectonic (No. of lectures – 28)

35 Marks

1. Origin of the Earth (04)
2. Geological Time Scale (04)
3. Concepts of Isostasy: Airy, Pratt, Daly, Hayford and Vening Meinesz (05)
4. Continental Drift Theory; Theory of Plate Tectonics (08)
5. Epeirogenic and Orogenic Movements – Folds and Faults (07)

Group – B : Geomorphology ( No. of lectures – 48)

40 Marks

1. Scope, content and development of Geomorphology.(06)
2. Influence of lithology and structure on landforms (Uniclinal, Folded and Faulted). (08)
3. Types of weathering and its resultant landforms. (10)
4. Concepts of Davis, Penck and King on the evolution of landforms . (12)
5. Evolution of landforms under Fluvial, Glacial, Aeolian ,Marine and Karst processes. (12)

Paper – II : Soil & Bio-Geography (No. of Lectures –76)75 MarksGroup – A : Soil Geography (No. of lectures – 36)

35 Marks

1. Soil: Definition, composition, processes and factors of formation. (04)
2. Concept of zonal, azonal and intrazonal soils; concept of Soil Taxonomy (06)
3. Profile development: Podzols. Chernozems and Laterites. (06)
4. Physical and chemical properties of soil: Texture, Structure, Moisture, Colour, Soil Reaction and Organic matter. (10)
5. Soil erosion: types and factors; measures of soil conservation. (10)

Group – B : Bio-geography ( No. of lectures- 40)

40 Marks

1. Definition and nature of biosphere. (04)
2. Concept of Ecosystems. Biomes and Ecotone; Life forms, Population and Community (08)
3. Trophic structure, food chain and food web. (04)
4. Energy flow in ecosystems. (06)
5. Bio-geochemical cycles: Carbon and Nitrogen. (06)
6. Study of Biomes; Equatorial and Tropical Rainforest, Tropical Grassland, Tropical Desert, Boreal and Temperate Grasslands (12)

**Paper – III : Practical**

**50 Marks**

**Group – A : Scale & Area measurement**

**20 Marks**

1. a) Scales: Linear, Vernier and Diagonal scales.  
b) Enlargement and reduction of scale.
2. Area measurement by graphical method and planimeter.

**12 Marks**

**8 Marks**

**Group – B: Geological Maps**

**20 Marks**

1. Interpretation of geological maps and drawing of sections:  
Uniclinical, Unconformity, Faults and Folds.

**Group – C : Laboratory Note Book and viva voce**

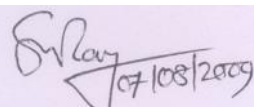
**(5+5) = 10 Marks**

Part II

**Paper IV : Climatology & Hydrology**

**Paper V : Oceanography & R.S./G.I.S.**

**Paper VI : (Practical) Statistical Methods**

  
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(Figures in the bracket represent number of Lectures)

PART – IIPaper – IV : Climatology & Hydrology (No. of Lectures- 76)**75 Marks****Group – A :Climatology ( No. of lectures –58)****50 Marks**

1. Nature, composition and layering of the atmosphere (04)
2. Factors affecting insolation. Heat budget of atmosphere (05)
3. Horizontal and vertical distribution of temperature. Inversion of temperature (07)
4. Pressure belts and air masses (08)
5. General wind circulation. Jet streams. Origin of Indian Monsoon. (10)
6. Process and forms of condensation. Forms and mechanisms of precipitation; Ice Crystal Theory and Collision Coalescence Theory (08)
7. Tropical and mid latitude cyclones (08)
8. Basis of Climatic classification. Climatic classification after Koppen and Thornthwaite (08)

**Group – B : Hydrology ( No. of lectures –18)****25 Marks**

1. Scope and content of Hydrology and its relevance (02)
2. Mode of occurrence of water. (03)
3. Hydrological Cycle (05)
4. Factors influencing runoff and infiltration. (04)
5. Ground water movement and storage (04)

Paper – V : Oceanography & R.S./G.I.S. (No. of Lectures-76)**75 Marks****Group-A: Oceanography (No. of lectures-26)****25 Marks**

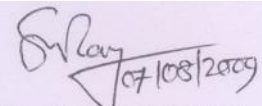
1. Nature and scope of Oceanography. (03)
2. Temperature, Salinity and Density of sea water. (03)
3. Ocean Currents: Pacific, Atlantic and Indian Ocean. (06)
4. Bottom Topography: Pacific, Atlantic and Indian Ocean. (09)
5. Formation Characteristics and Theories of origin of coral reefs. (05)

**Group – B : R.S./G.I.S. (No. of lectures –50)****50 Marks**

1. Definition and stages of Remote Sensing. EMR and its spectral ranges.Types of Resolution in RS,Concept of FCC. Remote Sensing Platforms and Sensors – LANDSAT, SPOT and IRS. (14)
2. Concept of aerial photography and photogrammetry. Type of aerial photographs. Photo - interpretation keys: Shape, Size, Tone, Colour, Texture, Pattern, Shadow, Site and Association (12)
3. Fundamental concepts of GIS . Use of RS data in GIS. Raster and Vector data format. Data Analysis : Visual and Digital Techniques of Image Interpretation. Global Positioning System. Role of RS and GIS in modern Cartography (12)
4. Application areas of RS and GIS in managing Agriculture, Forestry, Fishing and Water Resources. Monitoring Urban Growth and Environmental Degradation (12)

**Paper VI : (Practical) Statistical Methods****50 Marks****Group – A : Application of Statistical methods****40 Marks**

1. Nature of Statistical Data and scales of their measurement. Tabulation and Classification of data
2. Concepts of Sampling Techniques (Random, Systematic and Stratified ) and Test of Significance: Students' t-test .
3. Frequency Distribution: Frequency curve and polygon. Histogram and Ogives
4. Measures of central tendency and dispersion : Mean, Median and Mode. Mean Deviation and Standard Deviation. Co-efficient of variation and their applications
5. Simple bi-variate correlation and regression
6. Time Series Analysis : Trend line (Moving Average and Semi Average method)

**Group-B : Laboratory Note Book & Viva voce****(5+5) = 10 Marks**

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### Part III

**Paper VII : Social, Cultural & Political Geography**

**Paper VIII : Economic Geography**

**Paper IX : Regional Geography**

**Paper X : Practical**

**Paper XI : Practical**

(Figures in the bracket represent number of Lectures)

PART – IIIPaper –VII : Social, Cultural & Political Geography (No. of Lectures- 80) 80 Marks

1. Scope and content of Social and Cultural geography. (10)
2. Social geography of rural India: Caste, Class and Tribe (Toda, Jarwa, Khasi and Santhal). (20)
3. Concepts: Culture, community, society, cultural hearth and cultural realms. (10)
4. Settlements as social entities: Site and situation of rural settlements; Rural and Urban Classification: Genetic and Functional, Theories of Urban Morphology (Concentric zone theory, Sector theory, Multiple nuclei theory). (20)
5. Scope and content of Political Geography, Heartland and Rimland theories. Boundaries and Frontiers, Nature of administrative areas with reference to India. (20)

Paper –VIII : Economic Geography (No. of Lectures- 80) 80 Marks

1. Scope and content of Economic Geography. (06)
2. Sectors of Economy: Primary, Secondary, Tertiary and Quaternary. (04)
3. Primary Economic Activities: (i) Agriculture, Classification after Whittlesey and its characteristics, Von Thunen's Model (ii) Fishing: Distribution of world fishing zones. (iii) Forestry: Types and management (35)
4. Industry :
  - a. Theories of industrial location: (Weber and Losch) (35)
  - b. a) Iron and Steel Industry of Japan.
  - b) Paper Industry of Canada.
  - c) Cotton Textile Industry of U.S.A.
  - d) Petrochemical Industry of India.

Paper-IX : Regional Geography (No. of Lectures- 80) 80 Marks

1. Concept of regions- nature and types. Methods of Regional delineation. Indicators of Regional imbalances. (12)
2. Study of Regions: i) Vale of Kashmir, ii) Marusthali, iii) Chotanagpur Plateau, iv) Assam Valley Region. (24)
3. Concept of Regional Planning- Macro level and Micro level. Evolution of Regional Planning in India (through Plan Period). (08)
4. Study of Planning Regions of India : National Capital Region, KMDA and DVC (16)
5. Regional Geography of West Bengal : Geology, Relief, Drainage, Climate, Soil, Vegetation, Agriculture, Mining and Industry, Population, Transport and Communication system. (20)

**Paper-X : (Practical)****80 Marks**

1. Computer applications in Geography: **20 Marks**
  - (a) Fundamental concepts on Computer hardware and software.
  - (b) Preparation of bar, pie and line graph.
  - (c) Scatter diagram and trend line.
2. Survey: Traversing by Prismatic Compass and Dumpy level with one change point (profile drawing). **20 Marks**
3. Preparation of thematic maps using (a) point symbol: dot map (b) Line Symbol: Traffic flow map, (c) Area Symbol: Choropleth map, (d) Volume Symbol: Spheres. **15 Marks**
4. Weather map: Pre-monsoon, Monsoon, Post-monsoon. **15 Marks**
5. Laboratory Note Book & viva voce. **(5+5)=10 Marks.**

**Paper-XI : (Practical)****80 Marks**

1. Projection: Cylindrical Equal Area, Mercator's, Polar Zenithal Stereographic, Simple Conical Projection with one standard parallel and Bonne's. **20 Marks**
2. Topographical map interpretation (1:50,000) with reference to relationship between physical and cultural features using Transect chart and Scatter diagram. **5 Marks**
3. Morphometric Analysis of Drainage Basin from Topographical Map (1:50,000) **15 Marks**
  - (i) Relative Relief
  - (ii) Drainage Frequency
  - (iii) Stream Ordering: Horton and Strahler
  - (iv) Slope analysis by Wentworth's method.
4. Megascopic identification of Rocks & minerals **10 Marks**

Rocks: Granite, Basalt, Dolerite, Shale, Sandstone, Limestone, Conglomerate, Laterites, Slate, Phyllite, Schist, Marble, Quartzite, Gneiss

Minerals: Talc, Gypsum, Calcite, Mica, Feldspar, Quartz, Chalcopryrite, Hematite, Magnetite, Bauxite, Galena.

**5. Field Work and Field Report (10+10)=20 Marks**

Select an area (rural/urban with cadastral /municipal map) and identify major landuse features and related problems. The report should be :

- (i) hand written- within 2500 words.
- (ii) Maps and diagrams not exceeding 20 pages; photographs not exceeding 5 pages.
- (iii) No dry letter to be permitted.

The location of field must be within 100 km from institution concerned.

**6. Laboratory Note Book & viva voce. (5+5)=10 Marks**

**University of Kalyani**

**Revised Syllabus for B.A./B.Sc.(General) Course in  
Geography**

**(w.e.f. the session 2009-2010)**

**According to the New Examination Pattern  
Part – I, Part – II & Part – III**

(Figures in the bracket represent number of Lectures)

## **PART – I**

**Paper – I : Physical Geography (No. of lectures-100)**

**100 Marks**

**Group – A : Geomorphology (No. of lectures-36)**

**40 Marks**

1. Structure of the interior of the earth. (3)
2. Influence of rocks on topography (5)
3. Broad outline of Plate Tectonics and major crustal formations: Fold mountains, trenches, island-arcs. (12)
4. Evolution of landforms under Fluvial, Marine and Aeolian processes (10)
5. Cycle of erosion (after Davis) (6)

**Group- B: Climatology (No. of lectures – 29)**

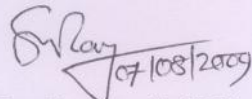
**30 Marks**

1. Insolation and Heat Budget (3)
2. Horizontal and Vertical distribution of temperature and pressure (5)
3. Greenhouse effect (5)
4. Tropical disturbances: Thunderstorm and Cyclone (6)
5. Monsoon mechanism (6)
6. Climatic classification after Koppen (4)

**Group – C : Bio-geography (No. of lectures – 35)**

**30 Marks**

1. Origin of soils. (02)
2. Processes of Profile development (06)
3. Properties of soil : Physical and Chemical (06)
4. Concept of Zonal, Azonal and Intrazonal soils (06)
5. Concepts of Ecosystems and Biomes (04)
6. Plant types and distribution (Halophyte, Xerophyte, Hydrophyte, Mesophyte, Trophophyte) (2)
7. Plant and animal communities of the following biomes:
  - i) Tropical rainforest
  - ii) Savannah
  - iii) Hot desert (09)

  
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(Figures in the bracket represent number of Lectures)

**PART – II**

**Paper – II : Human Geography and Regional Geography of India**  
**(No. of lecturers –100) 100 Marks**

**Group –A : Social Geography (No. of lectures- 23)****20 Marks**

1. Growth and distribution of world population (7)
2. Migration : Types, causes and consequences of migration (8)
3. Contemporary Social issues : Adult Literacy, poverty, gender issues (8)

**Group –B : Economic Geography (No. of lectures –28)****30 Marks**

1. Sectors of the economy: primary, secondary, tertiary and quaternary: Changing emphasis through time (5)
2. Forms of economy: (9)
  - i) Tribal Economies: hunting, gathering, shifting cultivation of India
  - ii) Traditional economies: Intensive Subsistence Farming: Rice in India
  - iii) Modern Economies: Commercial grain farming and mixed farming
3. Cottage, small scale and large -scale industries-general characteristics and examples. (5)
4. Location, problems and prospects of Indian industries (9)
  - a) Agro-based : Cotton textile industry
  - b) Forest-based : Paper industry
  - c) Mineral-based : Iron and steel industry

**Group – C : Regional Geography of India (No. of lectures-49)****50 Marks**

1. Concept of regions : formal and functional : scale - macro,meso,micro (6)
2. Broad physiographic regions of India (4)
3. Vagaries of Indian monsoon and its impact : problem of flood and drought (8)
4. Forest resources of India: issues concerning deforestation (8)
5. Problems of soil erosion and conservation in India (4)
6. Regions of India : (10)
  - a) Agricultural Regions of India: special reference to Punjab -Haryana wheat belt
  - b) Industrial Regions of India : special reference to Hooghly industrial belt
  - c) Planning Regions of India: special reference to D VC Region
  - d) Biotic Regions of India: special reference to Sundarban of West Bengal.
7. Racial and ethnic diversity in India : associated problems with special reference to tribal population (9)

Paper – III : (Practical)100 Marks

1. Concept of Scale: drawing of Linear Scale **8 Marks (Final Exam-5 Marks)**
2. Projection by Graphical method: concept and major classifications: **12 Marks (Final Exam-10 Marks)**  
Simple Conic with One Standard Parallel, Cylindrical Equal Area, Polar Zenithal Stereographic
3. Cartograms: Pie graph, Bar graph (simple and compound) **15 Marks (Final Exam-10 marks)**
4. Statistics: **20Marks (Final Exam-15 Marks)**
  - a) Nature and classification of data.
  - b) Process of tabulation and graphical representation: histogram, Frequency polygon, cumulative frequency curve.
  - c) Measures of central tendency: mean, median and mode
  - d) Measures of dispersion: range, mean deviation, quartile decile and percentile and deviation.
5. Interpretation of Indian Daily Weather map under the following heads **15 Marks (Final Exam -10 Marks)**
  - i) Atmospheric pressure
  - ii) Wind direction & speed
  - iii) Sky condition
  - iv) Precipitation

Weather maps of:

  - a) Pre-monsoon
  - b) Monsoon
  - c) Post-Monsoon
6. Field Work and Viva voce **20 Marks (Final Exam-10 Marks)**  
Field Work in village within the district near the institution covering the following aspects :
  - a) Land-use Survey and its Presentation on a Mouza map(Cadastral)
  - b) Collection of door to door data through Questionnaire Survey, representation of the data by Statistical methods and Cartograms
  - c) Preparation of a report covering Physiography, Drainage, Climate, Vegetation, Soil, Population, Mining, Fishing, Forestry, Irrigation, Agriculture, Animal Rearing, Industry, Transport, Settlement, Land use, Folk Culture -whichever is applicable. Maps and diagrams should not be more than 15 pages of A4 size. The report should not be more than 1500 words. Report should be hand written (dry letters are not permitted).
7. Laboratory Note Book and Viva-Voce - **10 Marks (Final Exam-10 marks)**

(Figures in the bracket represent number of Lectures)

**PART – III****Paper – IV : Applied Geography****60 Marks****Group –A : Land use and Settlement Geography (No. of lectures-24)****30 Marks**

1. Concept and attributes of land (3)
2. Objective and principles of land use (5)
3. Rural Settlements : evolution, nature and characteristics, effect of physical environment (8)
4. Urban settlements : definition, morphology and function (8)

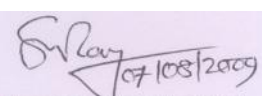
**Group –B : Remote Sensing and Thematic mapping (No. of lectures –26)****30 Marks**

1. Definition of Remote Sensing, different methods of remote sensing ; air photo and satellite imagery (6)
2. Aerial Photo : Characteristics, interpretation (5)
3. Satellite Imagery : types of satellite imageries, characteristics of IRS imageries (6)
4. Definition, objective and principles of thematic mapping (e.g. climatic map, economic and population) (9)

**Paper –IV (Practical)****40 Marks****(a) Toposheet Interpretation:****20 Marks**

1. Basis of numbering and scale of topographical sheets
2. Interpretation of 1:50,000 toposheets : plateau region and extraction of geographical information from maps, interpretation and explanation with suitable sketches, profiles and transect charts under the following heads :  
Relief, drainage, natural vegetation, transport and settlement

**\*3.Preparation of land use map from Aerial photographs (Drawing and interpretation) (8+4)****4.Lab. Note Book and Viva-Voce (4+4) Marks****\*****Item No: 3 is for Internal Marking (12 Marks=30 % of the paper).**

  
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**UNIVERSITY OF KALYANI**

**REVISED SYLLABUS**

**FOR THREE YEARS B.A. DEGREE COURSE**

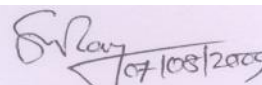
**(HONOURS AND GENERAL)**

**IN**

**HISTORY**

**According to the New Examination Pattern  
Part – I, Part- II & Part- III**

**WITH EFFECT FROM THE SESSION  
2009 – 2010**

  
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**UNIVERSITY OF KALYANI**  
**KALYANI, NADIA**  
**COUNCIL FOR UNDER GRADUATE STUDIES**

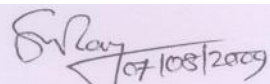
**PROCEEDINGS OF THE 21<sup>ST</sup> MEETING OF THE (PREVIOUS) COUNCIL FOR**  
**UG STUDIES HELD ON 13/09/2005**

Revised Structure and Distribution of Marks for Bachelor of Arts Degree  
Course w.e.f. Academic Session 2005-2006

<b>BACHELOR OF ARTS (GENERAL)</b>	<b>PART-I</b>	<b>PART-II</b>	<b>PART-III</b>
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	– – –	– – –
Environmental Studies : One full paper*: 100 Marks*	100 Marks*		
Elective Subjects : <b>Three</b> : Four full papers : 3x4x100 each = 1200 Marks	3x1x100 Marks = 300 Marks	3x2x100 Marks = 600 Marks	3x1x100 Marks = 300 Marks
<b>AGGREGATE MARKS : 1400</b>	<b>500 Marks</b>	<b>600 Marks</b>	<b>300 Marks</b>

<b>BACHELOR OF ARTS (HONOURS)</b>	<b>PART-I</b>	<b>PART-II</b>	<b>PART-III</b>
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	- -	- -
Environmental Studies : One full paper*: 100 Marks*	100 Marks*	-	-
Elective Subjects : <b>Two</b> : Three full papers : 2x3x100 each = 600 Marks	2x1x100 Marks =200 Marks	2x2x100 Marks =400 Marks	- -
<b>One Honours Subject</b> : Eight full Papers : 8x 100 Marks = 800 Marks	2x 100 Marks = 200 Marks	2 x 100 Marks = 200 Marks	4 x 100 Marks = 400 Marks
<b>AGGREGATE MARKS : 1600</b>	<b>600 Marks</b>	<b>600 Marks</b>	<b>400 Marks</b>

\* With effect from the session 2009-2010.

  
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## University of Kalyani

### Revised Syllabus of History (w.e.f. the session 2009-2010)

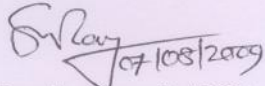
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Part-II		
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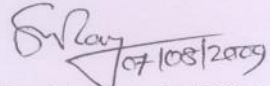
**University of Kalyani**

**Revised Syllabus for B.A. (Honours) Course in  
HISTORY**

**(w.e.f. the session 2009-2010)**

**According to the New Examination Pattern  
Part – I, Part – II & Part – III**

H-1

  
07/08/2009  
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Kalyani, Nadia

## Part I

### **Paper I      History of India up to 650 A. D.      (100 Marks , 70 Lectures)**

- Unit 1:      Geographical Background  
              Physiography; major routes of communication; environment;  
              Peoples and languages
- Unit 2:      Survey of sources and approaches to ancient  
              Indian history  
              Sources: literature; archeology; epigraphy; numismatics.
- Unit 3:      Prehistory  
              a. Paleolithic cultures – sequence and geographical distribution;  
                  topographic and climatic changes; evolution and uses of stone  
                  industries and other technological developments.  
              b. Mesolithic cultures – regional and chronological distribution;  
                  new developments in technology and economy; rock art.  
              c. Food production – concept of the Neolithic. Understanding the  
                  complexities of its beginnings.
- Unit 4:      Proto-history  
              a. Growth of Chalcolithic village societies from Baluchistan to  
                  Gujarat.  
              b. The Harappan civilization – origin, distribution, morphology of  
                  major sites (Mohenjodaro, Harappa, Kalibangan, Lothal,  
                  Dholavira), agrarian base, craft production and trade, religious  
                  beliefs and practices, art and architecture, and script. The  
                  problem of urban decline and the late Harappan cultures.  
              c. Neolithic-Chalcolithic cultures in non-Harappan India.
- Unit 5:      Background to the emergence of early  
              historic India  
              a. Society, economy, polity and religion as reflected in Vedic  
                  literature.  
              b. Iron Age cultures with special reference to Painted Grey Ware  
                  and Northern Black Polish Ware cultures. Megaliths.
- Unit 6:      Material and ideological background.  
              a. Jainism, Buddhism, Ajivikas and other systems.  
              b. Expansion of settlements and urbanization.  
              c. Social structure.
- Unit 7:      Janapadas and Mahajanapadas.  
              a. Early monarchical states and *gana-sanghas*.  
              b. Craft production and coinage.

- Unit 8: The Mauryan Empire.  
Empire – its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka's *dhamma* – its nature and propagation; society and economy; art and architecture.
- Unit 9: Post-Mauryan developments (c. 200 BC c. 300 AD).  
a. Invasions and their impact: Bactrian Greeks; Scythians; Kushanas.  
b. Polity, Economy, Society, Religion and culture.  
1. Polity: Post-Mauryan polities with special reference to the Kushanas and Satavahanas; Tamil chieftaincies – Chera, Chola, Pandya.  
2. Economy: land grants and agricultural expansion; urban growth; craft production; trade and trade routes; coinage and currency; Indo-Roman trade.  
3. Society: peasantization of tribes; assimilation of incoming people.  
4. Religion: spread of Jainism and Buddhism; emergence of Mahayana Buddhism; Vaisnava and Saiva forms of worship; beginning of Tantric practices.  
5. Culture: art and architecture; sculpture; literature; scientific and technical treatises.  
6. Sangam Age: society, language and literature, Megaliths, Tamilgam.
- Unit 10: Age of the Guptas.  
a. State and administrative institutions.  
b. Social and economic changes with special reference to urban patterns; agrarian structure; land grants; coinage and currency system; trade.  
c. Cultural developments: art; architecture; sculpture; painting; literature; religion; Sanskrit theatre.  
d. Cultural contacts with Central Asia.  
e. Maukharis, vakatakas, Chalukyas and later Guptas.
- Unit 11: Post-Gupta period  
a. Harshavardhana: political systems and administrative institutions.  
b. Peninsular India: Chalukyas, Pallavas; polity, society and economy

**Paper II      History of India, c. AD 650-1556      (100 Marks , 70 Lectures)**

Unit 1:      c. AD 650-1200

- a. Historiography and recent debates; sources and their interpretation; epigraphy, numismatics, and literature.
- b. Polity:
  1. Arab invasion.
  2. Political developments: nature of regional politics with special reference to the Pratiharas, Palas, Senas, Rashtrakutas, Cholas and other contemporary dynasties.
  3. Ghajnavid and Gharid invasions: nature; and impact
- c. Economy:
  1. Land grants and agrarian expansion; changes in land tenure; peasants, intermediaries and landed magnets; their regional variations
  2. Urban centres; trade and trade networks; itinerant trade; coinage and currencies; trade contacts with South East Asia and West Asia; craft guilds and industries.
- d. Culture:
  1. Literature – rise and growth of regional languages.
  2. Art, architecture, painting, sculpture, arts; and crafts.
  3. Schools of philosophy; and religious cults.
  4. Science and technology.

Unit 2:      Sultanate AD 1200-1556

- a. Sultanate:
  1. Historiography and Sources
  2. Political Structure: 1200-1290; 1290-1450; and 1450-1556.  
Ruling elites; central structure and military organization; *iqta*; territorial changes; Mongol threat; relations with rural intermediaries; legitimation of political authority; theories of kingship; symbols and rituals of sovereignty; relations with autonomous chieftains; Sufis; Bhaktas and political authority.

- b. Society and economy in North India:
  - 1. Environmental context; agricultural production; technology.
  - 2. Rural society; revenue system.
  - 3. Urbanization; technology and non-agricultural production.
  - 4. Monetization, market regulations and trade.
- c. Religion and Culture:
  - 1. Sufism: doctrines; Sisilas and practices.
  - 2. Bhakti movements; Nathpanthis; Kabir, Nanak; and the Sant tradition.
  - 3. Sultanate architecture.
  - 4. Literature: Persian, and indigenous.

Unit 3: Regions

- a. Historiographical issues; sources; regional chronicles; bardic narratives; Sufi and Bhakti texts; and travelogues.
- b. Political formations: A regional perspective:
  - 1. Rajasthan.
  - 2. Vijayanagar.
  - 3. Bengal.
- c. Societies and Economy: A regional perspective.
  - 1. Vijayanagar.
  - 2. Deccan and Rajasthan.
  - 3. Trade and urbanization with special reference to South India.
  - 4. Indian Ocean trade.
- d. Religion, Culture and Regional Identities:
  - 1. Religious cults: Vaishnavite movements in Eastern India; Jagannath cult in Orissa; Warkari movement and cult of Vithoba in Maharashtra.
  - 2. Sufis.
  - 3. Regional art and architectural forms; regional literature.



## Part II

### **Paper III      The Rise of Modern West (15<sup>th</sup> to 18<sup>th</sup> Centuries)** **(100 Marks , 70 Lectures)**

#### Unit 1:

- a. Renaissance: its social roots; humanism and its spread in Europe; and art.
- b. Reformation: origin; course and results; The Thirty Year's War and its significance.
- c. European State system: Spain; France; England; and Russia.
- d. Colonial expansions and economic developments: motives; voyages; explorations and early colonial empires of Portugal and Spain; shift of economic balance from the Mediterranean to the Atlantic; commercial revolution; and price revolution.

#### Unit 2:

- a. Crisis in Europe in 17<sup>th</sup> century: economic, social and political dimensions.
- b. The English Revolution: major issues, and political and intellectual currents.
- c. Scientific revolution up to the 18<sup>th</sup> century.
- d. Mercantilism and European economies: 17<sup>th</sup> and 18<sup>th</sup> centuries.
- e. American War of Independence: political and economic issues; and significance.
- f. European political patterns in the 18<sup>th</sup> century: parliamentary monarchy; and patterns of Absolutism in Europe.
- g. The Industrial Revolution: Problems of origin.
- h. Debate on the transition from feudalism to capitalism: problems; and theories.

### **Paper IV      History of Europe from 1789 to 1919 A D** **(100 Marks , 70 Lectures)**

#### Unit 1:      1789 – 1815 A D

- a. The Idea of Europe: the Eighteenth Century Background – Society, Economy, Politics, and Enlightenment – Role of Philosophers.
- b. Trends in the French Revolution: Aristocratic Revolt – Bourgeois, Popular and Peasant – 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 – Interpreting the French Revolution – Creation of a new political culture.

- c. Napoleon Bonaparte: The legacy of the Revolution – the Reorganization of France and the new elite – Napoleonic Empire and Europe – fall of Bonaparte – conflicting estimation of Napoleon's character and achievements.

Unit 2: 1815 – 1870 A D

- a. The Vienna Congress: Metternich and the Conservative Order in Europe – Liberalism – Nationalism and the Revolutionary Challenge to the Conservative Order – an overview. The Revolution of 1848 – pattern of insurrections in France and other Central European countries – Collapse of the Revolution.
- b. The Emergence of National States in Central Europe – Unification of Italy and Germany – Russian modernization – emancipation of the Serfs and Liberal Reforms in Russia – France under the Second Empire.
- c. Industrialization in Europe: Difference in the Industrialization process between England and the Continent – French, German and Russian industrialization – Rise of the Working Class; Working Class movement and the Socialist thought.

Unit 3: 1871 – 1918 A D

- a. European Imperialism: The impetus behind Colonial Expansion – Scramble for Colonies in Asia and Africa
- b. Eastern Question in the late 19<sup>th</sup> Century and the Balkan Nationalism – Wilhelm II and the New Course in German foreign policy – Anglo-German antagonism – Triple Alliance, Triple Entente and the Emergence of Two Armed Camps – the Origins of the First World War.
- c. The impact of the War on the Old Order – Collapse of the dynastic Empire – Russian Revolution: Origins – the October Revolution and the success of the Bolsheviks.

## Part III

### **Paper V History of India from 1556 to 1757 A D**

**(100 Marks , 70 Lectures)**

- Unit 1: The Mughals: Historiography and sources
- Historiography; different approaches.
  - Sources: Abul Fazal, Badauni, Abdul Hamid Lahori, Bernier.
- Unit 2: Polity
- Evolution of the administrative system: mansab and jagir.
  - The Mughal ruling classes: nobility and zamindars.
  - State and religion: Akbar's religious ideas; *Sulh I Kul*; relations with religious elites; Aurangzeb's relations with religious groups and institutions.
- Unit 3: Rural Economy and Society
- Environmental context; forests; and agricultural zones.
  - Agricultural production; management of water resources; agricultural technology and crop patterns; growth of cash nexus and rural credit; and role of the state.
  - Agrarian structure; land ownership and rights; revenue system; the village community; and peasantry.
- Unit 4: Trade, commerce, and monetary system
- Trade routes and the pattern of internal commerce.
  - Indian ocean trade network in the 17<sup>th</sup> century.
  - Markets; monetary system.
- Unit 5: Urban Centres
- Morphology of cities – a survey.
  - Administration of cities and towns.
  - Urban economy; crafts; industries; organization of production; Imperial *karkhanas* and textiles.
  - Urban social structure: merchant communities; bankers; artisans; craftsmen and labourers.
- Unit 6: Cultural Developments
- Language and literature.
  - Art and architecture.

Unit 7: Decline of the Mughal Empire and Emergence  
Of Successor States

- a. Bengal
- b. Awadh
- c. Mysore
- d. Hyderabad

Unit 8: Pattern of Regional Polity  
The case study of Maharashtra; Rise of the Marathas;  
Shivaji; the Mughal-Maratha conflict; the Peshwas; the  
Sikhs.

Unit 9: Interpreting the Eighteenth century

**Paper VI : History of India from 1757 to 1964 A D**

*(100 Marks , 70 Lectures)*

Unit 1: Understanding Modern Indian History  
Concepts, Terminologies, Approaches

Unit 2: Expansion and Consolidation of British Rule  
with special reference to

- a. Bengal
- b. Mysore
- c. Maratha
- d. Punjab
- e. Awadh

Unit 3: Colonial State and its Ideology

- a. Orientalism
- b. Utilitarianism
- c. Classical Political Thought in relation to India  
Theory of rent; Laissez faire; and Colonial  
Paternalism
- d. Colonial State's attitude to social institutions such as  
caste, tribe, and community

Unit 4: Rural Economy and Society

- a. The Rural Agrarian Social Structure
- b. Land revenue Settlements
- c. Commercialization of Agriculture
- d. Peasant and Landless Labour
- e. Rural Credit and Indebtedness
- f. The Tribal Dimension: the changing economy  
and society of the tribal world

Unit 5: Trade and Industry

- a. Changes in the trading economy of India in the 18<sup>th</sup> century: Surat, Bengal, Coromandel; Trade and Trade Routes
- c. Banking – Indigenous and Modern
- d. De-industrialization: a myth or reality; Traditional industries in the late colonial period.
- e. Emergence of modern industries – Cotton, jute and Steel
- f. National Income, Demography, and Occupational Structure

Unit 6: Cultural Changes and Social and Religious Reform Movements

- a. Rise of the New Intelligentsia and its Social Composition
- b. Socio-religious revivalist/reform movements
- c. Sanskritization, Caste movements, Brahmanical and Depressed classes

Unit 7: Resistance to Colonial Rule: Revolt of 1857

Unit 8: Nationalism

- a. Historiography of Indian Nationalism
- b. Trends up to 1919
- c. Political Ideology and Organizations: formation of the Indian National Congress
- d. Moderates and Extremists
- e. Swadeshi
- f. Revolutionaries
- g. Emergence of Communal Consciousness
- h. Gandhian Ideology and movements: Rowlatt Satyagraha; Khilafat; Non-cooperation; Civil Disobedience; Quit India; Role of Social Groups and Classes; Ideological Trends in the Congress
- i. Revolutionaries: Left movements and State People's movements; INA.
- J Simon Commission and Nehru Report; Communal Award; Govt. of India Act of 1935; Working of Provincial Ministries; Cripps Mission; Wavell Plan; and Cabinet Mission

Unit 9: Communal Politics and Partition

- a. Demand for Pakistan
- b. Responses to Pakistan Demand – national and regional
- c. British Policies
- d. Partition

Unit 10: India 1947–1964

- a. Partition, Migration and Rehabilitation
- b. Framing of Constitution and establishment of the Democratic Republic of India
- c. Mixed economy and the Five Year Plan
- d. Foreign Policy: Non-alignment

**Paper VII : History of China and Japan c. AD 1839-1949**

*(100 Marks ; 70 Lectures)*

Unit 1: China

- a. China and imperialism during the 19<sup>th</sup> century:
  1. Chinese society – social groups and classes; Confucian value system.
  2. Sino centrism.
  3. Canton commercial system.
- b. China as an ‘informal colony’:
  1. Opium Wars; treaties with imperialist powers; and struggle for concessions in China.
  2. Increasing Western economy in interests.
  3. Open door policy.
- c. Popular and reform movements: Taiping; self-strengthening; and reforms in this Chinese state, 1860-1898.
- d. Emergence of nationalism in China:
  1. Boxer rebellion and its consequences.
  2. Reforms of 1901-08.
  3. Revolution of 1911 – role of social classes; Sun Yat Sen – principles and politics; emergence of the republic and Yuan-Shi-Kav; Warlordism – 1916-1928.
  4. New intellectual ideas and May Fourth movement – its nature and significance.

- e. Nationalism and communalism in China:
  1. Political crisis in the 1920's.
  2. Nature of industrialization and changing social structure.
  3. KMT and the first united front.
  4. Communist movement: 1928 to 1949; rise of Mao Tse Tung; making of the red army; the second united front; civil war; Chinese revolution – ideology. Causes and significance.

## Unit 2: Japan

- a. Meiji restoration: Tokugawa Baku-han system – nature and crisis; encounter with the west; Meiji restoration; and processes of modernization – social, military, political and economic.
- b. Popular and democratic movements: Satsuma rebellion; popular rights movement and Meiji constitution.
- c. Emergence of Japan as an imperial power: Sino-Japanese relations; Anglo-Japanese alliance; Russo-Japanese war; World War I and after; and Manchurian crisis.
- d. Democracy and militarism: rise of political parties and failure of the democratic system; rise of militarism; and second Sino-Japanese war.
- e. Japan and World War I – its consequences.
- f. Japan in the Pacific – the rise of militarism in the 1930s and 1940s
- g. Japan in the Second World War.

## Paper VIII: Trends in World Politics

(100 Marks ; 70 Lectures)

- Unit 1 Peace settlement of 1919: its long-term consequences – the establishment of the Weimar republic
- Unit 2 Europe in the inter-war period: consolidation and development of The Depression – the collapse of the Weimer state and the rise of the Nazi power – the Nazi power of the Soviet state – rise of Fascism in Italy – League of Nations – the Economic state: Germany's aggressive foreign policy – the outbreak of the second World War and historians.
- Unit 3 The World after 1945: Origins of the Cold War and the division of Europe – the emergence of the American and Soviet spheres of influence – the system of military and economic alliances.

- Unit 4      The decline of European imperialism: De-colonization – national movements of Asia and Africa – the emergence of the Third World – impact of the Cold War on the Third World – alternatives to the Cold War – non-aligned movement.
- Unit 5      Tensions within the Soviet Bloc: Hungary, Czechoslovakia, and Poland. Bi-polar World and the regional conflicts – Vietnam, Korea, Cuba and Middle East
- Unit 6      The communist revolution and emergence of China in world politics – Sino-Soviet and Sino-American relations
- Unit 7      From Bi-polarism to Uni-polarism: Politics of Détente – end of the Cold War – German Reunification – Globalization and its impact – Uni-polarism and its significance for international politics.



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General Guidelines to Paper-setting:

Political history:	5 Questions
Social and Economic History:	4 Questions
Religion, Culture, and other:	3 Questions

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Paper I

Unit: 1 to 4	Three Questions
Unit: 5 to 8	Four Questions
Unit: 9 to 11	Five Questions

Paper II

Unit: 1	Three Questions
Unit: 2	Five Questions
Unit: 3	Four Questions

Paper III

Unit: 1	Four Questions
Unit: 2	Eight Questions

Paper IV

Unit: 1	Four Questions
Unit: 2	Five Questions
Unit: 3	Three Questions

Paper V

Unit: 1 to 4	Five Questions
Unit: 5 to 9	Seven Questions

Paper VI

Unit: 1 to 6	Six Questions
Unit: 7 to 10	Six Questions

Paper VII

Unit: 1	Seven Questions
Unit: 2	Five Questions

Paper VIII

Unit: 1 & 2	Four Questions
Unit: 3 & 4	Four Questions
Unit: 5 to 7	Four Questions

## SUGGESTED BOOKS

**Paper I and II**

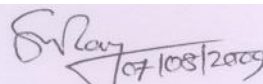
1. Abraham, M. *Two Merchant Guilds of South India* (New Delhi, 1988)
2. Agrawal, A. *Rise and Fall of the Imperial Guptas* (Delhi, 1989)
3. Agrawal, D. P, *The Archeology of India*
4. Allchin, Raymond and Bridget. *Origins of a Civilization: The Pre-history and Early Archeology Of South Asia*
5. Allchin, Raymond and Bridget, *The Rise of civilization in India and Pakistan*
6. Basham, A. L, *The Wonder That Was India*
7. Chakrabarti, D. K. *India, an Archeological History, Paleolithic Beginnings to Early Historic Foundations*
8. Champakalaksmi, R, *Trade, Ideology and Urbanization: South India 300 B.B. 1300 A.D*
9. Chandra, B.C. et al. *Reappraising Gupta History* (New Delhi, 1992)
10. Chattopadhyay, B.D *A Survey of Historical Geography of Ancient India*
11. Chattopadhyay, B.D *The Making of Early Medieval India* (Delhi, 1994)
12. Cimino, R.M. (ed). *Ancient Rome and India: Commercial and Cultural Contacts between the Roman World and India* (New Delhi, 1994)
13. Eaton, Richard. *The Rise of Islam and the Bengal Frontiers*
14. Jha, D.N, *Ancient India in Historical Outline*
15. Kosambi, D.D *An Introduction to the Study of Indian History*
16. Kosambi, D.D *The Culture and Civilization of Ancient India in Historical Outline*
17. Kulke, H. (ed). *The State in India 1000-1700* (New Delhi, 1995)
18. Majumdar, R.C. et. al. (ed). *History and Culture of the Indian People* Vol. 1, 2 and 3 (Mumbai, 1974)
19. Majumdar, R.C. et. al. (ed). & Dasgupta K.K.(ed). *A Comprehensive History of India* Vol. 3
20. Mukherjee, B.N. *Rise and Fall of the Kushana Empire*.
21. Nag, P. & Sengupta. S. *A Geography of India*, (New Delhi, 1992)
22. Mukherjee, B.N. *Economic Factors in Kushana History*.
23. Ratangar, S. *The Harappan Civilization* (New Delhi, 2000).
24. Raychaudhuri, H.C. *Political History of Ancient India*.
25. Raychaudhuri, Tapan and Habib, Irfan (ed). *Cambridge Economic History of India*.
26. Sastri, K. A. N. (ed). *A Comprehensive History of India*, Vol. 2.
27. Sastri, K. A. N. (ed). *A History of South India*
28. Sen, A Parashar (ed). *Social and Economic History of Early Deccan: Some Interpretations*, (Delhi, 1993)
29. Sharma, R. S. *Material Culture and Social Formations in Ancient India*, (Madras, 1983)
30. Sharma, R. S. *Aspects Political Ideas and Institutions in Ancient India*, (Delhi, 1981)
31. Smith, B. L. *Essays on Gupta Culture* (Delhi, 1983)
32. Stein, B. *Peasant State and Society in Medieval South India* (New Delhi, 1980)
33. Stein, B (ed). *Essays on South India*, (New Delhi, 1975)
34. Thapar, Romila, *History of India*
35. Thapar, Romila, *Asoka and the Decline of the Mauryas*.
36. Thapar, Romila, *The Mauryas Revisited*, (Calcutta, 1987)
37. Thapar, Romila, *Interpreting Early India*, (Delhi, 1992)
38. Thapar, Romila, *Ancient Indian Social History: Some Interpretations*.

**Paper III**

1. Anderson, Perry, *The Lineages of the Absolutist States*.
2. Aston, T.H. and Philipin C.H.E. (eds.), *The Brenner Debate*.
3. Burke, Peter, *The Renaissance*.
4. Cameron, Euan, *Oxford History of Early Modern Europe*.
5. Elton, G.R., *Reformation Europe, 1517-1559*.
6. Gilmore, M.P., *The World of Humanism, 1453-1517*.
7. Hale, J.R. *Renaissance Europe*.
8. Hall, R. *From Galileo to Newton*.
9. Hill, Christopher. *A Century of Revolutions*.
10. Hilton, Rodney, *Transition from Feudalism to Capitalism*.
11. Koenigsberger, H. G. and Mosse, G.L., *Europe in the Sixteenth Century*.
12. Lee, Stephen J., *Aspects of European History, 1494-1789*.
13. Owie, L.W., *Seventeenth Century Europe*.
14. Parker, G. and Smith, L.M., *General Crisis of the Seventeenth Century*.
15. Pennington, D.H., *Seventeenth Century Europe*.
16. Rabb, Theodore K., *The Struggle for Stability in Early Modern Europe*.
17. Rice, E. and Grafton, Anthony, *The Foundations of Early Modern Europe*.
18. *The Cambridge Economic History of Europe*, Vol. I, IV.
19. *The New Cambridge Economic History of Europe*, Vol. I, VII.

**Paper IV**

1. Blanning, T.C.W. *The French Revolution: Class War or Culture Clash*
2. Cobban, Alfred. *History of Modern France*, Vols. 1, 2, & 3
3. Cipolla, C.M. *Fontana Economic History of Europe*, Vol. III (The Industrial Revolution). Vol. 4 (Part 1 & 2)
4. Doyle, William. *Origins of the French Revolution*
5. Droz, Jacques. *Europe Between Revolutions*
6. Ellis, G. *The Napoleonic Empire*
7. Evans, J. *The Foundations of A Modern State in 19<sup>th</sup> Century Europe*
8. Hamerow, T.S. *Restoration, Revolution and Reaction: Economics and Politics in Germany*
9. Hobsbawm, E.J. *Nation and Nationalism*
10. Hobsbawm, E.J. *The Age of Revolution*
11. Hufton, Olwen. *Europe: Privilege and Protest*
12. Joll, James. *Europe Since 1870*
13. Joll, James. *Origins of the First World War (1989)*
14. Koch, H.W. (ed). *The Origins of the First World War*
15. Lefebvre, Georges. *Coming of the French Revolution*
16. Lichtheim, George. *A Short History of Socialism*
17. Lynn Hunt. *Policies, Culture and Class in the French Revolution*
18. Porter, Andrew. *European Imperialism, 1860-1914*
19. Riasanovsky, N.V. *A History of Russia*
20. Roberts, J.M. *Europe 1880-1945*
21. Rude, George, *Revolutionary Europe*
22. Taylor, A.J.P. *The Struggle for Mastery In Europe*
23. Thompson, David. *Europe Since Napoleon*
24. Watson, Secton. *The Russian Empire*
25. Wood, Anthony. *History of Europe*
26. Lyon Martin. *Napoleon Bonaparte & the Legacy of the French Revolution*
27. Calleo, D. *German Problem Reconsidered*
28. Hobsbawm, E. *Age of Empire*
29. Hobsbawm, E. *Age of Capital*

  
 07/08/2009  
 Secretary, Faculty Councils (U.G.)  
 University of Kalyani  
 Kalyani, Nadia

**Paper V**

1. Alam Muzaffar and Subramanyam, Sanjay (ed.), *The Mughal State*
2. Alam Muzaffar, *The Crisis of Empire in Mughal North India: Awah and the Punjab, 1707-1748*
3. Ali, M. Athar *The Mughal Nobility under Aurangzeb*
4. Ali, M. Athar. *The Apparatus of the Mughal Empire* (Delhi, 1985)
5. Arasaratnam, S. *Maritime India in the Seventeenth Century*
6. Banga, Indu. *Agrarian System of The Sikhs* (New Delhi, 1978)
7. Champakalakshmi, R. *Trade, Ideology and Urbanization: South India: 300 B.C. to 1300 AD*
8. Chandra, Satish. *Medieval India, Vol. 1 and 2*
9. Chandra Satish. *Parties and Politics at the Mughal Court, 1707 – 1740*
10. Chaudhuri, K. N. *Trade and Civilization: An Economic History from the rise Islam to 1750*
11. Dasgupta, Ashin. *Indian Merchants and the Decline of Surat*, (Reprint, Delhi, 1996)
12. Eaton, Richard. *The Rise of Islam and the Bengal Frontier*
13. Fukazawa, Hiroshi. *The Medieval Deccan: Peasants Social Systems and the State*
14. Gordon, Stewart. *The Marathas, 1600 – 1818*
15. Habib, Irfan (ed), *Medieval India*
16. Habib, Irfan. *Agrarian System of Mughal India*
17. Habib, Irfan. *An Atlas of Mughal Empire*
18. Habib, Muhammad, *Politics and society in Early Medieval Period, Vol. 1 & 2*
19. Habib, Muhammad and Nizami, A. K. (ed) *Comprehensive History of India, Vol. 5; The Delhi Sultanate*
20. Hasan, S. Nurul. *Thoughts on Agrarian Relations in Mughal India*
21. Jackson, Peter. *The Delhi Sultanate*
22. Kulkarni, A. R. *Maharashtra in the Age of Shivaji*
23. Kulke, Hermann, *The State in India*
24. Moosvi, Shireen. *The Economy of the Mughal Empire: A Statistical Study* (Delhi, 1987)
25. Nizami, K. A. *Religion and Politics in Thirteenth Century*
26. Qureshi, I. H. *The Administration of the Mughal Empire*
27. Raychaudhuri, Tapan and Habib, Irfan (ed), *Cambridge Economic History of India, Vol. 1*
28. Richards, J. F. *The Mughal Empire*
29. Rizvi, S. A.A. *The Wonder that was India*
30. Rizvi S. A. A. *Muslim Revivalist Movements in Northern Indian in the Sixteenth and Seventeenth Centuries*
31. Stein, Burton. *Vijayanagara*
32. Streussand, D.E. *The Formation of the Mughal Empire*
33. Tripathi, R. P. *The Rise and Fall of the Mughal Empire*
34. Tripathi R.P. *Some Aspects of Muslim Administration*
35. Wink, A. *Land and Sovereignty in India: Agrarian society and the Politics under the Eighteenth- century Maratha Svarajya* (Cambridge, 1985)

**Paper VI**

1. Bandyopadhyay, Sekhar, *From Plassey to Partition*, (Longman, 2004)
2. Bayly, Christopher. *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870* (Cambridge, 1983)
3. Bayly, Christopher. *Indian Society and the Making of the British Empire* (NCHI) (Cambridge, 1988)
4. Bose, Sugata. *South Asia and World Capitalism* (Delhi, 1990)
5. Bose, Sugata and Jalal, Ayesha. *Modern South Asia: History, Culture, Political Economy*
6. Brown, Judith. *Gandhi's Rise to Power*
7. Brown, Judith. *Gandhi and Civil Disobedience*
8. Chandavarkar, Rajnarayan. *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-1940* (Cambridge, 1994)
9. Chandra, Bipan et. al. *Indian's Struggle for Independence*
10. Chandra, Bipan et. al. *India Since Independence; India after Independence*
11. Charlesworth, Neil. *Peasants and Imperial Rule: Agriculture and Agrarian Society in the Bombay Presidency, 1850-1935* (Cambridge, 1985)
12. Chaudhuri, Sushil. *Prelude to Empire*
13. Desai, A.R. *Social Background to Indian Nationalism*
14. Dutt, R.P. *India today*
15. Fisher, Michael (ed.) *Politics of British Annexation in India 1757-1857*
16. Gallagher, J. Johnson, G. Seal, A. *Locality, Province and Nation*
17. Hardiman, David. *Peasant Nationalists of Gujarat, Kheda District, 1917-1934* (Delhi, 1981)
18. Hutchins, F. *Illusion of Permanence*
19. Johnson, Gordon. *Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880-1915*, (Cambridge, 1973)
20. Joshi, P.C. *Rammohan and the Process of Modernization in India*
21. Markovits, Claude. *Indian Business and Nationalist Politics 1931-39: The Indigenous Capitalist Class and the Rise of the Congress Party* (Cambridge, 1985)
22. Marshall, P. J. *Bengal: The British Bridgehead*
23. McLane, J.R. *Indian Nationalism and Early Congress*
24. Ravinder Kumar (ed.) *Rowlatt Satyagraha of 1919. Essays on Gandhian Politics*
25. Ravinder Kumar (ed.) *Social History of Modern India*
26. Raychaudhuri, Tapan (ed.) *Indian Economy in the 19<sup>th</sup> Century: A Symposium*
27. Robinson, F. *Separatism Among Muslims: The Politics of the United Provinces, 1860-1923*
28. Rothermund, Dietmar. *Mahatma Gandhi: An Essay in Political Biography*, (New Delhi, 1991)
29. Rothermund, Dietmar. *India in the Great Depression 1929-39*, (New Delhi, 1992)
30. Sarkar, Sumit. *Modern India, 1885-1947*
31. Sarkar, Sumit. *The Swadeshi Movement in Bengal*
32. Seal, Anil et. al. *Locality, Province and Nation*
33. Seal, Anil. *The Emergence of Indian Nationalism*
34. Sinha, N.K. (ed.) *History of Bengal, 1757-1905*
35. Spear, Percival. *Oxford History of Modern India*
36. Stokes, Eric. *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*
37. Stokes, Eric. *The English Utilitarians and India*
38. Wolpert, Stanley. *Jinnah of Pakistan* (New York/Oxford, 1984)



**Paper VII**

30. Beasley, W. G., *The Modern History of Japan*.
31. Vinacke, H., *A History of the Far East in the Modern Times*.
32. Fairbank, John K., et. al., *East Asia: The Modern Transformation*.
33. Fairbank, John K., et. al., *The United States and China*.
34. Fitzgerald, C.P., *Birth of Communist China*.
35. Purcell, Victor. *The Boxer Uprising*.
36. Tse Tung, Chow, *The May Fourth Movement*.
37. Sansom, George, *The Western World and Japan*.
38. Wright, Mary C., *China in Revolution: The First Phase*.
39. *The Cambridge History of Japan* (Vols. 5 & 6)
40. *The Cambridge History of China* (Vol. 10)
41. Chesneaux, Jean, et. al., *China from Opium War to 1911 Revolution*.
42. Chesneaux, Jean, et. al., *China from 1911 Revolution to Liberation*.
43. Beckman, George M., *Modernization of China and Japan*.
44. Beckman, George M., *The Making of Meiji Constitution*.

**Paper VIII**

1. Barraclough, Geoffrey. *Introduction to Contemporary History*
2. Carr, E.H. *International Relations Between the Two World Wars*
3. Calvocoressi, P. *World Politics Since 1945*
4. McDonough, Frank. *Hitler and Nazi Germany*
5. McDonough, Frank. *The Origin of the First and Second World Wars*
6. Thomas, Hugh. *The Spanish civil War*.
7. Gilbert, M. *The Second World War*
8. Smith, Joseph. *The Cold War*
9. McWilliams, Wayne C. & Piotrowski, Harry. *The World Since 1945*
10. Fleming, D.F. *The Cold War and its Origins*
11. Horowitz, David. *From Yalta to Vietnam*
12. Kolko, J. & G. *The Politics of War*
13. Kolko, J. & G. *The Limits of Power: The World and US Foreign Policy*
14. Rees, David. *Korea: The Limited War*
15. Halle, L.J. *The Cold War As History*
16. Crozier, A. *The Causes of The Second World War*
17. Keylor, W. *Twentieth Century World*

**University of Kalyani**

**Revised Syllabus for B.A. (General) Course in**

**HISTORY**

**(w.e.f. the session 2009-2010)**

**According to the New Examination Pattern  
Part – I, Part – II & Part – III**

## **Part – I**

### **Paper I      Indian History (Pre-historic times to Sixteenth Century A. D.) (100 Marks ; 50 Lectures)**

- |        |   |
|--------|---|
| Unit 1 | Literary and Archaeological sources of Ancient and Medieval Indian History – Archaeological methods – Archaeological knowledge and the historical understanding of the rise extent and decline of the Harappan Civilization   |
| Unit 2 | Political developments – I<br>Indian polity in later Vedic times – The Mahayanapadas – The rise and fall of the Maurya Empire – Regional powers and the struggle for power in North India – Political developments in South India.  |
| Unit 3 | Political developments – II<br>Impact of Islam and political change in India:<br>Brief overview of the Delhi Sultanate – the administration of the Delhi Sultanate – the centralized monarchy – political ideologies in the Delhi Sultanate – Independent Sultans of Bengal – the Vijaynagar Empire.  |
| Unit 4 | <ol style="list-style-type: none"> <li>1. Economic life in ancient and early medieval India – Land Systems in ancient India – Framework of agriculture; the state, taxation, irrigation and the agrarian economy – The urban social formations – Internal and overseas trade – Crafts and Guilds – the Indian Feudalism, issues and debates.</li> <li>2. The Delhi Sultanate and a changing framework of agriculture – Iqta system – emergence of new urban centres and a reorientation in commercial life.</li> </ol>                      |
| Unit 5 | <ol style="list-style-type: none"> <li>1. Society and Religion: Vedic religion and the quest for knowledge – the basic framework of Brahminical religion – Buddhism, Jainism and social protest. The apogee of Brahminism and the rise of sectarian cults – Saivism, Vaishnavism, the cult of mother goddess</li> <li>2. Social life: Social structure – From Varna to Jati – Family life and the status of women</li> <li>3. The nature of the impact of Islam on Indian society – Sufism – Syncretism and the Bhakti movement.</li> </ol> |



Unit 6

Art, Architecture, Science and Culture:

1. Ancient Indian architecture and sculpture – stupa, chaitya, temples of different styles – Islam and the introduction of the new forms – emergence of an Indo-Saracenic style.
2. Literary products of classical India – Epics and Puranas – Administrative texts, Kautilya's Arthashastra – Literary developments in the Gupta Age – Scientific knowledge with special reference to astronomy, mathematics and medicine – Post thirteenth century developments – history writing in India under the Sultanate – new developments in medicine.

Note:

- 4 Questions from Unit 1, 2, and 3 (taking at least one from each group)
- 2 Questions from Unit 4 (one each from sub-unit 1 & 2)
- 2 Questions from Unit 5
- 2 Questions from Unit 6 (one each from sub-unit 1 & 2)

## Part II

### Paper II Indian History (C. 1526 to C. 1914 A.D)

**(100 Marks ; 50 Lectures)**

- Unit 1 Disintegration of the Sultanate and foundation of Mughal Empire  
Significance of the victory of Babar over the Indian adversaries  
Mughal Afghan contest – Sher Shah as a reformer.
- Unit 2.A Akbar and the consolidation of the Mughal Empire  
Political expansion; administrative reorganization; relations with the Rajputs – Expansion of Mughal control over Bengal and Deccan – Land Revenue and Mansabdari System – Evolution of religious policy.
- Unit 2.B Politics and administration in Post-Akbar India  
Expanding frontiers of the Empire – consolidation of the Mughal ruling class; reorganization in the Mansab system
- Unit 2.C Economy, Society & Culture:  
Commercial expansion: religious syncretism; art & architecture.
- Unit3 Aurangzeb and the zenith of the Empire  
Political Expansion: Deccan - Rise of Shivaji, Mughal-Maratha contest and the eventual incorporation of the Marathas within the imperial framework – Rajput Policy – State and religion: changes since the death of Akbar
- Unit4 Break up of the Mughal Empire  
Cause thereof – Growth of regional entities and the relation between the centre and the periphery – Trade, Commerce and the rise of the European trading companies – Eventual success of the English East India Company.

- Unit5      Early stages of the rise of the East India Company  
Plassey, Buxar and the Diwani – Structural reorganization in the administration – Regulating and the Pitts India Acts – Company's relation with the Indian states and its emergence as the dominant power; Marathas, Mysore and Sikhs – Subsidiary Alliance and the enunciation of a new principle of expansion – The course of British annexation in early 19<sup>th</sup> century: subjugation of the Marathas.
- Unit 6.      The Colonial Economy  
1.    Basic features – Land revenue settlements; Bengal, North India, South and West – long term colonial impact on agriculture – changing forms of early colonial impact on trade and commerce: From Monopoly to Free trade.  
2.    Drain of Wealth – De-industrialization – India's internal trade in the second half of the 19<sup>th</sup> century – limited developments of modern industries up to 1914 – changes after 1914.
- Unit7      Early resistance to Colonial Rule  
Different forms of resistance – rural resistance – resistance by landlords and peasants; Poligar uprising (Madras); Paik rebellion (Orissa) and peasant uprising in Western Bengal – Peasant movement and religion: Wahabi and Farazi – Santal rebellion (1855) – The Revolt of 1857: The Social context; the political context (popular and aristocratic resentment about British Imperial Policies).
- Unit8      Reformism and Westernization  
British Orientalism: Bentinck, Macaulay, Western Education and Social Reform. The Indian Response: Rammohan and Social reform; The Young Bengal – The Brahmo Movement – Vidyasagar and social and educational reform; Reformist initiatives in western and southern India, - Prarthana Samaj; Reform from within tradition – Arya Samaj; Aligarh Movement and modernization of Islam in India; Westernization and Indian social conservatism: The Age of Consent Agitation.
- Unit9      Indian Politics: 1858-1885  
Provincial associations: Bengal, Madras, Bombay – Background to the emergence of Indian National Congress – The foundation of the Congress – the nature of the early Congress.

- Unit10 Indian Politics: 1885-1914  
 Congress under Moderate Leadership – Hindu Revivalism – Militant nationalism – Ideology and Programme of militant nationalists – Swadeshi Movement: Its varied dimensions – The birth of All India Muslim League and Separate electorate – Revolutionary terrorism in Bengal and the Punjab.

Note:

- 3 Questions from Unit 1, 2, and 3 (one from each Unit)
- 2 Questions from Unit 4 and 5 (one from each Unit)
- 3 Questions from Unit 6, 7, and 8 (at least one from each Unit)
- 2 Questions from Unit 9 and 10 (at least one from each Unit)

**Paper III Modern Europe (1789-1939) (100 Marks ; 50 Lectures)**

- Unit1 Foundation of Modern Europe
1. Eighteenth Century Background.
  2. The French Revolution – Socio-Economic Background – Progress of the revolution – Popular Movements – Jacobins and Girondins.
  3. Rise of Napoleon – Internal Reconstruction – Napoleon and Europe – Napoleon and Revolution
- Unit2 Political Developments in Europe
1. Triumph of conservatism – the Metternich System.
  2. Nationalism, Liberalism and the Revolutions of 1830 and 1848.
  3. Stages of Italian unification.
  4. Unification and consolidation of Germany.
  5. Russia: Attempts at England and the continent.
- Unit3 Society and Economy in Nineteenth Century Europe
1. Industrial Advances in England and the continent
  2. Labour movements
  3. Utopian Socialism and Marxism
  4. Art and Culture, Literatures and Science
- Unit4 Neo Imperialism: 1871 - 1914
1. Europe in 1871 – New Balance of Power
  2. Scramble for colonies in Asia and Africa
  3. The Eastern Question in later Nineteenth century
  4. Triple Alliance, Triple Entente and the emergence of two armed camps

- Unit5      First World War (1914 – 1919)
1. Origins of the First World War – Issues and Stakes
  2. Russian Revolution of 1917
  3. Peace Settlement of 1919 – its long term consequences – Birth of German Republic
- Unit6      Europe in the Inter-War Period (1919 – 1939)
1. Aftermath of the War
  2. Emergence of Soviet Union
  3. Rise of Fascism and its impact
  4. Outbreak of the World War II

Note:

- 4 Questions from Unit 1 and 2 (Two from each Unit)
- 4 Questions from Unit 3 and 4 (Two from each Unit)
- 1 Question from Unit 5
- 1 Question from Unit 6

## Part III

### Paper IV      India and the World 1914 – 1964: Selected Themes (100 Marks ; 50 Lectures)

- |        |  |
|--------|--|
| Unit 1 | First World War & its aftermath  |
|        | 1. Impact of the First World War on Indian economy, society and polity   |
|        | 2. Emergence of Gandhi in Indian nationalist politics; concept of 'Satyagraha'; Champaran, Kheda, Ahmedabad and Rowlatt Satyagrahas. |
| Unit 2 | 1. Gandhian Mass Movements – Khilafat – Non-cooperation and Civil Disobedience Movements   |
|        | 2. Revolutionary Nationalism during the 1930s  |
|        | 3. The Government of India Act of 1935; 1937 Election and formation of Congress Provincial Ministries                                |
|        | 4. Quit India Movement of 1942   |
| Unit 3 | Subhas Chandra Bose, the Indian National Army and Indian Freedom Movement  |
| Unit 4 | 1. Demand for creation of Pakistan and its repercussions on Indian Politics and Society  |
|        | 2. Communal Politics on India  |
| Unit 5 | 1. Post-War upsurge and different strands of protest politics  |
|        | 2. Partition and the Transfer of Power, Adoption of a republican constitution in 1950  |
| Unit 6 | 1. The Nehru era in independent India  |
|        | 2. Development of parliamentary democracy  |
|        | 3. Economic planning   |
|        | 4. Movements for social justice  |
|        | 5. India and Non-aligned Movement  |
| Unit 7 | 1. Emergence of bi-polarism and its impact on post-1945 world politics   |
|        | 2. The rise of the Third World   |
|        | 3. Impact of the Cold War on the Third World   |

Note: Seven questions from Units 1-5  
Four questions from Units 6 & 7  
One set of objective questions covering the whole syllabus

### SUGGESTED BOOKS

1. Sarkar, Sumit. *Modern India*
2. Sarkar, Sumit. *Adhunik Bharat*
3. Chandra, Bipan; Mukherjee, Mridula; Mukherjee, Aditya; Panikkar, K.N. and Mahajan, Sucheta. *India's Struggle for Independence*
4. Tripathi, Amalesh. *Bharater Swadhinata Andolon O Jateeya Congress*
5. Brown, Judith. *Gandhi's Rise to Power*
6. Gordon, Leonard. *Brothers against the Raj*
7. Hasan, Mushirul (ed). *India's Partition*
8. Brass, Paul. *The Politics of India Since Independence*
9. Gopal, S. *Jawaharlal Nehru: A Biography* (Vols. 1-3)
10. Kaviraj, Narahari. *Gandhi Nehru Through Marxist Eyes*
11. Calvocoressi, P. *World Politics Since 1945*
12. Calvocoressi, P. *Contemporary World History [NCERT]*
13. Ray, Jayanta; Chakraborti, Prafulla. *Antorjatic Samparker Itihas*
14. Bhattacharya, Gourapada. *Antorjatic Samparko*
15. Chattopadhyaya, Pranab Kumar. *Antorjatic Samparker Itihas*

**UNIVERSITY OF KALYANI**

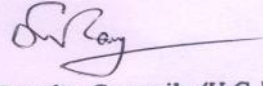
**SYLLABUS**

**FOR B.A. HONOURS & GENERAL COURSE IN**

**PHILOSOPHY**

**WITH EFFECT FROM THE SESSION**

**2007 – 2008**



*Secretary, Faculty Councils (U.G.)*  
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# **The University of Kalyani**

## **Syllabus of Philosophy w.e.f. the session 2007-2008**

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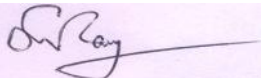
##### **Part II**

**Paper II : Ethics (Indian & Western) and Psychology (100 Marks) (Page-G-5)**

**Paper III : Epistemology and Metaphysics (Indian and Western)  
(100 Marks) (Page-G-7)**

##### **Part III**

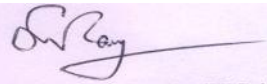
**Paper IV : Philosophy of Religion and Social and Political Philosophy  
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# Honours Course in Philosophy

## Part I

### Paper I & Paper II



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**Paper I**  
**Classical Indian Philosophy**

**Full Marks : 100**  
**No. of Classes : 100**

**Divison of Classes**

1. Distinctive features of Indian Philosophy. (4)
2. Vedic and Upanisadic World Views: Vedic concepts of *Rta* and *Rna*; Upanisadic concept of *Brahman*. (6)
3. Carvaka School : Its epistemology, metaphysics and ethics. (5)
4. Jainism : Concepts of *sat*, *dravya*, *guna*, *paryaya*, *jiva* and *ajiva*; *Anekantavada*, *Syadvada* and *Saptabhangi Naya*; Bondage and Liberation. (10)
5. Buddhism : Theory of dependent origination (*pratityasamutpada*); The four noble truths (Four *arya satyas*); Doctrine of momentariness (*Ksana-bhanga-vada*); Doctrine of no-soul (*Nairatmyavada*); Interpretation of these theories in Vaibhasika, Sautrantika, Yogacara and Madhyamika schools of Buddhism. (12)
6. Nyaya : Four *pramanas*; Causation : *asatkaryavada*; Three kinds of causes : *samavayi*, *asamavayi* and *nimitta*; The individual self and its liberation; The idea of God and proofs for His existence. (15)
7. Vaisesika : Vaisesika system as *samana-tantra*; Seven *padarthas*; *Paramanuvada*; Vaisesika rejection of *Upamana* and *Sabda* as independent *pramanas*. (14)
8. Samkhya : Causation : *satkaryavada* ; *Prakrti* : its constituents; Proofs for the existence of *Prakrti*; *Purusa* : its nature and arguments for its existence; Theory of evolution; (8)
9. Yoga : *Citta*, *Citta-bhumi* and *Citta-vrtti*; Eightfold path (Astanga Yoga); The God of Yoga. (6)
10. Purva Mimamsa : Notions of *jnatata*, *abhava* and *anupalabdhi*. (5)
11. Advaita Vedanta : *Nirguna Brahman* ; *Adhyasa*; *Vivartavada*; *Maya*; Three grades of *sattva*; *Jiva* and *Jagat*; *Jivanmukti*. (10)
12. Visistadvaita : *Saguna Brahman*; Refutation of *Maya*; *Parinamavada*; *Jiva*; Rejection of *Jivanmukti*. (5)

**Suggested Readings:**

M. Hiriyanna :	<i>Outlines of Indian Philosophy</i>
Chandradhar Sharma :	<i>A Critical Survey of Indian Philosophy</i>
S. N. Dasgupta :	<i>A History of Indian Philosophy</i> (Vols 1-4)
D.M. Dutta & S.C. Chatterjee :	<i>Introduction to Indian Philosophy</i>
J. N. Sinha :	<i>Indian Philosophy</i> (Vols 1 – 4)
Samiran Chandra Chakraborti :	<i>The concept of Purusarthas</i>
Nabannarayan Bandyopadhyaya(ed.):	<i>Ancient Indian Views on Truth and Falsity.</i>

Satyajyoti Chakraborty (translated and elucidated) :	Sayan Madhaviya Sarba Darsana Samgraha (in Bengali) <i>Vol I &amp; II</i>
Pradyot Kumar Mandal :	<i>Bharatiya Darsan</i> (in Bengali)
Deepak Kumar Bagchi :	<i>Bharatiya Darsan</i> (in Bengali)
Jogiraj Basu :	<i>Veder Parichay</i> (in Bengali)
Panchanan Sastri :	<i>Carvaka Darsanam</i> (in Bengali)
Dakshina Ranjan Sastri :	<i>Carvaka Darsan</i> (in Bengali)
Debiprasad Chattopadhyay :	<i>Bharatiya Darsane Bastubad</i> (in Bengali)
Satish Chandra Nyayacharya :	<i>Jaina Darsaner Digdarsan</i> (in Bengali)
Panchanan Sastri :	<i>Bauddha Darsanam</i> (in Bengali)
Karuna Bhattacharya :	<i>Nyaya-Vaisesika Darsan</i> (in Bengali)
Kalikrishna Bandyopadhyay :	<i>Nyaya-Tattva Parikrama</i> (in Bengali)
Pradyot Kumar Mandal :	<i>Vaisesika Darsan</i> (in Bengali)
Bidhubhusan Bhattacharya :	<i>Samkhya Darsaner Vivarana</i> (in Bengali)
Dinesh Chandra Bhattacharya Sastri :	<i>Sad-Darsan : Yoga</i> (in Bengali)
Bhutnath Saptatirtha :	<i>Mimamsa Darsanam</i> (in Bengali)
Rina Roy :	<i>Pravakar Mimamsay Praman O Prameya</i> (in Bengali).
Rama Chowdhury :	<i>Vedanta Darsan</i> (in Bengali)
Swami Viswarupananda (ed.) :	<i>Vedanta Darsanam – Vol. I</i> (in Bengali)

**Paper – II**  
**History of Western Philosophy**

**Full Marks : 100**  
**No. of Classes : 100**

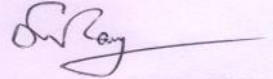
**Division of Classes**

1. **INTRODUCTION** : The nature of philosophical progress (Falckenbarg : *History of Modern Philosophy*, Pp. 1 – 6) (5)
2. **PLATO** : Theory of knowledge; Theory of Forms (8)
3. **ARISTOTLE** : Critique of Plato's Theory of Forms; Theory of Causation; Form and Matter (10)
4. **DESCARTES** : Methodical doubt; Criterion of Truth; *Cogito Ergo Sum*; *Sum Res Cogitans*; Types of ideas; God : Nature, proof of His existence; Mind and Body; The Cartesian Circle. (13)
5. **SPINOZA** : Substance; Attributes and Modes; God=Nature=Substance; Pantheism; Mind-Body Problem; Necessity. (10)
6. **LEIBNITZ** : Monadology; Doctrine of Pre-established Harmony; Truths of Reason and Truths of Fact; God: Nature, and Proofs for His existence; Freedom, Possibility and Evil. (10)
7. **LOCKE** : Refutation of innate ideas; Classification of ideas; Knowledge and its grades; Substance and its qualities. (10)
8. **BERKELEY** : Rejection of abstract general ideas; Rejection of the distinction between primary and secondary qualities; Immaterialism, *esse est aut percipere aut*. (10)
9. **HUME** : Psychological method; Impressions and Ideas; Judgements concerning relations of ideas; Judgements concerning matters of fact; Idea of causation; Free will and determinism; Humean scepticism (12)
10. **KANT** : Conception of Critical Philosophy; Copernican revolution in philosophy; Classification of judgements : Analytic, Synthetic, *a priori*, *a posteriori*; Possibility of synthetic *a priori* judgments. (12)

**Suggested Readings :**

W.T. Stace :	<i>A Critical History of Greek Philosophy</i>
F.C. Copleston :	<i>A History of Philosophy</i> (Vol. iv – vi)
D.G.O' Connor (ed.) :	<i>A Critical History of Western Philosophy</i>
S.S. Barlingay & Padma Kulkarni:	<i>A Critical History of Western Philosophy</i>
R. Falckenberg :	<i>History of Modern Philosophy</i>
C.R. Morris :	<i>Locke Berkeley Hume</i>
B. Russell :	<i>A History of Western Philosophy</i>
Jonathan Bennett :	<i>Locke, Berkeley and Hume</i>
John Cottingham :	<i>The Rationalists</i> (Oxford, 1988)
R.S. Woolhouse:	<i>The Empiricists</i> (Oxford, 1988)
J.L. Ackrill :	<i>Aristotle The Philosopher</i>
Jonathan Barnes :	<i>Aristotle : A Very Short Introduction</i> (Oxford University Press)
Tom Sorell :	<i>Descartes : A Very Short Introduction</i> (Oxford University Press)
Roger Scruton :	<i>Spinoza : A Very Short Introduction</i> (Oxford University Press)
G.M. Ross :	<i>Leibniz</i> (Oxford, 1984)
J. Dunn :	<i>John Locke</i> (Oxford, 1984)
K.P. Winkler :	<i>Berkeley : An Interpretation</i> (Oxford, 1989)
A.J. Ayer :	<i>Hume : A Very Short Introduction</i> (Oxford University Press)
Roger Scruton :	<i>Kant : A Very Short Introduction</i> (Oxford University Press)
Rasvihary Das :	<i>A Handbook to Kant's Critique of Pure Reason</i>
Chandrodaya Bhattacharya :	<i>Paschatya Darsaner Itihas</i> ( 2 Vols.) [ in Bengali ]
Swapna Sarkar :	<i>Paschatya Darsan Samiksa</i> [ in Bengali ]

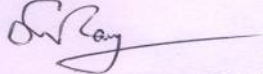
Samarendra Bhattacharya :	<i>Paschatya Darsaner Itihas</i> [ in Bengali ]
Prahlad Sarkar (ed.) :	<i>Rene Descartes-er Darsan</i> [ in Bengali ]
Prahlad Sarkar (ed.) :	<i>Locke Berkeley Hume –</i> <i>Abhijnatabader Tin Pathikrit</i> [ in Bengali ]
Prahlad Sarkar (ed.) :	<i>Kant-er Darson</i> [ in Bengali ]
Rasvihary Das :	<i>Kant-er Darsan</i> [ in Bengali ]
Satrujit Dasgupta & Sharmistha Roy (Tr.) :	<i>Paschatya Darsaner Itihas</i> [ in Bengali ] (A Bengali translation of Russell's <i>A History of Western Philosophy</i> )

  
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# Honours Course in Philosophy

## PART II

### PAPER III & PAPER IV



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**Paper III**

**Philosophy of Mind & Political Philosophy**

(Candidates are to answer 6 questions, taking 3 from each group)

**Full Marks : 100**

**No. of Classes : 100**

**Group A : Philosophy of Mind**

**Full Marks : 50**

**No. of Classes : 50**

**Recommended Text :**

Shaffer, J.A. : *Philosophy of Mind*  
(Chapters I, 3, 4, & 5)

**References:**

Arabinda Basu &

Nibedita Chakraborty : *Manodarsan*  
(A translation in Bengali of Shaffer's *Philosophy of Mind*)

Kumar Mitra : *Karta, Kriya O Karma*

**Group B : Political Philosophy**

**Full Marks : 50**

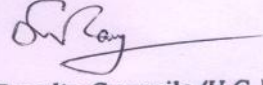
**No. of Classes : 50**

**Division of Classes**

1. State as an Institution : Plato and Aristotle; Hobbes, Locke and Rousseau, Hegel and Marx. (25)
2. Rabindranath Tagore on Nationalism. (10)
3. Gandhi on the Concepts of Swaraj, Satyagraha, and Sarvodaya. (15)

**References :**

- D. D. Raphael : *Problems of Political Philosophy*
- Kymlicka, W : *Contemporary Political Philosophy, An Introduction* (Oxford, 1990)
- Wolff, J : *An Introduction to Political Philosophy* (Oxford, 1996)
- Tagore's Speech entitled 'Nationalism'
- Amal Kumar Mukhopadhyay : *Rastra Darsaner Dhara*
- Amalendu Mukhopadhyay : *Samajik O Rajnaitik Tattver Niti*
- Shovanlal Dutttagupta }  
& Utpal Ghosh : *Marxiya Samajtattva*
- Shovanlal Dutttagupta : *Marxiya Rastrachinta*
- Dilip Kumar Chattopadhyay : *Adhunik Rastriya Matabader Bhumika*  
(A Bengali translation of Joad's *An Introduction to Modern Political Theory*)
- Nirmal Kumar Sen : *Rastrachintar Itihas*
- Partha Chattopadhyay : *Rastra O Praja*  
(Anustup Publication)  
[ for Tagore's views on Nationalism].
- M. K. Gandhi : *Hind Swaraj.*

  
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**Paper IV**  
**WESTERN LOGIC**

**Full Marks : 100**  
**No. of Classes :100**

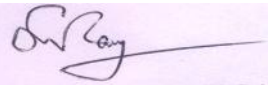
*Recommended Text :*

1. M. Copi & Karl Cohen : *Introduction to Logic*  
(11<sup>th</sup> Edition)

Chapters : 5 — 14.4

*References:*

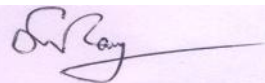
Indra Kumar Roy : *Pratiki Nyaya* (in Bengali)  
Indra Kumar Roy : *Vidheya Nyaya* (in Bengali)  
Ramaprasad Das : *Navya Yuktibijnan* [ Vol. 1—4] (in Bengali)

  
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# Honours Course in Philosophy

## PART III

### PAPERS V, VI, VII & VIII



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**Paper V**  
**Indian Logic & Epistemology**

**Full Marks : 100**  
**No. of Classes :100**

*Recommended Text :* *Tarkasamgraha with Dipika*  
— Annambhatta

From *Sarvavyavahāra heturgunah buddhirjñānam to smrtirāpi dvividhā yathā rthā ayathā rthā ceti.*

*References:*

Gopinath Bhattacharya (Translated and Elucidated) : *Tarkasamgraha*  
— *Dipika on Tarkasamgraha*

Chandrodaya Bhattacharya : *Elements of Indian Logic & Epistemology*

S. Kupuswami Sastri : *A Primer of Indian Logic*

Narayan Chandra Goswami : *Tarkasamgraha — Adhyapana Sahitah*  
(in Bengali)

Panchanan Sastri : *Tarkasamgraha* (in Bengali)

Kanailal Poddar : *Tarkasamgraha* (in Bengali)

Indira Mukhopadhyay : *Annambhatta-Krita Tarkasamgraha O*  
*Tarkasamgraha Dipika* (A Bengali translation of  
the English exposition made by Sri Gopinath  
Bhattacharya)

**Paper VI**  
**Philosophical Analysis**

**Full Marks : 100**  
**No. of Classes :100**

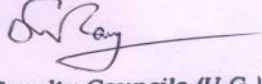
*Recommended Text :*

John Hospers : *An Introduction to Philosophical Analysis*  
(First Indian Edition)

Chapters : 1, 2, 3, 4, 5, 6, 8

*References:*

Ramaprasad Das : Darshanik Jijnasa (in Bengali)  
Samari Kumar Samanta : *Darshanik Bishlesaner*  
*Ruparekha* (Vol 1 & 2) (in Bengali)  
Dikshit Gupta : Bishlesani Darsaner Bhumika (in Bengali)  
Rabindranath Das : Darshanik Bishlesaner Bhumika (in Bengali)

  
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**Paper VII**

**Ethics (Eastern and Western)**

**(Candidates are to answer 6 questions, taking 3 from each group)**

**Full Marks : 100**

**No. of Classes :100**

**Group A : (Indian Ethics)**

**Full Marks : 50**

**No. of Classes :50**

**Division of Classes**

- |  |      |
|--|------|
| I. Introduction ; Concerns and presuppositions; Theory of Karma.<br>Niskama Karma.   | (10) |
| 2. Dharma : Its meaning and definition, Savadharma, S dharana<br>Dharma, srama Dharma, varn sramadharma, Vidhi; Nisedha;<br>Arthavada. | (15) |
| 3. Purusarthas and their interrelations  | (7)  |
| 4. Buddhist ethics : Pancasila   | (5)  |
| 5. Jaina ethics : Anuvratas and Mahavratas, Triatna  | (7)  |
| 6. Ideal of Islam  | (6)  |

**Group B : (Western Ethics)**

**Full Marks : 50**

**No. of Classes :50**

**Division of Classes**

- |  |      |
|--|------|
| I. The nature of ethics or moral philosophy ; The nature of<br>morality; Factors in morality; Kinds of normative judgment.   | (12) |
| 2. Teleological and Deontological theories of ethics; Ethical<br>egoism; Psychological egoism; Act-deontological theories; Rule-<br>deontological theories; Kant's theory. | (15) |
| 3. Utilitarianism : Act-utilitarianism; General Utilitarianism; Rule<br>utilitarianism.  | (11) |
| 4. Moral and non-moral sense of 'good'; Morality and cultivation<br>of traits; Ethics of Virtue.   | (12) |

**References (Group A) :**

I.C. Sharma :	<i>The Ethical Philosophy of India</i>
Samiran Chandra Chakraborty :	<i>The Concept of Purusarthas</i>
Darjananda Vargava :	<i>Jaina Ethics</i>
Stevenson :	<i>The Heart of Jainism</i>
Syed Ameer Ali :	The Spirit of Islam (English and Bengali Version)
Laugaksibh skara :	Arthasamgraha (Edited by Swami Bhargananda)

**References (Group B) :**

Willaim K. Frankena :	<i>Ethics</i> (Chapters I, 2, 3 & 4)
Fred Feldman :	<i>Introductory Ethics</i> (Prentice Hall Inc., 1978)
W. Lillie :	<i>An Introduction to Ethics</i>
Somnath Chakraborty :	Nitividyar Tattvakatha
Mrinal Kanti Bhadra :	<i>Nitividya</i> (A Bengali Translation of William K. Frankena's <i>Ethics</i> )
Samarendra Sengupta :	<i>Nitividya</i>
Dikshit Gupta :	<i>Nitividya</i>



**Paper VIII**  
**Special Texts**

**Full Marks : 100**  
**No. of Classes :100**

The Candidate will choose any one text from Group A and any one from Group B.

**Group A**

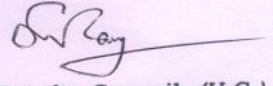
**Full Marks : 50**  
**No. of Classes :50**

I. Sadananda Yogindra : *Vedantasara*  
Or  
Dharmakirti : *Nyayabindu*

**Group B**

**Full Marks : 50**  
**No. of Classes :50**

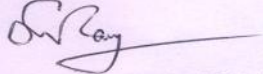
Hume : *An Enquiry Concerning Human Understanding.*  
Or  
Jeffrey, R : *Formal Logic : Its Scope and limits (First Edition)*  
*Chapters 1- 6 (Upto Quantification)*

  
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# General Course in Philosophy

## Part I

### Paper I



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**PART – I**

**Paper I**

**Logic (Indian and Western)**

**Full Marks : 100**  
**No. of Classes : 100**

**Group A (Indian Logic)**

**Full Marks : 50**  
**No. of Classes : 50**

**Division of Classes**

1. Nature of anum na, paksa, sS dhyā, hetu. (7)
2. vy pti, vy ptigraha, par marsa. (13)
3. sv rth numiti, par rth numiti, keval nvayi, kevalavyatireki and  
anvaya-vayatireki anumiti. (12)
4. hetv bh sa. (18)

**Group B (Western Logic)**

**Full Marks : 50**  
**No. of Classes : 50**

**Division of Classes**

1. Introductory topics : Sentence, proposition (traditional and modern interpretation), argument : truth, validity, soundness. (4)
2. Aristotelian classification of categorical proposition. Distribution of terms, Boolean interpretation of categorical proposition. (4)
3. Immediate inference based on the square of opposition; conversion, obversion and contraposition. (8)
4. Categorical syllogism : figure mood, rules of validity; Venn diagram method of testing validity; Fallacies. (12)
5. Symbolic Logic : Use of Symbols. (2)

6. Truth-Functions : negation, conjunction, disjunction, implication, equivalence (2)
7. Tautology, Contradiction, Contingent; Construction of Truth Table. (5)
8. Using Truth Tables for testing the validity of arguments; Testing Statement forms as Tautology, contradiction and contingent. (6)
9. Cause : Mill's Methods of Experimental enquiry. (7)

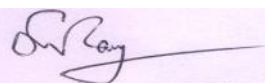
### **Suggested Readings :**

- C. Bhattacharya : Elements of Indian Logic and Epistemology.  
S. S. Barlingay : A Modern Introduction to Indian Logic.  
S.C. Chatterjee : The Nyaya Theory of Knowledge.  
Gopinath Bhattacharya : Tarka Samgraha with Dipika  
(Elucidated)  
Indira Mukhopadhyay : Tarka Samgraha with Dipika  
(Translated)  
Kanailal Poddar (ed.) : Tarka Samgraha with Dipika  
I.N. Copi : Introduction to Logic (latest Ed.)  
Indra Kumar Roy : Pratiki Nyaya  
Rama Prasad Das : Paschatya Darsan O Juktivijnan

# General Course in Philosophy

## Part II

### Paper II & Paper III



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**PART – II****Paper – II****Ethics (Indian & Western) and Psychology****Full Marks : 100****No. of Classes : 100****GROUP A****(Part I : Indian Ethics)****Full Marks : 50****No. of Classes : 50****Division of Classes**

1. *Purus rtha* (A General View) (4)
2. *Karma* (*sak ma* and *Nisk ma*) (4)
3. *C rv ka* Ethics (4)
4. Buddhist Ethics : The Four Noble Truths and the Eight -fold Path,  
Pancasila. (7)
5. *Jaina* Ethics : Concept of *Ahims* , *Anubrata*, *Mah brata*, *Triratna*. (6)

**(Part II : Western Ethics)****Full Marks:50****No. of Classes : 50****Division of Classes**

1. The Nature and scope of Ethics (3)
2. Moral and Non-Moral actions. (3)
3. Object of Moral judgment. (3)
4. Teleological Ethics : Utilitarianism, Hedonism. (5)
5. Deontological Ethics : Kant. (5)
6. Theories of Punishment. (6)

**GROUP B**  
**(Psychology)**

**Full Marks :50**  
**No. of Classes :50**

**Division of Classes**

1. Sensation : What is sensation? Attributes of sensation;  
Weber-Fechner Law. (6)
2. Perception : What is perception? The relation between  
sensation and perception; The Gestalt Theory of perception. (8)
3. Memory : factors of memory; Laws of association; Forgetfulness. (8)
4. Consciousness : Different levels of consciousness; Evidence  
for the unconscious; Freud's theory of dream. (12)
5. Learning : The trial and error theory; the Gestalt theory;  
Pavlov's conditioned reflex theory. (8)
6. Intelligence : Measurement of Intelligence; BinetSimon test. (8)

**Suggested Readings :**

- |                           |   |
|---------------------------|---|
| Bhagvad Git               | : Relivant Chapters.                        |
| I.C. Sharma               | : Ethical Philosophies of India.            |
| S. K. Maitra              | : The Ethics of the Hindus.                 |
| Surama Dasgupta           | : Development of Moral Philosophy of India. |
| W. Frankena               | : Ethics.                                   |
| W. Lillie                 | : An Introduction to Ethics.                |
| S.C. Chatterjee           | : Fundamentals of Hinduism.                 |
| Somnath Chakraborty       | : Nitividy r tattvakath                     |
| Samarendra Bhattacharya   | : Nitividya                                 |
| Night & Night             | : An Introduction to Psychology             |
| Pritibhusan Chattopadhyay | : Manovidya                                 |
| Ira Sengupta              | : Manovidya                                 |
| Jagadishwar Sanyal        | : Manovidya                                 |

**Paper – III**  
**Epistemology and Metaphysics (Indian and Western)**

**Full Marks :- 100**  
**No. of Classes :- 100**

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

**Full Marks :- 50**  
**No. of Classes :- 50**

**Division of Classes**

1. *Crv ka* Epistemology : - *Pratyaksa* as the only source of knowledge; refutation of *Anum na* and *abda Pram nas*. (6)
2. *Crv ka* Materialism. (4)
3. *Ny ya* Epistemology : *Pratyaksa*, *Upam na* and *abda*. (10)
4. *Jaina* view of *Nyaya* and *Sy dv da*. (5)
5. Buddhist view of *Patitya Samudp da*, Universal Flux, *Nair tmyav da*. (6)
6. *Vaisesika* Metaphysics : Seven *Pad rthas*, *Param nuv da*. (12)
7. *Advaita* Metaphysics : *Brahman*, *M y* , Relation of *Jiva* and *Brahman* (*Sankara* and *R m nuja*). (7)

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

**Full Marks :- 50**  
**No. of Classes :- 50**

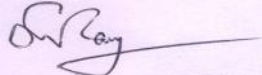
**Division of Classes**

1. Knowledge : Definition and kinds : Propositional knowledge its necessary and sufficient conditions; knowing how and knowing that; knowledge by acquaintance and knowledge by description. (15)
2. Sources of knowledge : Rationalism, Empiricism, Kant's theory. (8)
3. Nature of Knowledge : Realism, Naive Realism, Scientific Realism, Subjective Idealism (Berkeley). (10)
4. Causality : The Regularity and the entailment theory of causation. (7)
5. Mind-Body Problem : Interactionism, Parallelism and Identity theory. (10)



### **Suggested Readings :**

- S.C. Chatterjee : The Nyaya Theory of Knowledge.
- S.K. Maitra : Fundamental Questions of Indian Metaphysics and logic.
- N.Hiriyann : Outlines of Indian Philosophy
- S.C.Chatterjee and D.M. Dutta : An Introduction to Indian Philosophy.
- C.D. Sharma : A Critical Survey of Indian Philosophy.
- Pradyot Kumar Mandal : *Bh ratiya Dar an.*
- Dipak Bagchi : *Bh ratiya Dar an.*
- John Hospers : An Introduction to Philosophical Analysis.
- A.C. Ewing : Fundamental Questions of Philosophy.
- Ram Chandra Pal : Darsan Parichaya.
- Ramaprasad Das : Paschatya Darsan O Juktibijnan.
- Devika Saha : Darsanik Samasyabali.

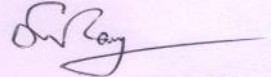


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## General Course in Philosophy

### Part III

### Paper IV



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### **PART III**

#### **Paper IV**

#### **Philosophy of Religion and Social and Political Philosophy**

**Full Marks : 100**

**No. of Classes : 100**

#### **Group A**

**(Philosophy of Religion)**

**Full Marks : 50**

**No. of Classes : 50**

#### **Division of Classes**

1. Nature and anthropological Origin of Religion (Galloway). (14)
2. Arguments for the Existence of God (Hick) (12)
3. Arguments against the Existence of God (Hick) (12)
4. *Jnana, Karma, Bhakti and Yoga as Moksha-margas. (Git)* (12)

#### **GROUP B**

**(Social and Political Philosophy)**

**Full Marks : 50**

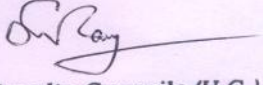
**No. of Classes : 50**

#### **Division of Classes**

1. Nature and scope of social and political philosophy. (4)
2. Individual, Society, Community, State, Nation. (12)
3. Social Institutions : Family, Marriage, Property, Education and Religion. (17)
4. Political Ideologies : Democracy its different forms : Utopian and Scientific; Sarvodaya. (17)

## **Suggested Readings :**

Bhagvad Git	: Relevant Chapters
Galloway	: Philosophy of Religion
John Hick	: Philosophy of Religion
Gisbert	: Fundamentals of Sociology
N.V. Joshi	: Social and Political Philosophy
A.K. Sinha	: Outlines of Social Philosophy
G.R. Madan	: 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
Rabindranath Das	: Dharmadarsan
Susil Kumar Chakraborti	: Dharmadarsan



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## **PHILOSOPHY**

### **CONTENTS**

#### **HONOURS COURSE**

##### **PART-I**

- Paper I : Classical Indian Philosophy (100 Marks)  
Paper II : History of Western Philosophy (100 Marks)

##### **PART – II**

- Paper III : Psychology & Social and Political Philosophy (100Marks)  
Paper IV : Western Logic (100 Marks)

##### **PART –III**

- Paper V : Indian Logic & Epistemology (100 Marks)  
Paper VI : Philosophical Analysis (100 Marks)  
Paper VII : Ethics: Eastern & Western (100 Marks)  
Paper VIII : Group A: Philosophy of Religion (50 Marks)  
Group B: Optional paper (50 Marks)

#### **GENERAL COURSE**

##### **PART –I**

##### **Epistemology & Metaphysics**

- Paper I : Group A: Epistemology & Metaphysics; Indian (50 Marks)  
Group B: Epistemology & Metaphysics; Western (50 Marks)

##### **PART – II**

##### **Ethics & Psychology**

- Paper II : Group A: Ethics; Indian & Western (50 Marks)  
Group B: Psychology (50 Marks)

##### **Logic**

Paper III : Group A: Logic; Indian (50Marks)  
Group B: Logic; Western (50Marks)

### **PART – III**

#### **Philosophy of Religion and Social & Political Philosophy**

Paper IV : GroupA: Philosophy of Religion (50Marks)  
Group B: Political Philosophy (50Marks)

#### **Paper I** **Classical Indian Philosophy**

**Marks: 100**  
**No. of Classes: 100**

#### **Division of Classes**

- |  |    |
|--|----|
| 1. Distinctive features of Indian Philosophy   | 4  |
| 2. <b>Cārvāka School:</b> Epistemology, Metaphysics, Ethics  | 5  |
| 3. <b>Jainism:</b> Concepts of <i>sat</i> , <i>dravya</i> , <i>guṇa</i> , <i>paryāya</i> , <i>jīva</i> and <i>ajīva</i> , <i>anekāntavāda</i> , <i>syādvāda</i> and <i>saptabhāṅgīnaya</i>   | 10 |
| 4. <b>Buddhism</b> :Four Noble Truths ( Four <i>āryasatya</i> -s), Theory of Dependent Origination ( <i>pratītyasamutpāda</i> ), Doctrine of Momentariness ( <i>kṣaṇa-bhaṅgavāda</i> ), Doctrine of no-soul ( <i>nairātmyavāda</i> ); Four schools of Buddhism: Vaibhāṣika, Sautrāntika, Yogācāra and Mādhyamika (Basic tenets)  | 12 |
| 5. <b>Nyāya:</b> Four <i>pramāṇa</i> -s: <i>pratyakṣa</i> -its definition, <i>sannikarṣa</i> , classification of <i>pratyakṣa</i> : <i>nirvikalpaka</i> , <i>savikalpaka</i> , <i>laukika</i> , <i>alaukika</i> . <i>anumiti</i> , <i>anumāna</i> , <i>vyāpti</i> , <i>parāmarśa</i> , classification of <i>anumāna</i> : <i>pūrvavat</i> , <i>śeṣavat</i> and <i>sāmānyatodṛṣṭa</i> , <i>kevalānyayī</i> , <i>kevalavyātirekī</i> and <i>anvayavyātirekī</i> , <i>svārthānumāna</i> and <i>parārthānumāna</i> , <i>upamāna</i> , <i>śabda</i> , Causation: <i>asatkāryavāda</i> | 15 |

The individual self and its liberation  
Nature and proofs for the existence of God

6.	<b>Vaiśeṣika</b> : Seven <i>padārtha</i> -s : <i>dravya</i> , <i>guṇa</i> , <i>karma</i> , <i>sāmānya</i> , <i>viśeṣa</i> , <i>samavāya</i> , and <i>abhāva</i> <i>Paramāṇuvāda</i>	14
7.	<b>Sāṃkhya</b> : Causation: <i>satkāryavāda</i> ; Nature of <i>prakṛti</i> , , its constituents and proofs for its existence, Nature of <i>puruṣa</i> and proofs for its existence, Plurality of <i>puruṣa</i>	8
8.	<b>Yoga</b> : <i>citta</i> , <i>citta-bhūmi</i> and <i>citta-vṛtti</i> ; Eightfold Path of yoga ( <i>aṣṭāṅgayoga</i> ), The God of Yoga	6
9.	<b>Mīmāṃsā</b> : <i>arthāpatti</i> and <i>anupalabdhi</i> as sources of knowledge.	5
10.	<b>Advaita Vedānta</b> : Nature of <i>Brahman</i> , <i>jīva</i> and <i>jagat</i> ; <i>vivartavāda</i> , <i>māyā</i> ; Levels of <i>sattvā</i> : <i>prātibhāsika</i> , <i>vyavahārika</i> and <i>pāramārthika</i> ; <i>mokṣa</i> .	10
11.	<b>Viśiṣṭādvaitavāda</b> : Nature of <i>Brahman</i> <i>jīva</i> and <i>jagat</i> , Refutation of <i>Māyā</i> .	5

### **Suggested Readings:**

M.Hiriyanna	:	<i>Outlines of Indian Philosophy</i>
Chadradhar Sharma	:	<i>A Critical Survey of Indian Philosophy</i>
S.N. Dasgupta	:	<i>A History of Indian Philosophy</i> (1-4)
D.M. Dutta & S.C. Chatterjee	:	<i>Introduction to Indian Philosophy</i>
J.N. Sinha	:	<i>Indian Philosophy</i> (Vols. 1-4)
D.M. Datta	:	<i>Six ways of Knowing.</i>
Samiran Chandra Chakraborti	:	<i>The concept of Purusarthas</i>
Nabanaraan Bandopdhyaya(ed)	:	<i>Ancient Indian Views on Truth and Falsity.</i>
Anil Kr. Roy Chowdhury	:	<i>The Doctrine of Maya</i>
Sayan Madhava	:	<i>Sarba Darsana Samagraha</i>

(translated and elucidated  
in Bengali by  
Satyajoti Chakraborty )

Debabrata Sen	:	<i>Bharatiya Darsan</i> ( In Bengali)
Pradyot Kr. Mondal	:	<i>Bharatiya Darsan</i> (In Bengali)
Nirod Baran Chakraborty	:	<i>Bharatiya Darsan</i> (In Bengali)
Deepak Kr. Bagchi	:	<i>Bharatiya Darsan</i> (in Bengali)
Panchanan Sastri	:	<i>Carvaka Darsan</i> (in Bengali)
Dakshina Ranjan Sastri	:	<i>Carvaka Darsan</i> (in Bengali)
Debiprasad Chattopadhyay	:	<i>Bharaitya Darsane Bastubad</i> (in Bengali)
Satish Chandra Nyayacharya	:	<i>Jaina Darsaner Digdarsan</i> (in Bengali)
Panchanan Sastri	:	<i>Bauddha Darsanam</i> (in Bengali)
Karuna Bhattacharya	:	<i>Nyaya-Vaisesika Darsan</i> (in Bengali)
Kalikrishna Bandyopadhyay	:	<i>Nyaya-Tattva Parikrama</i> (in Bengali)
Pradyot Kr. Mondal	:	<i>Vaisesika Darsan</i> (in Bengali)
Narayan Ch. Goswami	:	<i>Samkhya Tattva Kaumudi</i> (in Bengali)
Bidhubhusan Bhattacharya	:	<i>Samkhya Darsaner Vivarana</i> (in Bengali)



Dinesh Chandra Bhattacharya Sastri	:	<i>Sad-Darsana : Yoga</i> (in Bengali)
Bhutnath Saptatirtha	:	<i>Mimamsa Darsanam</i> (in Bengali)
Ashutosh Sastri	:	<i>Vedanta Darsan : Advaitavad</i> (in Bengali)
Rama Chowdhury	:	<i>Vedanta Darsan</i> (in Bengali)
Swami Viswarupananda (ed.)	:	<i>Vedanta Darsanam-Vol.I</i> (in Bengali)
Damodar Asram O Shayamapada Misra :		<i>Prasastapadabhasya</i> (in Bengali)
Sadananda Bhaduri	:	<i>Studies in Vaisesika Metaphysics</i>

**Paper – II**  
**History of Western Philosophy**

**Marks: 100**  
**No. of Classes: 100**

**Division of Classes**

- |   |    |
|---|----|
| 1. <b>PLATO:</b> Theory of Knowledge, Theory of Forms   | 8  |
| 2. <b>ARISTOTLE :</b> Critique of Plato's Theory of Forms ,<br>Theory of Causation; Form and Matter   | 10 |
| 3. <b>DESCARTES:</b> Cartesian Method of Doubt, <i>cogito ergo sum</i> , Criterion of Truth, Types of Ideas, Nature of Substance, Proofs for the Existence of God, Proofs for the existence of the External World, Mind -Body Problem | 13 |

- |    |  |    |
|----|--|----|
| 4. | <b>SPINOZA:</b> Doctrine of Substance, Attributes and Modes, Pantheism; Mind-Body Problem; Three Orders of Knowing, Intellectual Love of God   | 10 |
| 5. | <b>LEIBNITZ:</b> Doctrine of Monad, Doctrine of Pre-established Harmony, Truths of Reason and Truths of Fact, Law of Identity of Indiscernible, Principles of Non- Contradiction & Sufficient Reason                                   | 10 |
| 6. | <b>LOCKE:</b> Refutation of Innate Ideas, Theory of Ideas, Nature of Knowledge and its Grades, limits of Knowledge, Substance and its Qualities –Primary & Secondary, Representative Realism   | 10 |
| 7. | <b>BERKELEY:</b> Rejection of Abstract Ideas, Rejection of the distinction between Primary and Secondary Qualities, Immaterialism, <i>esse-est-percipi</i> , Role of God   | 10 |
| 8. | <b>HUME:</b> 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, Skepticism                         | 12 |
| 9. | <b>KANT :</b> Conception of Critical Philosophy , Copernican Revolution in Philosophy, Classification of Judgments: Analytic , Synthetic , <i>a priori</i> , <i>a posteriori</i> ; Possibility of Synthetic <i>a- priori</i> Judgments | 12 |

**Suggested Readings:**

W.T. Stace :	<i>A Critical History of Greek Philosophy</i>
F.C.Copleston :	<i>A History of Philosophy</i> (Vol. iv-vi)
D.J.O. Conner(ed) :	<i>A Critical History of Western Philosophy</i>
S.S. Barlingay & Padma Kulkarni :	<i>A Critical History of Western Philosophy</i>
R.Falckenberg :	<i>History of Modern Philosophy</i>
C.R. Morris :	<i>Locke Berkeley Hume</i>
B. Russell :	<i>A History of Western Philosophy</i>

Jonathan Bennett :	<i>Locke Berkeley and Hume</i>
John Cottingham ;	<i>The Rationalists</i> (Oxford,1988)
R.S. Woolhouse :	<i>The Empiricists</i> (Oxford, 1988)
J.L. Ackrill :	<i>Aristotle The Philosopher</i>
Jonathan Barnes :	<i>Aristotle : A very Short Introduction</i> (Oxford University Press)
Tom Sorell :	<i>Descartes : A very Short Introduction</i> (Oxford University Press)
Roger Scruton :	<i>A History of Philosophy from Descartes to Wittgenstein</i>
Roger Scruton :	<i>Spinoza : A very Short Introduction</i> (Oxford University Press )
G.M. Ross:	<i>Leibniz</i> (Oxford .1984)
J.Dunn :	<i>John Locke</i> (Oxford,1984)
K.P. Winkler :	<i>Berkeley : An Interpretation</i> (Oxford ,1989)
A.J. Ayer :	<i>Hume : A very Short Introduction</i> (Oxford University Press)
J.N. Mohanty, Ed.	<i>David Hume : An Enquiry Concerning Human Understanding</i>
Roger Scruton :	<i>Kant; A Very Short Introduction</i> (Oxford University Press)
N.K.Smith :	<i>Immanuel Kant ; Critique of pure Reason trans.</i>
Rasvihar Das :	<i>A Handbook to Kant's Critique of Pure Reason</i>

Jhon Caird :	<i>Spinoza</i>
Paul Guyer :	<i>Kant</i>
Chandrodaya Bhattacharya :	<i>Paschatya Darsaner Itihas</i> (2 Vols.) [in Bengali]
Swapna Sarkar :	<i>Paschatya Darsan Samiksa</i> [in Bengali]
Nirod Baran Chakraborty :	<i>Paschatya Darsaner Itihas</i> (Locke, Berkeley)
Nirod Baran Chakraborty :	<i>Paschatya Darsaner Itihas</i> (Plato and Hume)
Susanta Chakraborty :	<i>Paschatya Darsaner Itihas</i>
Samarendra Bhattacharya :	<i>Paschatya Darsaner Itihas</i> (in Bengali)
Prahlad Sarkar (ed)	<i>Rene Descartes-er Darsan</i> (in Bengali)
Prahlad Sarkar (ed)	<i>Locke Berkeley Hume – Abhijnatabader</i> <i>Tin Pathikrit</i> (in Bengali)
Prahlad Sarkar (ed)	<i>Kant-er Darsan</i> ( in Bengali)
Rasbihary Das :	<i>Kant –er Darsan</i> (in Bengali)
Satrujit dasgupta & Sarmistha Roy(Tr.) :	<i>Paschatya Darsaner Itihas</i> [in Bengali] (A Bengali translation of Russell’s A History of Western Philosophy)
Debabroto Sen :	<i>Paschatya Darsaner Itihas</i> (Plato and Aristotle)
Y. Masih :	<i>A Critical History of Modern Philosophy</i>
A.Wood :	<i>Kant</i>

S. Korner :

*Kant*

Bernard Williams :

*Descartes: Project of Pure Enquiry.*

**Paper –III**

**Psychology & Social and Political Philosophy**

**Group – A: Psychology**

**Marks: 50**

- |                              |  |
|------------------------------|--|
| 1. Psychology :              | Nature and Scope   |
| 2. Methods of Psychology :   | Introspection, Extrospection and Experimental Methods  |
| 3. Sensation and Perception: | Nature of Sensation, Attributes of Sensation, Weber-Fechner Law  |
| 3. Psychological Processes : | Perceptions : Distinction between Sensation and Perception, Classical approach : Helmholtz Gestalt approach , Wertheimer Koffka & Kohler |
| 4. Learning :                | Theories of Learning – Thorndike's Connectionism, Pavlov's Classical Conditioning, Gestalt Theory.                                       |
| 5. Attention:                | Nature, Condition and Span of Attention  |
| 6. Memory:                   | Factors of Memory, Marks of Good Memory, Laws of Association   |
| 7. Interactionism :          | Double Aspect Theory, Psychological Behaviorism, Identity Theory   |
| 6. Consciousness :           | Levels of Mind : Conscious, Sub-conscious & Unconscious, Proofs for the Existence of Unconscious, Freud's Theory of Dream                |
| 7. Intelligence:             | Measurement of Intelligence, I.Q., Binet-Simon Test of Intelligence  |

**Suggested Readings:**

G.T. Morgan :

*Introduction to Psychology*

Ren Knight & M. Knight :	<i>A Modern Introduction to Psychology</i>
Woodworth and Marquis :	<i>Psychology</i>
E.B. Harlock :	<i>Developmental Psychology</i>
Pareshnath Bhattacharya :	<i>A Text Book of Psychology</i>
J.Shaffer :	<i>Philosophy of Mind Individuals</i>
P.F. Strawson :	<i>An Essay in Descriptive Metaphysics</i>
Priti Bhusan Chattopadhyay :	<i>Monovidya</i>
Pareshnath Bhattacharya :	<i>Monovidya</i>
M.N. Mitra O Puspa Misra :	<i>Manosamiksha</i>
M.N. Mitra O P. Sarkar :	<i>Monodarsan Sarirvada O Tar Vikalpa</i>
Ira Sengupta :	<i>Adhunik Monovijnan</i>
Aurobinda Basu O Nivedita Chakraborty :	<i>Monodarsan</i>
Sushil Roy :	<i>Shikshashrayi Monovidya</i>

### **Group – B : Social and Political Philosophy**

**Marks: 50**

1. Nature & Scope of i) Social Philosophy ,ii) Political Philosophy
2. Basic concepts : Society , Community , Association, Institutions, Family
3. Theories about the relations between Individual and Society :  
i) Individualistic Theory  
ii) Organic Theory  
iii) Idealistic Theory
4. Social Change : Marx, Ambedkar
5. Political Ideals : Democracy and its Forms , Socialism :

6. Gandhi on the concepts of *Swarāj*, *Satyāgraha* and *Sarvodaya*

**Suggested Readings:**

R.M. MacIver and C.H. Page :	<i>Society</i>
P.Gisbert :	<i>Fundamentals of Sociology</i>
Buddhadeb Bhattacharya :	<i>The Evolution of Political Philosophy of Gandhi.</i>
D.D.Raphael :	<i>Problems of Political Philosophy</i>
Kyamlicka, W :	<i>Contemporary Political Philosophy, An Introduction</i> (Oxford,1990)
Wolff, J :	<i>An Introduction to Political Philosophy</i>
C.E.M. Joad:	<i>Introduction to Modern Political Theory</i>
<i>Tagore's Speech entitled 'Nationalism'</i>	
Amal Kr. Mukhopadhyay :	<i>Rastra Darsaner Dhara</i>
Amalendu Mukhopadhyay :	<i>Samajik O Rajnitik Tattver Niti</i>
Shovanlal Dutttagupta & Utpal Ghosh	<i>Marxiya Samajtattva</i>
Shovanlal Dutttagupta :	<i>Marxiya Rastrachinta</i>
Dilip Kr. Chattopadhyay :	<i>Adhunik Rastriya Matabader Bhumika</i> (A Bengali translation of Joad's An Introduction to Modern Political Theory)
Nirmal Kr. Sen :	<i>Rastrachintar Itihas</i>
M.K.Gandhi :	<i>Hind Swaraj</i>

Jayantnuja Bandhopadhyay :	<i>Social &amp; Political Thought of Gandhi</i>
Karl Marx And Fredrick Engels :	<i>Communist Manifesto</i>
Pritibhusan Chattopadhyay :	<i>Samaj Darsan Dipika</i>
Parimal Bhusan Kar :	<i>Samaj Tattva</i>
Samarendra Bhattacharya :	<i>Samaj Darsan O Rastra Darsan</i>
F. Engles :	<i>Samaj Tantra : Kalpanik O Vaijnanik</i>
Marx O Engles :	<i>Samyavader Itihas</i>
Ambedkar:	Annihilation of caste

**Paper- IV**  
**WESTERN LOGIC**

Full Marks: 100  
No. of Classes: 100

**Recommended Text:**

- i) M.Copi & Karl Cohen: *Introduction to Logic*  
(11<sup>th</sup> Edition); Chapters: 5 – 14.4

**Reference:**

Indra Kr. Roy :	<i>Pratiki Nyaya</i> ( in Bengali)
Indra Kr. Roy :	<i>Vidheya Nyaya</i> ( in Bengali)
Ramaprasad Das :	<i>Navya Yuktibijnan</i> [Vol. 1 -4] ( in Bengali)
Ramaprasad Das O Subirranjan Bhattacharya :	<i>Sansad Yuktivijnan Abhidhan</i>
I.M. Copi :	<i>Symbolic Logic</i>
Chhanda Chakraborty :	<i>Logic : Internal Symbolic and Inductive</i>



**Paper – V**  
**Indian Logic & Epistemology**

Full Marks: 100  
No.of Class: 100

**Recommended Text:**

*Tarkasamgrahaḥ with Dīpikā*

- Annambhatta

From *Sarvavyavahāra heturguṇaḥ buddhirjñānaṁ* to *smṛtirapi dvividha yathārtha ayathārthaśceti*

**Reference:**

Gopinath Bhattacharya  
(Translated and Elucidated ) :  
Chandrodaya Bhattacharya :

*Tarkasamgraha-Dipika on Tarkasamgraha*

*Elements of Indian Logic & Epistemology*

S. Kupswami Sastri :

*A Primer of Indian Logic*

M.R. Bodas & Y.V Athalye trs  
and ed. :  
Narayan Ch. Goswami :

*Tarkasamgraha*

*Tarkasamgraha – Adhyapana Sahit* (in  
Bengali)

Panchanan Sastri :

*Tarkasamgraha*  
( in Bengali)

Kanailal Poddar :

*Tarkasamgraha*  
(in Bengali)

Indira Mukhopadhyay :

*Annambhatta-Krita Tarkasamgraha O  
Tarkasamgraha Dipika*  
(A Bengali translation of the English  
exposition made by Sri Gopinath  
Bhattacharya)

**Paper –VI**  
**Philosophical Analysis**

Full Marks: 100  
No. of Classes: 100

**Recommended Text:**

John Hospers : *An Introduction to Philosophical Analysis*  
(First Indian Edition)  
Chapters -1,2,3,4,5,6,8

**Reference:**

Ramaprasad Das : *Darsanik Jijnasa*  
(in Bengali)  
(4 Vols.)

Samir Kr. Samanta : *Darsanik Bishlesaner Ruparekha* (Vol 1 & 2)  
(in Bengali)

Dikshit Gupta : *Bishlesanio Darsaner Bhumika*  
(in Bengali)

Rabindranath Das : *Darsanik Bishlesaner Bhumika*  
(in Bengali)

**Paper – VII**

**Ethics (Eastern And Western)**

(Candidates are to answer 6 questions, taking 3 from each group)

Full Marks: 100  
No. of Classes: 100

**Group –A: (Eastern Ethics)**

Full Marks : 50  
No. of Classes : 50

**Division of Classes**

1. Introduction: Concerns and Presuppositions; Theory of  
*karma, niṣkāma karma*

10

2.	<i>Dharma: Its Meaning and Definition, sādharmaṇa dharma, viśeṣa dharma; varna dharma and āśrama dharama, svādhāraṇa</i>	15
3.	<i>Purūsārtha-s and their interrelations</i>	7
4.	<i>Buddhist Ethics : pancaśīla, brahmavihārabhāvanā</i>	5
5.	<i>Jaina ethics : anuvratas and mahāvratas, triratna</i>	7
6.	<i>Ideal of Islam-Five Pillars of Islam</i>	6

**Group – B: (Western Ethics)**

Full Marks: 50  
No. of Classes: 50

**Division of Classes**

1.	Nature and Scope of Ethics or Moral philosophy	12
2.	Hedonism: Psychological & Ethical , Utilitarianism: Act-utilitarianism, Rule- utilitarianism	
3.	Teleological and Deontological Theories of Ethics; Ethical Egoism; Psychological Egoism, Rule Deontological Theories; Kant’s Theory	15
4.	Utilitarianism : Act-utilitarianism, General Utilitarianism, Rule utilitarianism	11
4.	Some basic tenets of Christianity, Original Sin, Ten Commandments, Love	
5.	Theories of Punishment, Suicide, Abortion, Euthanasia: Nature and Types	
6.	Practical & Environmental Ethics: Anthropocentrism, Non-Anthropocentrism	

**Reference (Group – A):**

I.C.Sharma :

*The Ethical Philosophy of India*

Samiran Ch. Chakraborty :	<i>The Concept of Purusarthas</i>
Darjananda Vargava :	<i>Jaina Ethics</i>
Stevenson :	<i>The Heart of Jainism</i>
Syed Ameer Ali :	<i>The Sprit of Islam</i> (English and Bengali Version)
Laugaksibhaskara :	<i>Arthasamgraha</i> (Edited by Swami Bhargananda)
Prasastapada : [Ed. by Brahmachari Medhacaitanya (2 <sup>nd</sup> Vol.)]	<i>Padarthadharma Samgraha</i> (Guna Prakarana)

**Reference (Group – B):**

Willam K. Frankena :	<i>Ethics</i> (Chapter 1,2,3 & 4)
Fred Feldman :	<i>Introductory Ethics</i> (Prentice Hall Inc,1978)
Julia Driver :	<i>Ethics – The Fundamentals</i>
David Bostock :	<i>Aristotle's Ethics</i>
W. Lillie :	<i>An Introduction to Ethics</i>
Somenath Chakraborty :	<i>Nitividya Tattvakatha</i>
Mrinal Kanti Bhadra :	<i>Nitividya</i> (A Bengali translation of William K. Frankena's Ethics)
P.B.Chatterjee :	<i>Nitishastra</i> Studies in Comparative Religion.
Aristotle :	<i>The Nichomachean Ethics</i> (Trans. David Ross revised by J. L. Ackrill & J. Urmsom )

Sanjib Ghosh :	<i>Vyavaharik Nitividya</i>
James Rachels :	<i>The Elements of Moral Philosophy</i>
Peter Singer :	<i>Practical Ethics</i>
Peter Singer (ed) :	<i>Applied Ethics</i>
Samarendra Bhattacharya :	<i>Tattvagata Nitividya O Vyavaharik Nitividya</i>
Peter Singer:	<i>Vyavaharik Nitividya</i> (Bengali version by Pradip Kr. Roy)
A.S.M. Khalek :	<i>Prayogik Nitividya.</i>

**Paper VIII**  
**Group -A**

Full Marks: 50

No. of Classes: 50

**Philosophy of Religion**

	<b><u>Division of Classes</u></b>
1. Nature and Scope of Philosophy of Religion, Distinction between Religion & Comparative Religion	3
2. Origin of Religion: Anthropological Theories ( <i>Mānā, Totem &amp; Taboo</i> )	2
3. Religion, Dharma and Dhamma	2
4. Grounds of Belief in God -Cosmological, Teleological and Ontological arguments	8
5. Grounds of Disbelief in God - Sociological Theory and Freudian Theory, Cārvāka, Buddha and Jaina Views	8
6. The Problem of Evil	8

**Suggested Readings:**

D.Miall Edwards- Philosophy of Religion

John Hick - Philosophy of Religion

Caired

Laird

Dilip Kumar Mohanta- *Dharmadarśaner katipay samasyā*

Pritibhushan Chatterjee - Studies in Comparative Religion

R.K.M. Institute of Culture: The Religion of the World

S.Radhakrishnan: Indian Religions

M.M.Sarif: A History of Muslim Philosophy (Vols.I & II)

Sayed Muhammad AI-Naquib AI-Attas: Islam and Secularism

Mohammad Yusuf Ali (tr.) : The Holy Quoran

Syed Amir Ali : The Spirit of Islam

M. Fakhry : A History of Islamic Philosophy

Osman Ghani: Culture Heritage of Islam

Mrinal Kanti Bhadra: Nitividya

A.Bandyopadhyay o K.C Gupta: Dharma Darshan

Rabindranath Das : Dharma Darshan

Sushil Kumar Chakraborty: Dharma Darshan

Amita Chattopadhyay (Sampadita): Bharatiya Dharmaniti

B.B.Purakayastha : Bharatiya Darshnhane Nirishvarvada (pp-39-50, 56-66)

Chandana Das: Bharatiya Darshaner Drishtite Muktir Swarup

Hasan Ayub: Islami Darshana

Bharater Bible Society: Pabitra Bible (Puatan o Natun Niyam)

K.N.Tiwari: Comparative Religion

Kalidas Bhattacharyya: Possibility of Different Types of Religion

Rabindranath Das : Dharma o Darśan

Kalyan Gupta & Amitava Chakraborty: Dharma Darśan

Pijush Kanti Ghosh : Dharma Darśan

Arabinda Basu and Nibedita Chakraborty : Dharma Darśaner Paricay

Dharma in Hinduism: An Ideal Religion: Tapan Kumar Chakraborty in Religion of the People of India: S.R.Saha (ed)

**Group -B**

**(Optional Paper)**

Full Marks: 50  
No. of Classes: 50

The Candidate will choose any one from the following:

- A. Vedānta
- B. Problems of Philosophy
- C. Western Logic
- D. Contemporary Indian Philosophy

**A. Recommended Text**

**Vedāntasāra**

**Suggested Readings:**

Kalibar Vedantavagish :	<i>Vedantasara</i>
Medha Caitanya :	<i>Vedantasara</i>
Swami Nikhilananda :	<i>Vedantasara</i> (Eng. Trans.)

**B. Recommended Text**

**The Problems of Philosophy**

**Suggested Readings:**

A.J.Ayer :	<i>Russell</i>
Mark Sanispury :	<i>Russell</i>
A.J.Ayer :	<i>Russell and Moore : An Analytical Heritage</i>
Sushil Kr. Chakrabarty :	<i>Darsaner Samasya</i>
Dipika Saha :	<i>Darsaner Samasya</i>

### **C. Recommended Text**

#### **Western Logic**

Full Marks: 50

R.Jeffry :

*Formal Logic – Its Scope and Limits*  
(First Edn.)[Chapter –I,II,& IV]

#### **Suggested Readings:**

Ramaparasad Das :

*Sanketik Yuktivijnan (Vakyakalan O Vidheyakalan)*

Ramaprasad Das :

*Sabdajijnasa – Sabder Prakar O Prakriti*

Ramaprasad Das :

*Yuktivaijnani Paddhati*

Ramaprasad Das O  
Subirranjan Bhattacharya :

*Samsad Yuktivijnan Abhidhan*

### **. Recommended Text**

#### **D. Contemporary Indian Philosophy.**

##### **Half- I**

**Rabindranath Tagore : *Manuser Dharma***

#### **Swami Vivekananda**

- A. Real nature of Man
- B. Ideal of Universal Religion
- C. Concept of Practical Vedanta

#### **Suggested Readings:**

T.M.P. Mahadevan & G.V. Saroja :

*Contemporary Indian Philosophy*



Basant Kr. Lal :	<i>Contemporary Indian Philosophy</i>
Swami Vivekananda :	<i>Practical Vedanta</i> (Vol.- II, PP. 291-358) <i>The Philosophy of Swami Vivekananda</i> <i>The Complete Works of Swami</i> <i>Vivekananda</i> : (Vol- I ,P.P 333-343 & II , P.P. 70-87,375-396); Mayavati Memorial Edition.
Rabindranath Tagore :	<i>Religion of man</i>
S. Radhakrishnan :	<i>Philosophy of Rabindranath Tagore</i>  <i>The Philosophy of Rabindranath Tagore</i>
Swami Vivekananda :	<i>Chintanayak Vivekananda</i>
Janma Shatabarshik Samskaran,Udbodhan)	<i>Swami Vivekanander Bani O Rachana</i> (Khanda- 2,P.P. 21-64.Khanda -3, P.P.- 105-117,149-173,

## **B.A. GENERAL COURSE IN PHILOSOPHY**

### **Part –I**

#### **Paper –I**

Epistemology and Metaphysics (Indian and Western)

Full Marks: 100

No.of Classes: 100

#### **Group – A**

(Indian Epistemology and Metaphysics)

Full Marks: 50

No.of Classes: 50

#### **Division of Classes**

- |  |    |
|--|----|
| 1. Cārvāka Epistemology: <i>Prataksa</i> as the only source of knowledge; refutation of <i>Anumāna</i> and <i>Sabda Pramana</i> -s, Cārvāka Materialism. | 6  |
| 2. Nyāya Epistemology: <i>Prataksa</i> , <i>Anumāna</i> <i>Upamāna</i>   | 10 |

and *Sabda*.

- |    |   |    |
|----|---|----|
| 3. | Jaina view of <i>Naya</i> and <i>Syādvāda</i> .   | 5  |
| 4. | Buddhist view of <i>Pratītyasamudpāda</i> . <i>kṣanikatvavāda</i> ,<br><i>Nairatmyavāda</i> .                     | 6  |
| 5. | Vaisesika Metaphysics: Seven <i>Padārtha</i> -s,  | 12 |
| 6. | Advaita Metaphysics : <i>Brahman</i> , <i>Māyā</i> , <i>Jīva</i> and<br><i>Brahman</i><br>(Sankara and Ramanuja). | 7  |

**Group – B**

(Western Epistemology and Metaphysics)

Full Marks: 50  
No.of Classes: 50

**Division of Classes**

- |    |   |    |
|----|---|----|
| 1. | Knowledge: Definition and kinds: Propositional knowledge its necessary and sufficient conditions; knowing how and knowing that; knowledge by acquaintance and knowledge by description. | 15 |
| 2. | Sources of knowledge: Rationalism, Empiricism, Kant's Critical theory.  | 8  |
| 3. | Nature of Knowledge: Realism, Naive Realism, Scientific Realism, Subjective Idealism (Berkeley.)  | 10 |
| 4. | Causality : The Regularity and the entailment theory of causation   | 7  |
| 5. | Mind-Body Problem: Interactionism, Parallelism and Identity theory.   | 10 |

**Suggested Readings :**

- |                   |  |
|-------------------|--|
| S.C. Chatterjee : | <i>The Nyaya Theory of Knowledge.</i>                        |
| S.K. Maitra :     | <i>Fundamental Questions of Indian Metaphysics and Logic</i> |
| N. Hiriyanra :    | <i>Outlines of Indian Philosophy</i>                         |

S.C. Chatterjee And D.M.Dutta ;	<i>An Introduction to Indian Philosophy</i>
N.B. Chakraborty :	<i>Bharatiya Darsan</i>
C.D. Sharma :	<i>A Critical Survey of Indian Philosophy</i>
Karuna Bhattecharya :	<i>Nyaya-Vaisesika Darsan</i>
Pradyot Kr. Mondal :	<i>Bharatiya Darsan</i>
Dipak Bagchi :	<i>Bharatiya Darsan</i>
John Hospers :	<i>An Introduction to Philosophical Analysis.</i>
A.C.Ewing :	<i>Fundamental Questions of Philosophy</i>
Ram Chandra Pal :	<i>Darsan Parichaya.</i>
Ramaprasad Das :	<i>Paschatya Darsan O Juktibijnan</i>
Devika Saha :	<i>Darsanik Samasyabali</i>
J Hospers :	<i>An Introduction to Philosophical Analysis</i>
Sibapada Chakraborty :	<i>An Introduction to Philosophy</i>

### **Part I**

#### **Paper – II**

#### **Ethics (Indian & Western ) And Psychology**

Full Marks: 100

No. of Classes: 100

#### **Group – A** **(Part I : Indian Ethics)**

Full Marks: 50

No. of Classes : 50

#### **Division of Classes**

1. *Purūsārtha* ( A General View)

4

2.	<i>Karma (Sakāma and Niṣkāma)</i>	4
3.	Cārvāka Ethics	4
4.	Buddhist Ethics: The Four Noble Truths and The Eight –fold Path, <i>Pancaśīla</i> .	7
5.	Jaina Ethics: Concept of <i>Ahimsa</i> , <i>Anubrata</i> , <i>Mahabrata</i> , <i>Triratna</i> .	6

**(Part II : Western Ethics )**

**Full Marks: 50**

**No. of Classes: 50**

**Division of Classes**

1.	The Nature and scope of Ethics	3
2.	Moral and Non-Moral actions.	3
3.	Object of Moral judgment	3
4.	Teleological Ethics: Utilitarianism, Hedonism.	5
5.	Deontological Ethics : Kant	5
6.	Theories of Punishment.	6

**Group – B**  
**(Psychology)**

**Full Marks: 50**

**No. of Classes :50**

**Division of Classes**

1.	Sensation: What is sensation? Attributes of sensation; Weber – Fechner Law.	6
2.	Perception: What is perception? The relation between sensation and perception; The Gestalt Theory of Perception.	8
3.	Memory: Factors of memory; Laws of association; Forgetfulness.	8

4. Consciousness: Different levels of consciousness; Evidence for the unconscious; Freud's theory of dream.	12
5. Learning: The trial and error theory; the Gestalt theory; Pavlov's conditioned reflex theory.	8
6. Intelligence : Measurement of Intelligence ; Binet Simon test	8

### **Suggest Readings :**

Bhagvad Gita :	<i>Relevant Chapters</i>
I.C. Sharma :	<i>Ethical Philosophies of India</i>
S.K. Maitra :	<i>The Ethics of the Hindus.</i>
Surama Dasgupta :	<i>Development of Moral Philosophy of India</i>
W. Frankena :	<i>Ethics</i>
W.Lillie ;	<i>An Introduction to Ethics</i>
S.C. Chatterjee :	<i>Fundamentals of Hinduism</i>
Somnath Chakraborty :	<i>Nitividya tattvakatha</i>
Dikshit Gupta :	<i>Nitisastra</i>
Samarendra Bhattacharya :	<i>Nitividya</i>
Sibapada Chakraborty :	<i>Nitividya</i>
Night & Night :	<i>An Introduction to Psychology.</i>
Prasanta Bhattacharya :	<i>A text book of Philosophy</i>
Ira Sengupta :	<i>Manovidya</i>
Jagadishwar Sanyal :	<i>Manovidya</i>
Julia Driver :	<i>Ethics</i>

**Part - I**  
**Paper – III**  
**Logic (Indian and Western)**

**Full Marks: 100**

**No. of Classes: 100**

**Group – A**  
**(Indian Logic)**

**Full Marks: 50**

**No. of Classes : 50**

**Division of Classes**

- |  |    |
|--|----|
| 1. Nature of <i>anumana</i> , <i>paksa</i> , <i>Sadhya</i> , <i>hetu</i>   | 7  |
| 2. <i>Vyapti</i> , <i>Vyaptigraha</i> , <i>Paramarsa</i> .   | 13 |
| 3. <i>Svarthanumiti</i> , <i>pararthanumiti</i> , <i>kevalanvayi</i> , <i>kevalavyatireki</i> and <i>anvaya-vayatireki anumiti</i> | 12 |
| 4. <i>Hetvabhasa</i>   | 18 |

**Group – B**  
**(Western Logic)**

**Full Marks: 50**

**No. of Classes : 50**

**Division of Classes**

- |  |    |
|--|----|
| 1. Introductory topics: Sentence, Proposition, (traditional and modern interpretation), argument: truth, validity, soundness.        | 4  |
| 2. Aristotelian classification of categorical proposition, Distribution of terms, Boolean interpretation of categorical proposition. | 4  |
| 3. Immediate inference based on the square of opposition ; conversion , obversion and contraposition                                 | 8  |
| 4. Categorical syllogism; figure, mood, rules of validity; Venn diagram, method of testing validity; Fallacies.                      | 12 |
| 5. Symbolic Logic: Use of Symbols.   | 2  |
| 6. Truth-Functions ; negation ,conjunction, disjunction,implication, equivalence   | 2  |

- |  |   |
|--|---|
| 7. Tautology, Contradiction,<br>Contingent; Construction of Truth Table.   | 5 |
| 8. Using Truth Tables for testing the validity of<br>arguments; Testing Statement forms as Tautology,<br>contradiction and contingent. | 6 |
| 9. Cause: Mill's Methods of Experimental enquiry.  | 7 |

**Suggested Readings :**

C.Bhattacharya :	<i>Elements of Indian Logic and Epistemology.</i>
S.S. Barlingay :	<i>A Modern Introduction to Indian Logic.</i>
S.C. Chatterjee :	<i>The Nyaya Theory of Knowledge.</i>
Gopinath Bhattacharya (Elucidated)	<i>Tarka Samgraha with Dipika</i>
Indira Mukhopadhyay : (Translated)	<i>Tarka Samgraha with Dipika</i>
Kanailal Poddar (ed.) :	<i>Tarka Samgraha with Dipika</i>
I.M. Copi & C. Cohen :	<i>Introduction to Logic</i> (13 <sup>th</sup> edn.)
Indra Kumar Roy :	<i>Pratiki Nyaya</i>
Rama Pradas Das :	<i>Paschatya Darsan O Juktivijnan</i>
S.K. Moitra :	<i>Fundamental questions of Indian Metaphysics &amp; Logic</i>
Panchanan Sastri :	<i>Bhasaparichhed</i>
Gopal Mukhopadhyay :	<i>Bhasaparichhed</i>
Ashutosh Sastri :	<i>Vedanta Darsan Advaitavad</i> (2 <sup>nd</sup> Khanda)

Vidyaranya mani :

*Vivaran Prameya Samgraha.*

**General Course in Philosophy**

**Part III**

Paper IV

Philosophy of Religion and Social and Political Philosophy

Full Marks: 100

No.of classes: 100

**Group: A**

**(Philosophy of Religion)**

Full Marks: 50  
50

No.of Classes:

1. Nature and anthropological Origin of Religion (Galloway) (14)
2. Arguments for and against the Existence of God (Hick) (12)
3. Problem of Evil (Galloway)
4. *Jñāna, Karma, Bhakti* and *Yoga* as *Moksa-mārga-s* (*Gītā*) (12)

**Group B**

**(Social and Political Philosophy)**

1. Nature and scope of social and political philosophy (4)
2. Individual Society, Community, State, Nation (12)
3. Social Institutions: Family, Marriage, Property, Education and  
Religion (17)
4. Political Ideologies: Democracy and its different forms: Utopian  
and Scientific; Sarvodaya. (17)



**Suggested Readings :**

- Bhagvat Gītā : Relevant Chapters
- Galloway : Philosophy of Religion
- John Hick : Philosophy of Religion
- 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
- Rabindranath Das : *Dharmadarsan*
- Susil Kumar Chakraborti : *Dharmadarsan*



**UNIVERSITY OF KALYANI**

**REVISED SYLLABUS**

**FOR THREE YEARS B.A. DEGREE COURSE**

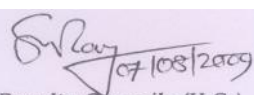
**(HONOURS )**

**IN**

**POLITICAL SCIENCE**

**According to the New Examination Pattern  
Part – I, Part- II & Part- III**

**WITH EFFECT FROM THE SESSION  
2009 – 2010**

  
Secretary, Faculty Councils (U.G.)  
University of Kalyani  
Kalyani, Nadia

**UNIVERSITY OF KALYANI**  
**KALYANI, NADIA**  
**COUNCIL FOR UNDER GRADUATE STUDIES**

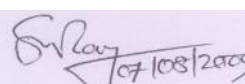
**PROCEEDINGS OF THE 21<sup>ST</sup> MEETING OF THE (PREVIOUS) COUNCIL FOR UG**  
**STUDIES HELD ON 13/09/2005**

Revised Structure and Distribution of Marks for Bachelor of Arts Degree Course w.e.f.  
Academic Session 2005-2006

<b>BACHELOR OF ARTS (GENERAL)</b>	<b>PART-I</b>	<b>PART-II</b>	<b>PART-III</b>
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	— — —	— — —
Environmental Studies : One full paper*: 100 Marks*	100 Marks*		
Elective Subjects : <b>Three</b> : Four full papers : 3x4x100 each = 1200 Marks	3x1x100 Marks = 300 Marks	3x2x100 Marks = 600 Marks	3x1x100 Marks = 300 Marks
<b>AGGREGATE MARKS : 1400</b>	<b>500 Marks</b>	<b>600 Marks</b>	<b>300 Marks</b>

<b>BACHELOR OF ARTS (HONOURS)</b>	<b>PART-I</b>	<b>PART-II</b>	<b>PART-III</b>
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	- -	- -
Environmental Studies : One full paper*: 100 Marks*	100 Marks*	-	-
Elective Subjects : <b>Two</b> : Three full papers : 2x3x100 each = 600 Marks	2x1x100 Marks =200 Marks	2x2x100 Marks =400 Marks	- -
<b>One Honours Subject</b> : Eight full Papers : 8x 100 Marks = 800 Marks	2x 100 Marks = 200 Marks	2 x 100 Marks = 200 Marks	4 x 100 Marks = 400 Marks
<b>AGGREGATE MARKS : 1600</b>	<b>600 Marks</b>	<b>600 Marks</b>	<b>400 Marks</b>

\* With effect from the session 2009-2010.

  
07/10/2009  
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Kalyani, Nadia

## **University of Kalyani**

Revised Syllabus of Political Science (Honours Course)

(w.e.f. the session 2009-2010)

### **Contents**

Part-I		
<b>Paper-I</b>	<b>Basic Principles of Political Theory</b>	<b>(Page-H-1)</b>
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Part-II		
<b>Paper- III</b>	<b>Government and Politics in India</b>	<b>(Page-H-2)</b>
<b>Paper- IV</b>	<b>Western Political Thought</b>	<b>(Page-H-2)</b>
Part-III		
<b>Paper- V</b>	<b>International Relations</b>	<b>(Page-H-3)</b>
<b>Paper- VI</b>	<b>Indian Political Thought and Movement</b>	<b>(Page-H-4)</b>
<b>Paper- VII</b>	<b>Political Sociology</b>	<b>(Page-H-4)</b>
<b>Paper- VIII</b>	<b>Public Administration</b>	<b>(Page-H-5)</b>

**PART-I****Paper-I : Basic Principles of Political Theory****Full Marks - 100****First Half**

1. Nature and Significance of Political Theory -Approaches to the study of Political :  
(a) Normative; (b) Behaviouralist - Post-Behaviouralist (c) Marxist ; (d) Feminist.
2. Nature of the State :Liberal theory -Locke, Bentham, J.S Mill; Idealist Theory-Hegel, Green ;  
Neo-liberal Theory- Hayek, Rawls, Nozick.
3. Sovereignty : Monistic and Pluralistic. Changing concept of sovereignty in the context of  
globalization.
4. Liberty, Equality, Law, Justice, Obligation- Basic concepts and their interrelations.
5. Rights: Meaning and Nature. Theories of Rights. Right to resistance
6. Democracy- Its changing perspectives and representative theories.

**Second Half**

1. Basic concepts in Marxism : Dialectics - Historical Materialism. Classes and Class Struggle.
2. Base- superstructure relation in Marxism. Gramsci's contribution: An outline.
3. Marxist theory of state. Concept of relative autonomy. Miliband-Poulantzas debate.
4. Marxian theory of revolution: Marx, Lenin and Mao.
5. Some major debates in Marxism: (a) Lenin-Rosa debate on party ;(b) Stalin-Trotsky debate on  
Socialism in one country.

**Paper II : Comparative Constitutional Systems****Full Marks - 100****First Half**

1. Development of the study of Comparative Constitutional Systems.
2. Parliamentary and Presidential systems in U.K and U.S.A.
3. Unitary and Federal systems.
4. Constitutional systems in France and Switzerland : Unique features.
5. Rights of the citizens in U.K , U.S.A and PRC: A comparative estimate. Fundamental Duties in  
the PRC.

**Second Half**

1. Legislatures in the U.K and U.S.A - Compositions and functions of legislative chambers -Roles of  
key officials / functionaries : Speaker in the U.K and U.S.A. Role of second chambers in U.K and  
U.S.A. Committee System in U.K and U.S.A.. President of the NPC in PRC.
2. Executive in the U.K ,U.S.A ,PRC-Comparisons of similarities and differences: (a) British  
Monarchy-Role and relevance.  
(b) British Prime minister and US President.  
(c) British and American cabinets.

3. Relation between executive and legislature in the U.K, U.S.A and PRC.
4. Judiciary in the U.K , U.S.A and PRC (with special reference to the Procuratorate).
5. Civil Service in U.K and U.S.A : Nature ,role and functions.

## PART-II

### **Paper III : Government and Politics in India**

**Full Marks - 100**

#### First Half

1. Framing of the Indian constitution -Background and the role of the Constituent Assembly
2. The Preamble.
3. Fundamental Rights and Duties –Directive principles of state policy.
4. Union-state relations: Changing patterns and recent trends.
5. Union Executive-President, Vice-president, Cabinet and Prime Minister, President-Prime Minister relationship, Prime Minister –Council of Ministers relationship. State Executive-Governor: Position and functions- Chief minister: Position and functions-Council of Ministers.
6. Union Legislature: Organization and functions –Relation between Rajya Sabha and Lok Sabha - Process of Law making-Parliamentary Priveleges- Committee system – Speaker. State Legislature- Composition and functions.
7. The Judiciary –Supreme Court and High Court-Composition , jurisdictions and functions - Judicial Review and Judicial Activism. Lokadalat.
8. Constitution Amendment: Procedure.

#### Second Half

1. Party System-Feature and Trends – Major National Political Parties in India: Ideologies and Programmes. Regional Political Parties in India: A brief outline. Coalition Politics in India: An Overview.
2. Classes and interest groups –Role of business groups ,trade unions ,peasant organizations.
3. Composition ,functions and role of the Election Commission. Various proposals of electoral reforms.
4. Religion and politics in India.
5. Caste in Indian politics-Politics of reservation.
6. Tribes and tribal movements.
7. Regionalism in Indian politics.
8. New Social Movements in the field of Environment, Gender and Human Rights.

### **Paper IV : Western Political Thought**

**Full Marks - 100**

#### First Half

1. Greek Political Thought-Features –Plato's theory of Justice , Communism and Education -Aristotle's theory of State and Justice.
2. Roman Political Thought –Theories of Law and Citizenship with special reference to the influence of Greek Stoicism and Roman Jurisprudence -Contribution of Cicero and Seneca : A brief outline.

3. Medieval Political Thought in Europe with special reference to St . Augustine, St. Thomas Aquinas and Marshiglio of Padua (brief outline).
4. Renaissance Thought: Main features. Contributions of Machiavelli.
5. Political Thought of Reformation with special reference to Luther and Calvin.
6. Bodin-Theories of State and Sovereignty.

Second Half

1. Hobbes-Sovereignty and Obligation
2. Locke-Views on Natural Liberty, Property and Consent.
3. Rousseau-General Will-Contribution to Modern Political Thought.
4. Bentham's contribution to liberalism: Utilitarian philosophy -John Stuart Mill-Modifications of Utilitarianism-Concepts of Liberty and Democracy.
5. Hegel and German Idealism-Concepts of Civil Society and State.
6. Varieties of Socialism: Utopian, Scientific, Fabianism, Syndicalism, Guild Socialism, German Revisionism.
7. Anarchism: Contribution of Proudhon, Bakunin, Kropotkin.

PART-III

**Paper V : International Relations**

**Full Marks - 100**

First Half

1. International Relations: A Brief Outline and development as an academic discipline.
2. Approaches to the study of International Relations:  
(a) Liberalism; (b) Realism;(c) World Systems.
3. Major concepts in International Relations: National Power; Balance of Power; Collective Security; Bipolarity; Multipolarity; Unipolarity ; National Interest; Globalization.
4. Foreign Policy Making: Basic concept -Techniques of implementation of Foreign Policy: Diplomacy, Propaganda, Foreign Aid.
5. International Organizations:
  - a. The United Nations: Its peacekeeping functions -Reform of the UN.
  - b. International Financial Institutions : World Bank; IMF; WTO.
  - c. Regional Organizations :SAARC ;ASEAN;EU;AU.

Second Half.

1. Cold War and its Phases: A Broad Outline.
2. End of Cold War and the emerging world order.
3. Major Issues in contemporary international relations:
  - (a) Development and Environment.
  - (b) Human Rights
  - (c) Terrorism
  - (d) Regionalism.

4. India's Foreign Policy
  - (a) Basic Determinants.
  - (b) Evolution of India's Foreign Policy: An Outline
  - (c) Indo-US, Indo-Pak, Indo-China relations in the post cold war era.
5. US Foreign Policy in the post cold war era : Major issues. US Foreign policy towards China in the post cold war era.

## **Paper VI : Indian Political Thought and Movement**

**Full Marks - 100**

### First Half

1. Sources of Indian Political Thought -Features of Ancient Indian Political thought -Dharma and Danda-The Seven Elements of the State- Kingship-Law-Dandaniti-Diplomacy.
2. Medieval Political Thought in India -Legitimacy of Kingship-Duties and responsibilities of a Muslim Ruler.
3. Modern Indian Thought-Political Faith of the Indian Liberals: Broad Outline. Rammohan Roy's views on the Rule of Law-Freedom of Thought and Social Justice.
4. Nationalism: The views of Bankim Chandra and Rabindranath.
5. Passive Resistance: The views of Tilak and Aurobindo.
6. Gandhi : The ideas of State and Trusteeship.
7. M.N Roy: Radical Humanism.
8. R.N Lohia: Distinctive contribution to Socialism.

### Second Half

1. Revolt of 1857:Nature and Consequences.
2. Evolution of Indian National Congress from 1885 till the rise of Gandhi: A Brief Outline.
3. Aligarh Movement and Sir Syed Ahmed Khan.
4. Bengal Partition and Swadeshi Movement.
5. Khilafat and Non-cooperation movement-Civil Disobedience Movement.
6. Revolutionary Terrorism.
7. Movements against Caste system and Untouchability -Phule to Ambedkar.
8. Class and the Nationalist Movement under colonial rule: Working Class Movements and Peasants Movements.
9. Roots of communal politics-Savarkar, Jinnah and Two Nation Theory.
10. August 1942 movement-Subhas Chandra Bose and the INA-Naval Uprising.

## **Paper VII : Political Sociology**

**Full Marks - 100**

### First Half

1. Definition, Scope and Subject Matter -Social Bases of Politics.
2. Process of State formation in North and West Europe, and in Third World.
3. Social Stratification and Politics-Caste, Class and Elites.



4. Gender and Politics :Basic Issues.
5. Powers – Forms and Bases. Power, Authority and Legitimacy: Nature and Types.
6. Classification and Types of Political Systems.
7. Religion, Society and Politics.

### Second Half

1. Political Parties and Pressure Groups- Types, Functions and Role.
2. Bureaucracy-Role in Politics and Development.
3. Political Culture and Political Socialization -Types of Political Culture-Agencies and Functions of Political Socialization.
4. Political Participation-Forms and Determinants- Political Apathy – Sources and Solutions.
5. Modernization and Development.
6. Military in Politics-Forms and Types of Intervention –Institutional Checks on Intervention.

## **Paper- VIII : Public Administration**

**Full Marks - 100**

### First Half

1. Meaning, Nature and Scope of Public Administration – Evolution as a discipline and critical stages.
2. Politics-Administration Dichotomy and its Critics.
3. Classical Theory of Administration -Its motivational aspects and formal administrative framework: Taylor's Scientific Management -Classical Theory of Organization of Fayol, Gulick and Urwick, Mooney, Reilley and Follett.
4. Weber's Theory of Bureaucracy -Features of Bureaucracy and Distinction from Non - Bureaucratic Administration.
5. Rational Theory of Decision-Making- Simon's Behaviour Alternative Model with special reference to the concepts of 'Satisficing' and 'Bounded Rationality'.
6. Development Administration: Contribution of Riggs. Reasons of Emergence -Basic Features and Goals. Difference from Traditional Public Administration.
7. Budgeting-Meaning and Significance-Types of Budgeting-Their Merits and Demerits.
8. Public Administration in the age of Globalization and Liberalization.

### Second Half

1. A Few Important Central Ministries: Ministries of Home, Finance and External Affairs.
2. Secretariat Administration-The Cabinet Secretary-Prime Minister's Secretariat and P.M.O.
3. Planning Process in India –The Planning Commission and its rise and decline. -National Development Council-Finance Commission.
4. Bureaucracy in India- The Generalist-Specialist (Technocrat) controversy.
5. Personnel Administration in India-Role of UPSC.
6. Legislative Control over Administration -The Public Accounts Committee-The Estimates Committee.
7. Forms of Public Sector in India-Patterns of Management.
8. Judicial Control over Public Administration in India.
9. Local Self-Government in India-Urban and Rural-Structure and Functions.

H-5

*S. Ray*  
07/08/2009  
Secretary, Faculty Councils (U.G.)  
University of Kalyani  
Kalyani, Nadia

**UNIVERSITY OF KALYANI**

**REVISED SYLLABUS**

**FOR THREE YEARS B.A. DEGREE COURSE**

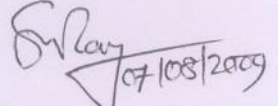
**(HONOURS AND GENERAL)**

**IN**

**SANSKRIT**

**According to the New Examination Pattern  
Part – I, Part- II & Part- III**

**WITH EFFECT FROM THE SESSION  
2009 – 2010**

  
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**UNIVERSITY OF KALYANI**  
**KALYANI, NADIA**  
**COUNCIL FOR UNDER GRADUATE STUDIES**

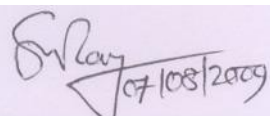
**PROCEEDINGS OF THE 21<sup>ST</sup> MEETING OF THE (PREVIOUS) COUNCIL FOR UG STUDIES HELD ON 13/09/2005**

Revised Structure and Distribution of Marks for Bachelor of Arts Degree Course  
w.e.f. Academic Session 2005-2006

<b>BACHELOR OF ARTS (GENERAL)</b>	<b>PART-I</b>	<b>PART-II</b>	<b>PART-III</b>
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	— — —	— — —
Environmental Studies : One full paper*: 100 Marks*	100 Marks*		
Elective Subjects : <b>Three</b> : Four full papers : 3x4x100 each = 1200 Marks	3x1x100 Marks = 300 Marks	3x2x100 Marks = 600 Marks	3x1x100 Marks = 300 Marks
<b>AGGREGATE MARKS : 1400</b>	<b>500 Marks</b>	<b>600 Marks</b>	<b>300 Marks</b>

<b>BACHELOR OF ARTS (HONOURS)</b>	<b>PART-I</b>	<b>PART-II</b>	<b>PART-III</b>
Compulsory English : One half paper : 50 Marks Modern Indian Language : One half paper : 50 Marks	50 Marks 50 Marks	- -	- -
Environmental Studies : One full paper*: 100 Marks*	100 Marks*	-	-
Elective Subjects : <b>Two</b> : Three full papers : 2x3x100 each = 600 Marks	2x1x100 Marks =200 Marks	2x2x100 Marks =400 Marks	- -
<b>One Honours Subject</b> : Eight full Papers : 8x 100 Marks = 800 Marks	2x 100 Marks = 200 Marks	2 x 100 Marks = 200 Marks	4 x 100 Marks = 400 Marks
<b>AGGREGATE MARKS : 1600</b>	<b>600 Marks</b>	<b>600 Marks</b>	<b>400 Marks</b>

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# University of Kalyani

## Revised Syllabus of Sanskrit (w.e.f. the session 2009-2010)

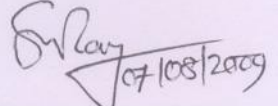
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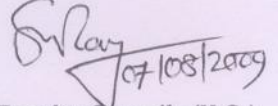
University of Kalyani

Revised Syllabus for B.A. (Honours) Course in

**SANSKRIT**

**(w.e.f. the session 2009-2010)**

**According to the New Examination Pattern  
Part – I, Part – II & Part – III**

  
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**B.A. (Honours)****PART – I****Paper – I****(Full Marks – 100)**

	<b><u>Marks</u></b>	<b><u>No of Periods</u></b>
<b>Unit – I :</b> Svapnav savadattam	25	25
Chandomāñjar (Samav tta only)	15	15
Translation into Sanskrit either from Bengali or English	10	10
<b>Unit – II :</b> General Grammar	30	30
(Sandhi, K raka, Sam sa, N madh tu, K t, Taddhita, San, Yañ, Str pratyaya, tmanepada and Parasmaipada Vidh na Declension, Conjugation, Use of Kta, Ktavatu, Ktv - Lyap, Tumun, Use of Comparative and Superlative Pratyayas.)		
R jav hanacaritam	20	20

**Paper – II****(Full Marks – 100)**

<b>Unit – I :</b> Abhijñana akuntalam	50	50
<b>Unit – II :</b> K dambar ( ukan sopade a only )	20	20
S hityadarpa a ( Chapter VI ) (excluding Sandhyangas )	30	30

**PART – II****Paper – III****(Full Marks – 100)**

<b>Unit – I :</b> Tarkasa graha	50	50
<b>Unit – II :</b> kir t rju yam ( Canto I )	25	25
General acquaintance with the main systems Of Indian Philosophy	25	25
( Two broad Classes, Orthodox and Heterodox. Nine Scools of Indian Philosophy, their special traits and their study from the Point of view of theory of Creation, theory of Causation, theory of Knowledge and Salvation. In Ved nta focus should be on Advaita Ved nta. Idealism and realism in Indian Philosophy systems.)		

**Paper – IV****(Full Marks – 100)**

	<b><u>Marks</u></b>	<b><u>No of Periods</u></b>
<b>Unit – I :</b> Manusa hit (Chapter VII Upto lokas – 150)	25	25
Artha stra (Adhikara a I, Adhy ya 1-4, 6-8, 13-16)	25	25
<b>Unit – II :</b> Y jñavalkyasm ti, Vyavah ra Adhy ya (Upto the end of the D yabh ga)	40	40
Summary writing in Sanskrit (in Devn gr Script)	10	10

**PART – III****Paper – V****(Full Marks – 100)**

<b>Unit – I :</b> S hityadarpa a – Ala k ras (Chapter X only) (The definitions, examples, applications and differences excepting Classifications of the following prominent figures of speech only – Anupr sa, le a, Upam , R paka, Pari ma, Ullekha, Bhr ntim n, Apahnuti, Utprek , Ati ayokti, Tulyayogit , D paka, Prativast pam , Drst nta, Nidar an , Vya tireka Sam okti, Arth ntarany sa, Vibh vana, Vi esokti)	25	25
V mana's K vy la k ra S travrtti (first Adhikara a(full) And Third Adhikara a-1 <sup>st</sup> Chapter-upto sutra No-3)	25	25
<b>Unit – II :</b> Bhattik vya (Cento II only) Essay in Sanskrit	25	25

**Paper VI****(Full Marks – 100)****(History of Sanskrit Literature)**

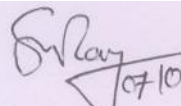
<b>Unit – I :</b> Vedic Literature	25	25
Epigraphic & Technical Literature	25	25
<b>Unit – II :</b> Classical Literature (Epic, Pur a, Court Epics, Drama, Historical K vyas, Lyrica k vyas, Prose Romance, Tales & Fables)	50	50

**Paper – VII****(Full Marks – 100)**

<b><u>Hymns from Rgveda</u></b>		<b><u>Marks</u></b>	<b><u>No of Periods</u></b>
<b>Unit – I :</b> Agni (I.1), Indra(II.12) Aks (X.34) Hiranyagarbha(X.121), Devī kta(X.125)		30	30
Padaptha and Vedic Grammar ( Sandhi, Declension of a-stems, Position of Upasargas, Subjunctive, Aorist and Infinitive )		20	20
<b>Unit – II :</b> Bṛhadāraṇyaka Upaniṣad (Adhyāya- IV, Brāhmaṇa – V & Isopaniṣad )		30	30
Manuśāstra		10	10
Atharvaveda : Bhūmīkṛtā (XII.1.1 -10)		10	10

**Paper – VIII****(Full Marks – 100)**

<b>Unit – I :</b> Siddhāntakāumudī -Kṛtā	50	50
<b>Unit – II :</b> Siddhāntakāumudī-Samāsa (Upto Dvanda Compound excluding Samāsa-ntavidhi )	25	25
<b><u>Elements of Linguistics</u></b>	25	25
a. Preliminary Concept of Linguistics		
b. Indo- European and its divisions, Indo- Iranian (Aryan) Vedic, Epic & Classical Sanskrit, Non- Aryan Influence on Sanskrit, Sanskrit and Prakrit		
c. Phonetic Laws and Phonetic Tendencies, Grimm's Law, Verner's Law, Grassmann's Law, Collitz Law, Assimilation, Dissimilation, Metathesis, Prothesis, Epenthesis, Anaptyxis and Haplology)		

  
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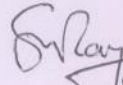


University of Kalyani  
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**B.A. (General)****PART – I****Paper – I****(Full Marks – 100)**

	<b><u>Marks</u></b>	<b><u>No of Periods</u></b>
<b>Unit – I :</b> Chandomañjar (samavrttas only)	15	15
Svapnay savadattam	25	25
Kad mbari : ( ukanasopade a- only		
Up to Laksmicarita).....	10	10
<b>Unit – II :</b> General Grammar	30	30
(K raka, Sam sa, Sandhi, Str pratyayas ,		
tmanepada and Parasmaipadavidhanas, N madh tu,		
San, Yan, , Pratyayas, Use of Kta, Ktavatu, Ktv c, Lyap,		
Tumun Pratyayas, Use of Comparative and Superlative and		
Matvarthiya Pratyayas, K t & Taddhita, Pratyayas.)		
Translation from English or Bengali into Sanskrit	10	10
Comprehension Test in Sanskrit (Devn gar Script)	10	10

**PART – II****Paper – II****(Full Marks – 100)**

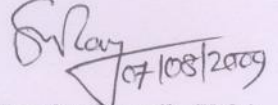
<b>Unit – I :</b> Abhijñ na akuntalam	50	50
<b>Unit – II :</b> Raghuva am (Canto I)	40	40
Translation from Sanskrit into	10	10
English or Bengali		

**Paper – III****(Full Marks – 100)**

<b>Unit – I :</b> History of Sanskrit Literature (Excluding Vedic Portion)	35	35
R m ya a (B lak da, Chapter I only)	15	15
<b>Unit – II :</b> opani ad	25	25
Manusa hit , Chapter VII, (Verses 1 - 100 only)	25	25

**PART – III****Paper – IV****(Full Marks – 100)**

	<b><u>Marks</u></b>	<b><u>No of Periods</u></b>
<b><u>Rgvedic Hymns :</u></b>		
<b>Unit – I :</b> Agni(1.1), Aks (10.34), Sanjñ na(10.191) (General Concept only)	20	20
Artha stra : Vidy samudde a, Am tyotpatti, Indriyajaya	30	30
<b>Unit – II :</b> S hityadarpa a- Chapter X (Ala k ras: Yamaka, Anupr sa, Upam , R paka, Arth ntarany sa, Prativast pam , Drst nta, Sam sokti, Nidar ana, Utpreks , D paka, Tulyayogit , Vyatireka, Vibh van , Vi es kti, Excepting classification)	25	25
Mah bh rata, Udyogaparvan, Chapter - 33	25	25
Verses 8-130 (ed: Harid sa Siddh ntab gis á)		

  
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 University of Kalyani  
 Kalyani, Nadia

## **Paper I: Use of English**

Following texts were recommended for Paper I. A. Grammar

- A. *A Student's Grammar of the English Language*. Sidney Greenbaum and Randolph Quirk. Longman.
- B. *Collins Dictionary of Phrasal Verbs*.
- C. *Collins Cobuild English Grammar*.

- A. Grammar 50 Marks
  - a. Syntax and transformation of sentences
  - b. Correction of common errors:
    - i. Subject-Verb agreement
    - ii. Adjective-Adverb confusion
    - iii. Commonly misspelt words
  - c. Use of Degree, Article, Preposition, Phrasal Verb, Punctuation
- B. Writing Skill 30 Marks (all components should be tested)
  - a. Story-writing
  - b. Reporting a dialogue
  - c. Letter writing
  - d. Essay writing (Compulsory)  
Two questions to be answered from a, b and c (3 options will be given)
- C. Phonetics 10 Marks
  - a. Phonetic transcription (Recommended texts: i. *Advanced Learners' Dictionary* ii. *A Textbook of English Phonetics for Indian Students* by T Balasubramanian)
- D. Comprehension Test 10 Marks

Following textbooks were recommended for Papers II, III and IV (General English)

A. *Six Ages of Poetry*. Edited by H. M. Williams

B. *Essays, Short Stories and One Act plays*. Edited by R. K. Kaushik and S.C. Bhatia. OUP.

C. *Ten Twentieth Century Indian Poets*. Ed. By R. Parthasarathy. OUP.

**Paper II: Poetry and Drama**

A. Drama: i. *A Marriage Proposal* by Anton Chekov ii. *The Monkey's Paw* by W.W. Jacobs 40 Marks

Question Pattern: Drama

1. 1 question carrying 10 marks from *A Marriage Proposal* (2 options will be given)
2. 1 question carrying 10 marks from *The Monkey's Paw* (2 options will be given)
3. 2 questions carrying 5 marks each from *A Marriage Proposal* (4 options will be given)
4. 2 questions carrying 5 marks each from *The Monkey's Paw* (4 options will be given)

B. Poetry: 50 Marks

- "My Grandmother's House" – Kamala Das
- "Poet, Lover, Birdwatcher" – Nissim Ezekiel
- "The Bus" – Arun Kolatkar
- "On Killing a Tree" – Gieve Patel
- "Grass" – Jayanta Mahapatra
- "A River" – A. K. Ramanujan

Question Pattern: Poetry

1. 2 questions carrying 10 marks each (4 options will be given)
2. 4 questions carrying 5 marks each (8 options will be given)
3. 5 questions carrying 2 marks each (8 options will be given)

C. Critical appreciation of unseen extract 10 Marks

**Paper III: Essays and Short Stories**

A. Essays 50 Marks

- i. "Bores". E. V. Lucas
- ii. "Freedom". G. B. Shaw
- iii. "What I require from Life". J. B. S. Halden
- iv. "Student Mobs". J. B. Priestley

Question Pattern: The same as in Poetry in Paper II

B. Short Story 50 Marks

- i. "The Fortune Teller". Karol Capek
- ii. "The Doll's House". Katherine Mansfield
- iii. "How Much Land Does a Man Need". Leo Tolstoy
- iv. "The Adventure of the Blue Carbuncle". Arthur Conan Doyle

Question Pattern: The same as in Poetry in Paper II

## **Paper IV:**

### A. Poetry:

- i. "That Time of Year" (Sonnet 73). William Shakespeare
- ii. "Prayer before Birth". Louis MacNeice

### B. Drama:

*Justice*. John Galsworthy.

### C. Novel:

*Under the Greenwood Tree*. Thomas Hardy.

Question Pattern:

50 Marks

1. 3 questions carrying 10 marks each –from each of the three sections (6 options will be given)
2. 4 questions carrying 5 marks each –for poetry and drama (no 5 marks-question will be set from the novel)

### D. History of English Literature:

Elizabethan Period onwards.

Recommended texts for history of literature:

(A) *History of English Literature*. Edward Albert (OUP)

(B) *Brief History of English Literature*. John Peck and Martin Coyle. (Palgrave)

Question Pattern:

50 Marks

1. 1 question carrying 10 marks (2 options will be given)
2. 4 questions carrying 5 marks each (8 options will be given)
3. 10 questions carrying 2 marks each (16 options will be given)

# UNIVERSITY OF KALYANI



**NEW**

**CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE**

**IN**

**EDUCATION (HONOURS & GENERAL)**

**WITH EFFECT FROM THE ACADEMIC SESSION**

**2016-2017**



## Curriculum Structure of B.A. (Honours) in Education

<b>Part-I (First Year)</b>		
<b>Paper</b>	<b>Paper Title</b>	<b>Marks</b>
I	Philosophical and Sociological Foundation of Education <ul style="list-style-type: none"> <li>Group-A: Philosophical Foundation of Education</li> <li>Group-B: Sociological Foundation of Education</li> </ul>	50+50= 100
II	Educational Psychology and Pedagogy <ul style="list-style-type: none"> <li>Group-A: Educational Psychology</li> <li>Group-B: Pedagogy</li> </ul>	50+50= 100
<b>Total (Part-I)</b>		<b>200</b>
<b>Part-II (Second Year)</b>		
III	Development of Education in India <ul style="list-style-type: none"> <li>Group-A: Education in Pre-Independence India</li> <li>Group-B: Education in Post-Independence India</li> </ul>	50+50= 100
IV	Contemporary Issues in Education and Comparative Education <ul style="list-style-type: none"> <li>Group-A: Contemporary Issues in Education</li> <li>Group-B: Comparative Education</li> </ul>	50+50= 100
<b>Total (Part-II)</b>		<b>200</b>
<b>Part-III (Third Year)</b>		
V	Educational Evaluation and Statistics in Education <ul style="list-style-type: none"> <li>Group-A: Educational Evaluation</li> <li>Group-B: Statistics in Education</li> </ul>	50+50= 100
VI	Educational Management and Educational Technology <ul style="list-style-type: none"> <li>Group-A: Educational Management</li> <li>Group-B: Educational Technology</li> </ul>	50+50= 100
VII	Educational Guidance and Curriculum Construction <ul style="list-style-type: none"> <li>Group-A: Educational Guidance</li> <li>Group-B: Curriculum Construction</li> </ul>	50+50= 100
VIII	Educational Research and Practical <ul style="list-style-type: none"> <li>Group-A: Educational Research</li> <li>Group-B: Practical</li> </ul>	50+50= 100
<b>Total (Part-III)</b>		<b>400</b>
<b>Total (Part-I+ Part-II+ Part-III)</b>		<b>800</b>

## Curriculum Structure of B.A. (General) in Education

<b>Part-I (First Year)</b>		
<b>Paper</b>	<b>Paper Title</b>	<b>Marks</b>
I	Philosophical and Sociological Foundation of Education <ul style="list-style-type: none"> <li>• Group-A: Philosophical Foundation of Education</li> <li>• Group-B: Sociological Foundation of Education</li> </ul>	50+50= 100
<b>Total (Part-I)</b>		<b>100</b>
<b>Part-II (Second Year)</b>		
II	Educational Psychology and Educational Guidance <ul style="list-style-type: none"> <li>• Group-A: Educational Psychology</li> <li>• Group-B: Educational Guidance</li> </ul>	50+50= 100
III	Development of Education in India and Contemporary Issues in Education <ul style="list-style-type: none"> <li>• Group-A: Development of Education in India</li> <li>• Group-B: Contemporary Issues in Education</li> </ul>	50+50= 100
<b>Total (Part-II)</b>		<b>200</b>
<b>Part-III (Third Year)</b>		
IV	Educational Technology and Evaluation in Education <ul style="list-style-type: none"> <li>• Group-A: Educational Technology</li> <li>• Group-B: Evaluation in Education</li> </ul>	50+50= 100
<b>Total (Part-III)</b>		<b>100</b>
<b>Total (Part-I+ Part-II+ Part-III)</b>		<b>400</b>

# **CURRICULUM OF B.A. IN EDUCATION (HONOURS)**

**B.A. Education (Honours) Part-I**  
**Paper-I**  
**Full Marks-100**  
**Philosophical and Sociological Foundation of Education**

**Course Objectives:**

After completion 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 the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Rousseau, Dewey and Froebel.
- 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.

**Group-A**  
**Full Marks: 50**  
**Philosophical Foundation of Education**

**Unit-I: Concept, Scope and Aim of Education (12)**

- 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: (14)**

- 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 and national values (14)**

- 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.
- c) Inculcation of National Value: Democracy, Socialism and Secularism.

**Unit-IV: Great Educators and their educational philosophy (10)**

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

**Group-B**

**Full Marks: 50**

**Sociological Foundation of Education**

**Unit-V: Educational Sociology (10)**

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

**Unit-VI: Social factors, issues and Education (14)**

- 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-VII: Social groups and education (12)**

- a) Social groups (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-VIII: Social change and Education (14)**

- 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. 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. Y. K. Sharma – Sociological Philosophy of Education
6. S. S. Ravi – A Comprehensive Study of Education

7. M. Sharma – Educational Practices of Classical Indian Philosophies
8. S. S. Chandra & R. K. Sharma- Philosophy of Education
9. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
10. B. R. Purkait – Great Educators
11. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
12. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
13. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও দর্শন
14. বিভূরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
15. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
16. সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
17. বিষুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
18. জগদীন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান

**B.A. Education (Honours) Part-I**  
**Paper-II**  
**Full Marks-100**  
**Educational Psychology and Pedagogy**

**Course Objectives:**

After completion the 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.
- The meaning and concept of Pedagogy, theories of teaching and methods of teaching.
- Explain the Flander's Interactional analysis and Characteristics of good teacher.
- Discuss the Nature of classroom teaching and Function of a teacher.
- Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

**Group-A**  
**Full Marks: 50**  
**Educational Psychology**

**Unit-I: Educational Psychology** **(12)**

- 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** **(14)**

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning, Basic ideas of Vygotsky
- c) Transfer of Learning: Concept & Types.
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, LTM, STM. Causes of Forgetting.

**Unit-III: Intelligence & Creativity** **(12)**

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence.
- b) Creativity: Meaning, Nature, Factors and Development of Creativity.

**Unit-IV: Personality** **(12)**

- a) Definition, Heredity & Environment as determinants of Personality.
- b) Type and Trait theory, Psychoanalytical theory
- c) Measurement of Personality
- d) Concept and causes of Individual differences in classroom.

**Group-B**  
**Full Marks: 50**  
**Pedagogy**

**Unit-V: Teaching (12)**

Science of Teaching- Relation between teaching and learning; Factors affecting teaching process, Input and Output variables; General principles of teaching; Maxims of Teaching; Fundamentals of teaching.

**Unit-VI: Teacher Behavior (10)**

- a) Observation of classroom behavior: Flander's Interactional analysis.
- b) Characteristics of good teacher.

**Unit-VII: Teacher and Classroom Teaching (14)**

- a) Nature of classroom teaching.
- b) Differences between traditional and constructivist teaching; Micro-teaching
- c) Function of a teacher as a Planner, as a Facilitator, as a Counselor, as a Researcher.

**Unit-VIII: Teaching Methods (14)**

- a) Factors affecting Perception, Attention and Attitude.
- b) Teaching Methods- Lecture, Demonstration, 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. 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 মনোবিদ্যা
11. অরুণ ঘাষ - শিক্ষা মনোবিদ্যা
12. প্রমাদ বসু -সনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
13. বিজয় সরকার - শিখন ও শিক্ষন
14. কম্পনা -সন বরাট এবং কনিকা -চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
15. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
16. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজ লক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত্ব



**B.A. Education (Honours) Part-II**  
**Paper-III**  
**Full Marks-100**  
**Development of Education in India**

**Course Objectives:**

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- Describe the salience features of education in India: Brahmanic and Buddhist system of Education.
- Discuss the Medieval and 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.
- Elaborate the National Policy on Education and National Education System.

**Group-A**  
**Full Marks-50**  
**Education in Pre-Independence India**

**Unit-I: Education in Ancient India-****a) Brahmanic System of Education- (14)**

Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.

**b) Buddhist System of Education-**

Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Vikramasila), Women education and Evaluation system.

**Unit-II: Education in Medieval India- (14)**

Aims, curriculum, teacher and methods of teaching, Institutions and Women education, Contribution of Firoz Shah Tughlak and Akbar.

**Unit-III: Education in 19<sup>th</sup> Century in India (10)**

- a) Charter Act of 1813 and its educational significance
- b) Bengal Renaissance- Concept, causes and its impact on Education, contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- c) Wood's Despatch (1854) and its impact on education.
- d) Indian Education Commission (1882-83) and its impact of education.

**Unit-IV: Education in 20<sup>th</sup> Century in India (1901-1944) (12)**

- a) Educational reformer- Lord Curzon
- b) National education movement- Characteristics of National Education Movement, causes of National Education Movement, Different phases of National Education Movement, Impact of National Education Movement.
- c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sadler Commission or Calcutta University Commission (1917-19)
- e) Sargent Plan Report (1944).

**Group-B**  
**Full Marks-50**  
**Education in Post-independence India**

**Unit-V: Education and Constitution (14)**

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

**Unit-VI: Education Commission in post Independent India (14)**

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

**Unit-VII: Some Educational Bodies in West Bengal (Function only) (12)**

- a) SCERT, b) DIET, c) WBBPE, d) WBBSE, e) WBCHSE f) WBSCHSE

**Unit-VIII: National Policies on Education (10)**

- 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
8. গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
9. অরুন -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
10. রণজিৎ -ঘাষ- যুগ যুগ ভারত-র শিক্ষা
11. সুশীল রায় - ভারত-র শিক্ষা ও শিক্ষার ভারতায়ন
12. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
13. ভক্তি ভূষণ ভট্টা-ভারতীয় শিক্ষার রূপ-রখা
14. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

**B.A. Education (Honours): Part-II****Paper-IV****Full Marks-100****Contemporary issues in Education and Comparative Education****Course Objectives:**

After completion the course the learners will be able to:

- Explain the Meaning, Constitutional Provision with special Education 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 the modern issues in Indian Education.
- Discuss the meaning, nature, scope, importance and methods of Comparative Education.
- Understand the Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian education system with abroad

**Group-A****Full Marks-50****Contemporary issues in Education****Unit-I: Universalization of Elementary Education****(14)**

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****(10)**

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

**Unit-III: Higher Education and RUSA****(12)**

- a) Concept of Higher Education
- b) Role of Higher Education
- c) Knowledge Commission & Higher Education
- d) Higher Education and RUSA
- e) Problems of Indian Higher Education

**Unit-IV: Issues in Education****(14)**

- 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.

**Group-B****Full Marks-50****Comparative Education****Unit-V: Meaning, Nature, Scope, and Methods of Comparative Education (10)**

- 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-VI: Factors and Forces of Comparative Education: (12)**

- 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-VII: Universalization of Elementary Education in UK & USA (14)**

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

**Unit-VIII: Universalization of Secondary Education in UK & USA (14)**

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

**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
5. S. P. Chaube & A. Chaube – Comparative Education
6. R. N. Sharma- Comparative Education
7. Y. K. Sharma- Comparative Education
8. Nikholas Hanse - On Comparative Education
9. দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল - ভারতের শিক্ষার চলমান ঘটনাবলী
10. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন
11. -দবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
12. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা: -দ-শ ও বি-দ-শ
13. তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

**B.A. Education (Honours) Part-III****Paper-V****Full Marks-100****Educational Evaluation and Statistics in Education****Course Objectives:**

After completion the course the learners will be able to:

- Discuss the concepts of measurement and evaluation in the field of education
- Explain the 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.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.
- Explain the Normal Probability Curve and its uses in education.
- Use various inferential statistics in analysis and interpretation of educational data.

**Group-A****Full Marks-50****Educational Evaluation****Unit-I: Measurement and Evaluation in Education (8)**

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

**Unit-II: Tools and Techniques of Evaluation (16)**

- a) Tools:
  - Tests- Essay type and Objective type; Short answer type and Oral type.
  - Personality Test- Rorschach Ink Blot Test
  - Interest Test- Kuder Test
  - CRC
- b) Techniques:
  - Observation, Self-reporting (Interview, Questionnaire)

**Unit-III: Characteristics of a good test (12)**

- a) Objectivity- Meaning and nature,
- b) Reliability- Concept, Nature, Causes of low Reliability, Determination of Reliability,
- c) Validity- Concept, and Types,
- d) Norms- Meaning and importance.
- e) Usability/Practicability

**Unit-IV: Evaluation Process (14)**

- 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.

**Group-B**  
**Full Marks-50**  
**Statistics in Education**

**Unit-V: Educational Statistics** (12)

- a) Concept, Scope and Need of Educational Statistics
- b) Organization and Tabulation of Data- Frequency distribution table
- c) Graphical Representation of Data- Pie diagram, Bar graph, Histogram, Frequency Polygon and Ogive (Using 75% rule)

**Unit-VI: Descriptive Statistics** (14)

- 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-VII: Normal Distribution and Derived Score** (14)

- a) Concept of Normal Distribution- Properties and Uses of NPC. Divergence from Normality- Skewness and Kurtosis.
- b) Derived Scores- Z-Score, Standard Score (Meaning, Calculation and Uses).

**Unit-VIII: Relationship and Inferential Statistics** (10)

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

**Suggested Books:**

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral 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. পূর্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
9. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

**B.A. Education (Honours): Part-III****Paper-VI****Full Marks-100****Educational Management and Educational Technology****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 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.
- 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.

**Group-A****Full Marks-50****Educational Management****Unit-I: Concept of Educational Management (10)**

- 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 (12)**

- a) Educational Administration: Meaning and Function.
- b) Supervision: Meaning, Purpose; Distinguish between Supervision and Inspection.
- c) Factors affecting Managerial behavior of teachers: Personal, Social, Cultural, Political and Institutional.

**Unit-III: Educational Planning (14)**

- 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 (14)**

- a) UGC, b) NAAC, c) NCERT, d) NCTE, e) DEB, f) CABE, g) NUEPA

**Group-B****Full Marks-50****Educational Technology****Unit-V: Educational Technology (8)**

- 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-VI: Classroom Communication and Media used (12)**

- 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-VII: Instructional Technology (10)**

- 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-VIII: Phases, Levels, and Models of Teaching (20)**

- 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. 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
4. K. Sampath- Introduction to Educational Technology
5. R. P. Pathak- New Dimensions of Educational Technology
6. U. Rao – Educational Technology
7. K. L. Kumar- Educational Technology
8. J. Mohanty- Educational Technology
9. বিমল চন্দ্র দাশ, -দব্যানী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়- শিক্ষায় ব্যবস্থাপনা
10. দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
11. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
12. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
13. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি



**B.A. Education (Honours) Part-III****Paper-VII****Full Marks-100****Educational Guidance and Curriculum Construction****Course Objectives:**

After completion 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 Counseling.
- Explain the concept of tools and techniques of Guidance & Counseling.
- Discuss the concept and nature of mental health and Adjustment.
- 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

**Group-A****Full Marks-50****Educational Guidance****Unit-I: Concept of Guidance (12)**

- 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.
- c) Guidance at different stages of Education with special emphasis on Secondary stage of Education.

**Unit-II: Concept of Counseling (14)**

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

**Unit-III: Tools and Techniques of Guidance and Counseling (14)**

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
- b) Measurement of Intelligence, Personality and Motivation
- c) Difference between Guidance, Counseling and Teaching.

**Unit-IV: Mental Health and Psychodynamics of Adjustment (10)**

- a) Concept of Mental Health and Mental Hygiene
- b) Causes and Symptoms of Maladjustment.
- c) Frustration and Conflicts
- d) Adjustment Mechanisms.

**Group-B**  
**Full Marks-50**  
**Curriculum Construction**

**Unit-V: Introduction of Curriculum (16)**

- 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-VI: Concept of Curriculum Framework (8)**

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

**Unit-VII: Curriculum Evaluation (16)**

- a) Meaning & Importance of Curriculum Evaluation
- b) Formative and Summative Evaluation of Curriculum: Concept & Distinguish between them.

**Unit-VIII: Curriculum Theories (10)**

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

**Suggested Books:**

1. Gibson- Guidance and Counseling
2. NCERT- Guidance and Counseling
3. N. C. Basu- Educational and Vocational Guidance
4. S. S. Chauhan- Principles and Techniques of Guidance
5. N. Bhalla- Curriculum Development
6. M. Talla- Curriculum Development: Perspectives, Principles
7. P. H. Taylor & C. M. An Introduction to Curriculum Studies
8. -দবাশিস পাল- নির্দেশনা ও পরামর্শ
9. সনৎ কুমার -ঘাষ- শিক্ষায় সংগতি-অপসংগতি এবং নির্দেশনা
10. দি-ব্যান্ডু ভট্টাচার্য্য-পাঠক্রম চর্চা ও মূল্যায়ন
11. মিহির চ-ট্টাপাধ্যায়- পাঠক্রম চর্চা
12. প্রণব কুমার চক্রবর্তী-পাঠক্রম নীতি ও নির্মাণ

**B.A. Education (Honours) Part-III**  
**Paper-VIII**  
**Full Marks-100**  
**Educational Research and Practical**

**Course Objectives:**

After completion 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 source 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.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.
- Apply relevant statistical techniques to analyze data.

**Group-A**  
**Full Marks-50**  
**Educational Research**

**Unit-I: Research-meaning and nature: (8)**

- Meaning and nature of Research
- Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- Need of Research in Education

**Unit-II: Educational Research- meaning, nature and types (14)**

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

**Unit-III: Basic Ideas of Research (16)**

- Characteristics of a good Research Problem
- Review of related Literature – purpose
- Variable – dependent and independent
- Research Hypothesis – meaning, nature and types
- Population, Sample and sampling- meaning

**Unit-IV: Research Data: (12)**

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

**Group-B**  
**Full Marks-50**  
**Practical: Class Hour-100**

**Structure of Practical work**

Item	Marks
Writing Report	40
Viva	10

**Topic: (Each student is required to complete any one of the following)-**

**1. Each student is expected to collect two sets of data from their colleges or neighborhood school (sample size  $\geq 50$ ) for the following:**

- Estimation of central tendencies and standard deviation.
- Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve, ogive, and location of median and quartile therein.
- Calculation of coefficient of correlation between two sets of data by appropriate statistical technique

**2. Preparation of Term paper and PowerPoint presentation:** Each student is asked to select a topic from the syllabus and write a term paper within 1000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

**3. Psychological Testing:** Each student is required to administer one standardised test (like- Intelligence test, Personality test, Interest inventory, Aptitude test etc.) to subject/sample and write a report on this.

**4. Project:** The project work will have to be completed according to following steps:

- a) Identification of the problem/topic.
- b) Formulating the objectives – reviewing the relevant literature (if any).
- c) Actual plan of work:
  - Writing the Objectives/questions/hypotheses (wherever possible).
  - Field identification – scope and delimitations.
  - Nature of information /data required- their sources.
  - Collection and organisation of data, analysing and drawing inferences.
  - Reporting.

Note : The project may either be a theoretical critical study or an empirical study

**5. Visit to a place of educational importance and writing a report** (within 2000 words) on the following:

- Selection of place
- Educational Importance of the place
- Planning for visit
- Documenting and noting down the visit with important features
- Concluding remarks

**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. -দবাশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
5. -মাঃ লুৎফুর রহমান, শওকত আলী খান এবং স্বপন কুমার দাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
6. জাকির -হা-সন- শিক্ষামূলক গ-বষণা

# **CURRICULUM OF B.A. IN EDUCATION (GENERAL)**

**B.A. Education (General) Part-I**  
**Paper-I**  
**Full Marks-100**  
**Philosophical and sociological foundation of education**

**Course Objectives:**

After completion 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.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.
- 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.

**Group-A**  
**Full Marks: 50**  
**Philosophical Foundation of Education**

**Unit-I: Concept, Scope and Aim of Education (8)**

- 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: (14)**

- 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 and national values (16)**

- a) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

**Unit-IV: Great Educators and their educational philosophy (12)**

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

**Group-B****Full Marks: 50****Sociological Foundation of Education****Unit-V: Educational Sociology (8)**

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

**Unit-VI: Social issues and Education (12)**

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.

**Unit-VII: Social groups and education (15)**

- a) Social groups (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-VIII: Social change and Education (15)**

- a) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change.
- b) Education and Social Mobility.
- c) Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

**Suggested Book:**

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. Y. K. Sharma – Sociological Philosophy of Education
6. A. P. Sharma – Indian and Western Educational Philosophy
7. S. S. Ravi – A Comprehensive Study of Education
8. M. Sharma – Educational Practices of Classical Indian Philosophies
9. S. S. Chandra & R. K. Sharma- Philosophy of Education
10. N. Arora – Educational Philosophy
11. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
12. B. R. Purkait – Great Educators
13. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
14. অরুণ -ঘাষ - শিক্ষাবিজ্ঞানের দর্শন ও মূলতত্ত্ব
15. অর্চনা ব-ন্দোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
16. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও দর্শন



17. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
18. বিভূরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
19. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
20. সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
21. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
22. জগদীন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান

**B.A. Education (General) Part-II****Paper-II****Full Marks-100****Educational psychology and educational guidance****Course Objectives:**

After completion the 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.
- Elaborate the concept, nature, scope, types & importance of Guidance.
- Explain the concept of tools and techniques of Guidance.

**Group-A****Full Marks: 50****Educational Psychology****Unit-I: Educational Psychology (12)**

- a) Definition, 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.

**Unit-II: Learning (14)**

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning.
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest.
- d) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting.

**Unit-III: Intelligence (12)**

Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford ; Measurement of Intelligence.

**Unit-IV: Personality (12)**

Definition, Theories – Types and Trait; Measurement of Personality; Concept of Individual differences in classroom.

**Group-B**  
**Full Marks:50**  
**Educational Guidance**

**Unit-V: Concept of Guidance** (12)

- a) Meaning & Definition, Characteristics, Scope of Guidance.
- b) Needs and importance of Educational Guidance services in Schools.
- c) Organization of Guidance programme in School

**Unit-VI: Types of Guidance** (14)

- a) Educational: Meaning, Characteristics, Purpose & Functions.
- b) Vocational: Meaning, Characteristics, Purpose & Functions.
- c) Personal: Meaning, Characteristics, Purpose & Functions.

**Unit-VII: Concept of Counseling** (12)

- a) Meaning & Definition, Characteristics, Scope of Counseling
- b) Needs and importance of Psychological Counseling.

**Unit-VIII: Types of Counseling** (12)

- a) Concept of different types; Eclectic Counseling.
- b) Difference between Guidance, Counseling and Teaching.

**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. Gibson- Guidance and Counseling
11. NCERT- Guidance and Counseling
12. N. C. Basu- Educational and Vocational Guidance
13. S. S. Chauhan- Principles and Techniques of Guidance
14. সুশীল রায় - শিক্ষা মনোবিদ্যা
15. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
16. প্রমোদ বসু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
17. বিজন সরকার - শিশু ও শিক্ষন
18. কম্পনা -সন বরাট এবং কনিকা -চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
19. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
20. দবাশিস পাল- নির্দেশনা ও পরামর্শ
21. সনৎ কুমার -ঘোষ- শিক্ষায় সংগতি-অসংগতি এবং নির্দেশনা

**B.A. Education (General) Part-II****Paper-III****Full Marks-100****Development of Education in India and Contemporary Issues in education****Course Objectives:**

After completion the course the learners will be able to:

- Discuss 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.
- Explain the Functions of Some Major Educational Organization in India.
- Explain the Meaning, Constitutional Provision with special Education 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.

**Group-A****Full Marks: 50****Development of Education in India****Unit-I: Education in 19<sup>th</sup> Century in India (10)**

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
- 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 20<sup>th</sup> Century in India (1901-1944) (10)**

- 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****(20)**

- 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.

d) Asoke Mitra Commission (1991-92)

- Recommendations Regarding Primary and Secondary Education.

**Unit-IV: National Policy on Education (10)**

a) National Policy on Education (1986)

- National System of Education, Equality in Education, ECCE, Operation Black Board, Navodaya Vidyalaya.

b) Revised National Policy on Education-1992.

**Group-B**

**Full Marks: 50**

**Contemporary issues in Education**

**Unit-V: Universalization of Elementary and Secondary Education (12)**

a) Universalization of Elementary Education- Meaning, Importance, Role of SSA- SSM, problems.

b) Universalization of Secondary Education- Meaning, Significance, Problems, RMSA.

**Unit-VI: Functions of Some Major Educational Organization in India. (8)**

UGC, NAAC, NCERT, NCTE

**Unit-VII: Higher Education in India (12)**

a) Role of Higher Education

b) Problems and RUSA

**Unit-VIII: Issues in Education (18)**

a) Peace Education: Concept and needs.

b) Education for Sustainable Development: Meaning, aims & objectives, Needs.

c) Inclusive Education: Meaning and Needs.

d) Open & Distance Learning System: Meaning and needs

**Suggested Books:**

1. B. R. Purkaiat- 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. S. S. Ravi – A Comprehensive Study of Education
9. J. C. Aggarwal- Theory and Principles of Education
10. R. P. Pathak – Development and Problems of Indian Education

11. B. K. Nayak- Modern Trends and Issues in Education of India
12. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
13. অরুণ -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
14. রণজিৎ -ঘাষ- যুগ যুগ ভার-তর শিক্ষা
15. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
16. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
17. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষার রূপ-রখা
18. -জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস
19. দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল - ভার-তর শিক্ষার চলমান ঘটনাবলী
20. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন

**B.A. Education (General) Part-III**  
**Paper-IV**  
**Full Marks-100**  
**Educational Technology and Evaluation in Education**

**Course Objectives:**

After completion the course the learners will be able to:

- Understand 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.
- Understand the concepts of measurement and evaluation in the field of education
- Understand different types of Tools and Techniques in the field of Education.
- Understand the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.

**Group-A**  
**Full Marks: 50**  
**Educational Technology**

**Unit-I: Educational Technology (8)**

- a) Concept, Definition, Need of Educational Technology
- b) Types of Educational Technology: ET<sub>1</sub>, ET<sub>2</sub>, ET<sub>3</sub>.

**Unit-II: Communication & Media used (12)**

- a) Communication Process: Concept, Components, Factors of classroom Communication.
- b) Audio, Visual and Audio-visual media used in education.
- c) Use of Computer in Education.

**Unit-III: Instructional Technology (10)**

- a) Mass Instructional Technology- Seminar, Team teaching ( Concept, Advantage & Limitation)
- b) Personalized Instructional Techniques- Programmed Instruction (Concept, Advantage, Limitation)

**Unit-IV: Educational Technology in Teaching (20)**

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Level of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: meaning, nature, families, Glaser's Basic teaching model

**Group-B**  
**Full Marks: 50**  
**Evaluation in Education**

**Unit-V: Evaluation and Measurement (8)**

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

**Unit-VI: Characteristics of a good test (10)**

- a) Reliability- Concept, Characteristics, Causes of low Reliability,
- b) Validity- Concept, Causes of low Validity, Types,.
- c) Objectivity- meaning and nature.

**Unit-VII: Tools and Techniques of Evaluation (20)**

- a) Tools:
  - o Tests- Essay type and Objective type (Advantage and Disadvantage)
- b) Techniques:
  - Observation, CRC, Interview.
- c) Formative and Summative Evaluation

**Unit-VIII: Statistics in Education (12)**

- a) Meaning, Nature and Needs of Educational Statistics
- b) Measures of Central Tendency- Mean, Median and Mode; their properties, calculations and applications.
- c) Graphical Representation of Data- Histogram, Frequency Polygon - uses (Using 75% rule)

**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. S. K. Mangal- Statistics in Education and Psychology
7. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
8. E. Garret- Statistics in Education and Psychology
9. R. A. Sharma- Mental Measurement and Evaluation
10. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
11. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
12. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
10. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি
11. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
12. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
13. পূর্ণেন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
14. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ



Paper I	Sections	Topics/ Texts	Prescribed Texts & Resources	No of lectures	Marks distribution for the section
(A) History of English Language			i. A Brief Introduction : <a href="http://public.oed.com/aspects-of-english/english-in-time">http://public.oed.com/aspects-of-english/english-in-time</a>	2	i. Word Notes [will be set from A. C. Baugh only] (any five out of eight) <b>5 X 2=10</b> ii. Short notes/questions of five marks (any four out of six) <b>4 X 5=20</b>
	a) Old English	(i) Indo-European Languages	ii. <i>A History of English Language</i> . A.C. Baugh and Thomas Cable. Routledge; 6 e. 2012. iii. <i>The Story of English</i> . R. W. Cran McCrum and R. MacNeil. Penguin, 1986. iv. <i>English as a Global Language</i> . David Crystal. Cambridge University Press, 1997. v. <i>A Dictionary of Word Origins</i> . John Ayto. Goyal Publishing, 2011.	1	
		(ii) Scandinavian Influence		1	
		(iii) Celtic Influence		1	
		(iv) Grimm's Law		1	
	b) Middle English	(i) Influence of Norman Conquest		2	
		(ii) The Great Vowel Shift		1	
		(iii)		1	
	c) Early Modern English	(i) Renaissance and Printing		1	
		(ii) Translation of the Bible		1	
		(iii) Shakespeare		2	
	d) Eighteenth-century English	(i) Dr Johnsons' English Dictionary		1	
		(ii) Grammar books and primers		1	
	e) Nineteenth-century English	(i) Colonialism		2	
		(ii) Science and Industrial Revolution		1	
	f) Global English	(i) Business, Commerce and Technology		1	
		(ii) Global media		1	
				20	30

Paper I	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
(B) English in India	a) British Colonial Period	(i) Exploration Phase (pre 1813)	i. <i>The Story of English in India</i> . N. Krishnaswamy and Lalitha Krishnaswamy. New Delhi: Foundation Books, 2006. ii. <i>The Politics of Indians' English</i> . N. Krishnaswamy and Archana S. Burde. OUP, 2004.	1	iii. Short Notes (any two out of four) <b>2 X5=10</b> iv. Essay-type question (any one of the two) <b>1 X15 = 15</b>
		(ii) Transportation Phase (1813-1835)		2	
		(iii) Consolidation and Dissemination (post 1835)		3	
	b) Independent India	(i) English and the struggle for the Swadeshi and Indian Independence		1	
		(ii) Language Riots, The Official Language Commission and The Official Language Act		2	
		(iii) Indians' English: errors and idiosyncrasies		1	
		(iii) Perspectives on Teaching English in Independent India: (a) Utilitarian (b) Social (c) Ideological		3	
		(iv) English and Indian Languages		1	
		(v) Neo-colonialism, Globalization and English		1	
				<b>15</b>	<b>25</b>

(C) Use of English	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
	a) English Phonetics	(i) Introduction to English vowel and consonant sounds (ii) Stress and phonemic transcription of connected speech (iii) Syllabic structure and consonant cluster	<i>A Textbook of English Phonetics for Indian Students.</i> T. Balasubramanian . Trinity, 2e. 2013.	4 3 8	v. Phonemic transcription of connected speech (2 out of 3 sentences) <b>2 X4=8</b> vi. Syllabic structure (3 out of 5) <b>3X1=3</b> vii. Consonant cluster (3 out of 5) <b>3X1=3</b>
	b) Rhetoric		<i>Elements of English Rhetoric and Prosody.</i> Bose and Sterling.	15	viii. Identify and explain the figures of speech (any four out of six) <b>4 X 2= 8</b>
	c) Prosody			10	ix. Scan and indicate the metrical pattern of a poem , or an excerpt, of four lines from a poem (any one of the two) 4 marks for identification of metre; 4 marks for overall assessment and variations <b>4+4=8</b>
				<b>40</b>	<b>30</b>

Paper I	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Marks distribution for the section
(D) Composition and Communication	a) The Writing Process	i) Researching resources for writing and using them	i. <i>Critical Thinking, Academic Writing and Presentation Skills.</i> Marilyn Anderson, Pramod K Nayar and Madhucchanda Sen. Pearson, 2010.  ii. Towards Academic English. Mark Cholik. Foundation Books, 2007.	2	ix. Students will be asked to write a piece (out of two given exercises) of discursive academic writing of approximately 500 words. The question may be set in such a manner that the students are not merely instructed to write an essay on a given topic. Rather, the topics given in the syllabus may be explicitly tested in the end-term examination.  <b>15</b>
		ii) Reading for writing		1	
		iii) Connecting reading and writing		1	
		iv) Organizing your ideas		2	
		v) The process of writing		4	
		vi) Writing the body paragraph, introduction and conclusion		2	
		vii) Using sub-headings		1	
	b) Elements of Writing	i) Solving punctuation problems		1	
		ii) Writing mechanics		1	
		iii) Using the right register		1	
		iv) Vocabulary and spelling		2	
		v) Transition: link words and phrases		1	
	c) Academic Presentation	i) The audience and the objective of presentation		1	This section <u>will not be tested</u> in the end-term examination. However, departments should organize annual students' seminar to give students training and opportunity to make academic presentations.
		ii) Choosing the appropriate medium		1	
		iii) Techniques of effective presentation		1	
		iv) Structuring the presentation and time management		1	
		v) Visual aids and use of technology		1	
		vi) Clarity and non-verbal communication		1	
				<b>25</b>	<b>15</b>
				[A=20]+ [B=15]+ [C=40]+ [D=25]= 100	<b>10+20+10+15+5+5+8+12+15= 100</b>

Paper II: English Literature from 408 CE – 1484 CE

Paper II	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
(A) Anglo-Saxon Literature	a) History	(i) Brief historical outline: a. Romans and Anglo-Saxon Invasion b. Anglo-Saxon Heptarchy – Rise of Wessex c. Danelaw; Spread of Christianity- two phases	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Book: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	a. 5 (out of 7) X 2 Marks = 10 c. 1 (out of 2) X 15 Marks = 15
		(ii) Brief socio-cultural history: a. The Heroic Code; role of the Lord and the kinsmen b. Scop – oral poetry c. Place of women		4	2,5,15	All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus  * NAEL: <i>Norton Anthology of English Literature</i>
		(iii) Poetry a. Heroic b. Lyric-elegiac c. Religious poetry		8	2,5,15	
		(iv) Prose a. Religious b. Historical		2	2,5,15	
	b) Poetry	(i) Hrothgar speaks to Beowulf at a celebration at Heorot.” [from <i>Beowulf</i> Tr. by Seamus Heaney]. “Then Everyone hushed/ as the son of Halfdane spoke this wisdom: / .../ dear warrior, to sweep you away.” [ll. 1698-1768].“	*NAEL 8 <sup>th</sup> Ed. pp 70-71.	6	5, 15	
		(ii) “The Wife’s Lament”	*NAEL 8 <sup>th</sup> Ed. p.114	3	5, 15	
		(iii) “The Dream of the Rood”	*NAEL 8 <sup>th</sup> Ed. pp.27-29	3	5, 15	
	c) Prose	(i) Bede’s “The Story of Caedmon” [from <i>An Ecclesiastical History of the English People</i> ]	*NAEL 8 <sup>th</sup> Ed. pp. 25-27	3	5, 15	
		(ii) From King Alfred’s “Preface to the <i>Pastoral Care</i> ”.	*NAEL 8 <sup>th</sup> Ed. pp.109-111	3	5, 15	
				<b>=36</b>		

Paper II: English Literature from 408 CE – 1484 CE

(B) Anglo-Norman and Middle English Literature	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
	a) History	(i) Brief historical outline: a. Norman Conquest and its aftermath b. Angevin Dynasty c. The Hundred Years' War d. Wars of the Roses	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	a. 5 (out of 7) X2 marks=10 c. 1 (out of 2) X 15 marks=15  b. 5 (out of 8) questions from a pool of questions based on sections (A) and (B) to be answered X5 marks=25  All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus
		(ii) Brief socio-cultural history: a. the Church b. the Court and the Chivalric traditions, place and role of women; c. Bretons and the oral tradition; d. the Black Death and social upheaval; e. international trade, commerce and social churning		5	2,5,15	
		(iii) The Romance tradition		2	2,5,15	
		(iv) Poetry a. Translation, lyric b. Narrative c. Religious		3	2,5,15	
		(v) Prose a. Historical b. Religious c. Reformatory		3	2,5,15	
		(vi) Drama		2	2,5,15	
	b) Poetry	(i) "The Treasure of Truth" [from Pass.1 <i>The Vision of Piers Plowman</i> ll 1-26 ]	NAEL 8 <sup>th</sup> Ed. pp 336	2	2,5,15	
		(ii) From "The Nun's Priest's Tale" ll. 88-119.	NAEL 8 <sup>th</sup> Ed. pp 298-299, 301-302 or CULT Edition edited by Norman Jeffares	4	2,5,15	
	c) Prose	(i) "The Deaths of Lancelot and Guinevere" [from <i>Morte D'Arthur</i> by Thomas Malory]	NAEL 8 <sup>th</sup> Ed. pp 453-456	3	2,5,15	
		(ii) "Pilgrimage to Jerusalem" [from Bk1.28. <i>The Book of Margery Kempe</i> ]	NAEL 8 <sup>th</sup> Ed. pp 383, 388-389	2	2,5,15	
	d) Drama	(i) <i>The York Play of the Crucifixion</i> (c. 1425)	NAEL 8 <sup>th</sup> Ed. pp 398-406	8	5,15	
				<b>=38</b>		25+

Paper II: English Literature from 408 CE – 1484 CE

(C) Literary Terms	Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Marks distribution for the section
	a) General	persona, genre, image, symbol	<i>A Glossary of Literary Terms</i> . M.H.Abrams. New Delhi: Cengage, 2012.	6	2, 5	d. 5(out of 7)X2 marks = 10 e. 3 (out of 5) X 5 marks = 15  All 2-marks questions in this section will be set <u>only</u> from <i>A Glossary of Literary Terms</i> . M.H.Abrams. 2012 ed.
	b) Poetry	epic, lyric		4	2, 5	
	c) Fiction	fiction, novel		8	2, 5	
	d) Drama	comedy, tragedy, character		8	2, 5	
				=26		25

Sections	Topics/ Texts	Prescribed Texts	No of lectures	Questions that may be set from the particular item	Questions that will be set from this section
a) History	1) <u>Brief historical outline</u> a) Tudors, Absolutist Monarchy & the Birth of the Nation State b) Jacobean Age and Divine Kingship c) Nascent Capitalism, Rise of the Middling Sort of Men d) Early Phase of Colonialism, Discoveries and their Impact	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	A.a. 5 (out of 8) X 2 marks=10 B.a. 2 (out of 4) X 5 marks=10
	2) <u>Brief socio-cultural history and history of ideas</u> a) Humanism, Homocentric Worldview, Renaissance b) Reformation, Growth of Puritanism c) Place of Women		3	2,5,15	All 2-marks questions in this section will be set <u>only</u> from <i>Short Oxford History of English Literature</i> by Andrew Sanders
	3) <u>Poetry</u> a) Sonnet, lyric b) Long poem c) Metaphysical poetry		3	2,5	Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus
	4) <u>Prose</u> a) Essays – religious and historical b) Counsel literature, satire c) Fiction, translation		3	2,5	
	5) <u>Drama</u> a) Comedy: romantic, pastoral and citizen comedy b) Tragedy: Revenge tragedy, classical tragedy, tragi-comedy c) Problem plays		7	2,5	
			<b>= 20</b>		<b>20</b>
b) Drama	(i) <i>Dr. Faustus</i> . Christopher Marlowe. (c. 1593; published 1604)	Worldview ed.	15	15	C.1 (out of 2) X 15 marks =15
	(ii) <i>Shoemaker's Holiday</i> . Thomas Dekker. (1600)	Meridian Student Edition	15	15	D.1 (out of 2) X 15 marks =15
	(iii) <i>Macbeth</i> . William Shakespeare. (c. 1606–07)	Arden ed.	20	15	E.1 (out of 2) X 15 marks =15
			<b>=50</b>		<b>45</b>
c) Poetry	(i) "Forget not yet". Thomas Wyatt	*N.A.E.L. 8 <sup>th</sup> Ed.	1	2,5	A.b.3 (out of 6) X 2 marks =6 B.b.3 (out of 5) X 5 marks =15
	(ii) "To His Love" (ii) ['One day I wrote her name upon strand']. Edmund Spenser. (1595)		1		
	(iii) 'Loving in truth'. Philip Sidney. (1591)		1		



Paper III : English Literature from 1485 CE to 1640 CE

	(iv) Sonnet 116 ['Let me not to the marriage']. William Shakespeare. (1609)	*N.A.E.L. 8 <sup>th</sup> Ed.	3		
	(v) Sonnet 130 ['My Mistress' eyes']. William Shakespeare. (1609)		3		
	(vi) "The Sun Rising". John Donne. (1633)		3		
	(vii) "The Good-Morrow". John Donne. (1633)		2		
	(viii) "Lycidas". John Milton (Ed. C.T. Thomas) (1638)		5		
	(ix) "The Easter Wings". George Herbert. (1633)		3		
			=22		21
c) Prose	(i) "Of Unity in Religion". Francis Bacon (1612, 1625)	<i>Essays</i> . Ed. Sukanta Chaudhuri	2	2,5	A.c.2 (out of 4) X 2 marks =4 B.c.2 (out of 4) X 5 marks =10
	(ii) "Of Plantations". Francis Bacon (1625)	*N.A.E.L. 8 <sup>th</sup> Ed.	2		
	(iii) Extract from <i>A Faithful Admonition to the Professors of God's Truth in England</i> [first twenty paragraphs: "Grace, mercy, and peace, from God the Father of our Lord Jesus Christ..." to "...being of longer continuance than ever they had at any time before". John Knox. (1554)	<i>Selected Writings of John Knox. Public Epistles, Treatises and Expositions to the Year 1559.</i>	2		
	(iv) Extract from <i>A Supplication for the Beggars</i> [Ch.IV "That a picture of the cruel, unclean and hypocritical monkery... " to "... the delusions and enormities against which he protested."]. Simon Fish. (1529)	Ed. by Edward Arber. The English Scholar's Library Edition, 1878.	2		
			=8		14
TOTAL			100		[A.a.b.c.10X2=20]+[B.a.b.c.7x5=35]+[C.1x15=15]+[D.1x15=15]+[E.1x15]=100

\* NAEL: *Norton Anthology of English Literature*

Paper IV: English Literature (1641 – 1788)

	Sections	Topics/Texts	Recommended Texts	No of lectures	Questions that may be set from the particular item/text	Questions that will be set from this section
Restoration and Eighteenth-Century	a) History	(i) Brief historical outline: a. Civil War, Commonwealth b. Restoration c. Glorious Revolution	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.  Reference Books: i. <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	4	2,5	a. 10 (out of 14) from all sections except drama and novel X 2 Marks = 20 b. 7 (out of 10) from all sections X 5= 35  3 (out of 6) Essay-type 15 Marks questions from all the sections except a).i. 'Brief Historical Outline' c. Poetry d. Drama e. Novel and Essay 3X15=45  Essay-type (15 marks) questions should be set so as to relate literary history to texts in the syllabus
		(ii) Brief socio-cultural history: a. Rise of the Press and book trade b. Neoclassicism and Enlightenment c. Rise of the merchant class		4	2,5,15	
		(iii) Poetry a. Mock epic b. Metaphysical Poetry c. Pre-Romantics		5	2,5,15	
		(iv) Prose a. Satire b. Periodical Essay		4	2,5,15	
		(v) Drama a. Heroic Tragedy b. Restoration Comedy c. Ant-sentimental Comedy		5	2,5,15	
	b) Poetry	(i) "The Retreat". Henry Vaughan. (1650-55)	<i>Metaphysical Poetry</i> . Ed. Colin Burrow. Penguin, 2013.	2	2,5, 15	
		(ii) "To His Coy Mistress. Andrew Marvell. " (c.1650)		2	2,5,15	
		(iii) <i>The Rape of the Lock</i> Cantos I & II. Alexander Pope. (1717)		12	2,5,15	
		(iv) "Elegy Written in a Country Churchyard" Thomas Gray. (1751)		3	2,5,15	
	c) Drama	(i) <i>She Stoops to Conquer</i> William Goldsmith. (1773)		15	5, 15	
		(ii) <i>Way of the World</i> . William Congreve. (1700).	OUP Edition	15	5, 15	
	d) Novel	(i) <i>Gulliver's Travels</i> (Bks. I & II). Jonathan Swift. (1735)	OUP Edition	15	5, 15	

Paper IV: English Literature (1641 – 1788)

	c) Essay	(i) “The Vision of Justice”. Josphe Addison. (1706)	<i>Book of English Essays</i> . Ed. W.E.	2	2,5, 15	
		(ii) “Recollection of Childhood”. Richard Steele. (1710)	Williams. OUP	2	2,5,15	
		(iii) “Beau Tibbs”. Oliver Goldsmith.	<i>N.A.E.L.</i> 8 <sup>th</sup> Ed.	2	2,5, 15	
		(iv) “Great Fire”. Samuel Pepys. (1666)	p.p.2134-‘38	3	2,5, 15	
		(v) “Some Reflections upon Marriage”. Mary Astell. (1700). [selections in <i>N.A.E.L.</i> ]	p.p.2285-‘88	3	2,5, 15	
		(vi) “On Idleness” [ <i>Idler</i> 31]. Samuel Johnson. (1758).	p.p. 2678-‘80	2	2,5, 15	

Paper V: English Literature (1789-1831)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Questions that may be set from the particular item/text	Questions that will be set from this section
a) History of Literature	(i) Brief historical outline: a. French Revolution b. Napoleonic wars	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press.	3	2, 5 2,5,15	A. (a) 4 (out of 6) X 2 marks = 8 B. (a) 3 (out of 5) X 5 = 15
	(ii) Brief socio-cultural history a. Cult of Imagination in other arts (e.g. painting, music etc.)		3		
	(iii) Poetry a. Lyric b. Narrative	Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	6	2,5,15	
	(iv) Prose a. Novel b. Essay		3 3	2,5,15	
	(v) Drama		2	2,5,15	
			<b>20</b>		<b>23</b>
b) Poetry	(i) "The Lamb" (1789) and "The Tyger" (1790-92; p. 1794) – William Blake	<i>The Golden Treasury</i> . Ed. F.T.Palgrave.  <i>N.A.E.L.</i> 8 <sup>th</sup> Edition	4	2, 5, 15	A. (b) 3 (out of 5) X 2 marks = 6 B. (b) 2 (out of 4) X 5 marks = 10 C. 2 (out of 3 ) X 15 = 30
	(ii) "After Blenheim" – Robert Southey		2		
	(iii) "Ode on the Intimations of Immortality on Recollections of Early Childhood" – William Wordsworth		5		
	(iv) "This Lime-Tree Bower My Prison" – Samuel Taylor Coleridge		3		
	(v) "Kubla Khan" – Samuel Taylor Coleridge		2		
	(vi) "Ode to the West Wind" – Percy Bysshe Shelley		3		

Paper V: English Literature (1789-1831)

	(vii) "Ode to A Nightingale" – John Keats		3		
	(viii) "Eve of St Agnes" – John Keats		5		
	(ix) Excerpt from <i>Don Juan</i> . Stanzas 22-29; ll.169-232. –George Gordon Byron		3		
			<b>30</b>		46
c) Prose	(i) "Dream Children: A Reverie" – Charles Lamb	<i>Essays of Elia</i> . Macmillan ed.	4	2,5	A. (c) 3 (out of 5) X 2 marks = 6 B. (c) 2 (out of 4) X 5 marks = 10
	(ii) "Chimney Sweepers" – Charles Lamb		4		
	(iii) "Christ's Hospital Five-and-Thirty Years Ago" – Charles Lamb		5		
	(iv) "Going on a Journey" –William Hazlitt	<i>Book of English Essays</i> . Ed. W.E. Williams. OUP.	3		
	(v) "The Literature Of Knowledge And The Literature Of Power" –Thomas De Quincey		4		
			<b>20</b>		16
d) Novel	<i>Northanger Abbey</i> . Jane Austen. (1817)	Norton Ed.	15	D. 1 (out of 2) X 15 marks = 15	
	<i>Frankenstein</i> . Mary Shelley. (1818)	Norton ed.	15		
			<b>30</b>		15

Paper VI: English Literature (1832-1913)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Marks of questions that may be set from the particular item	Questions that will be set from this section
a) History of Literature	(i) Brief historical outline a. Reform Acts b. Women's Suffrage c. Empire (ii) Brief socio-cultural history a. Condition of the Working Class b. Science and Religion c. Leisure and Amusements ( <i>Punch</i> , the <i>Illustrated London News</i> , the development of leisure in Britain, seaside resorts, clubs and sports)	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press. Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.	2	2,5	A. (a). 4 (out of 6)X 2 marks= 8 B. (a). 3 (out of 5) X 5 marks=15
			2		
			2		
			2	2,5,15	
			2		
			2		
			1		
	(iii) Poetry		3		
	(iv) Prose a. Novel b. Essay		2	2,5,15	
			2		
	(ii) Drama		2		
			<b>20</b>		
b) Poetry	(i) "Ulysses". Tennyson.	<i>The Golden Treasury</i> . Ed. F.T.Palgrave.	3	2, 5, 15	A (b). 3 (out of 4)X 2 marks =6 B(b). 2 (out of 4) X 5marks =10
	(ii) "My Last Duchess". Robert Browning.		3		
	(iii) "God's Grandeur". Gerard Manley Hopkins.		2		
	(iv) "The Picture Gallery at Penhurst". Elizabeth Barrett Browning.		2		
	(v) "Self-interrogation" Emily Bronte.	<i>N.A.E.L</i> 8 <sup>th</sup> Edition	2		
	(vi) "To Marguerite". Matthew Arnold.		2		

Paper VI: English Literature (1832-1913)

	(vii) “In the Bleak Midwinter”. Christina Georgina Rossetti.		2		C.1(out of 2) X15marks =15
			16		
c) Prose	(i) “Lilies of Queen’s Garden”. John Ruskin. [“This, I say, is the most foolish h of all errors ... leading him, with rebuke upon rebuke, from star to star.”]	<i>Seasame and Lilies</i> . 1865.	3	2,5	A (c). 3 (out of 4) X 2marks=6 B (c). 1 (out of 2) X 5 marks =5
	(ii) “Subjection of Women”. [Extract from Chapter II. “It will be well to commence the detailed discussion... But no amount of ill usage, without adultery superadded, will in England free a wife from her tormentor.”]. John Stuart Mill.	<i>Subjection of Women</i> . 1869.	3		
	(iii) “Letter from Barrackpore.” Extract <i>from Letters from India</i> . 1872. Emily Eden.	<i>Letters from India</i> . 1872.	3		
				9	
d) Novel	<i>David Copperfield</i> . Charles Dickens.	Norton Edition	20	5, 15	B (d). 1 (out of 2) X 5 marks =5 [only from the plays] D.2(out of 5 )X15 marks =30
e) Drama	(i) <i>Arms and the Man</i> . George Bernard Shaw.	Orient Blackswan ed.	20	5,15	
	(ii) <i>Riders to the Sea</i> . John Millington Synge.	Orient Blackswan ed.	15		

Paper VII: English Literature (1914 -2000)

Sections	Topics/ Texts	Recommended Texts	No of lectures	Marks of questions that may be set from the particular item	Questions that will be set from this section
a) History of Literature	i. Brief Historical Outline a. First World War b. Second World War ii. Brief socio-cultural history	Textbook: <i>Short Oxford History of English Literature</i> . Andrew Sanders. Oxford University Press. Reference Book: <i>The Oxford History of Britain</i> . Kenneth O. Morgan. OUP, 2001.		2,5	a. 4 (out of 6)X 2 marks= 8 b. 2 (out of 4) X 5 marks=10
	Poetry			2,5,15	
	Prose a Novel b Essay				
	Drama				
			20		
b) Poetry	“Second Coming”. W. B. Yeats	Modern Poetry. Ed. Jim Hunter	3	2, 5, 15	a. 3 (out of 5)X 2 marks =6 b. 2 (out of 4) X 5marks=10 c.1(out of 3*) X15marks=15  * one question each from poetry, short stories and non-fictional prose
	“Hollow Men”. T. S. Eliot		3		
	“Bagpipe Music”. Louis Macneice		2		
	“Musee des Beaux Arts”. W. H. Auden		2		
	“Fern Hill”. Dylan Thomas.		2		
	“The Whitsun Weddings”. Philip Larkin		3		
	“Digging”. Seamus Heaney.		2		
	“Hawk Roosting”. Ted Huges	2			
			19		
c) Prose	“Two Cheers for Democracy” (1951). E. M. Forster	E. M. Forster. <i>Two Cheers for Democracy</i> .1951. Penguin, 1981.	3	2,5	a. 3 (out of 5) X 2marks=6 b. 2 (out of 4) X 5 marks =10
	“The Mark on the Wall”. Virginia Woolf.	i. <i>Modern Prose</i> . Michael Thorpe (Ed.). OUP,  ii. <i>The Oxford Book of English Short Stories</i> . A. S. Byatt (Ed.). OUP, 2009.	3		
	“Araby”. James Joyce		3		
	“The Ox”. H .E. Bates		4		
	“The Fly”. Katherine Mansfield		2		
	“The Englishman’s House”. Evelyn Waugh		3		
	“The Kiss”. Angela Carter		3		
				21	
d) Novel	<i>England England</i> (1998). Julian Barnes	Vintage ed.	20	5, 15	d. 1 (out of 2) X 15 marks =15
e) Drama	<i>Look Back in Anger</i> (1956). John Osborne.	(Ed.) Nissim Ezekiel.	20	5,15	b. 1 (out of 2) X 5 marks = 5 e. 1 (out of 2) X 15 marks =15



**B.A. /B.Sc. (Honours) Course in Geography  
(Revised Syllabus)**

**(W.e.f. from the Academic Session 2016-2017)**

**Part- II (Honours)  
(Full Marks: 200)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper IV: Climatology, Hydrology and Oceanography</b>	<b>Group - A: Climatology</b>	<b>35</b>	<b>75</b>
	<b>Group – B: Hydrology</b>	<b>20</b>	
	<b>Group – C: Oceanography</b>	<b>20</b>	
<b>Paper V: Social, Cultural and Population Geography</b>	<b>Group – A: Social and Cultural Geography</b>	<b>40</b>	<b>75</b>
	<b>Group –B: Population Geography</b>	<b>35</b>	
<b>Paper VI: (Practical) Statistical Methods</b>	<b>Group – A: Application of Statistical Methods</b>	<b>40</b>	<b>50</b>
	<b>Group – B: Laboratory Note Book and Viva Voce</b>	<b>5+5 = 10</b>	

**Part- III (Honours)  
(To be published later)**

(Figures in the bracket represent number of Lectures)

## **PART – II**

### **Paper – IV: Climatology, Hydrology and Oceanography (No. of Lectures- 90) 75 Marks**

#### **Group – A: Climatology(No. of lectures –40) 35 Marks**

1. Insolation and Heat budget (04)
2. Horizontal and vertical distribution of temperature; Inversion of temperature (06)
3. Pressure belts and General wind circulation; Air mass: typology, origin and characteristics (08)
4. Jet streams; Origin of Indian Monsoon (06)
5. Process and forms of condensation; Forms and mechanisms of precipitation: Ice Crystal Theory and Collision Coalescence Theory (08)
6. Tropical and Temperate cyclones (04)
7. Climatic classification after Koppen and Thornthwaite (1931 and 1948) (04)

#### **Group – B: Hydrology (No. of lectures –25) 20 Marks**

1. Scope and content of Hydrology and its relevance (04)
2. Global Hydrological Cycle (04)
3. Factors influencing runoff and infiltration, evaporation and transpiration (08)
4. Components, factors and processes controlling storage and movement of ground water (09)

#### **Group-C: Oceanography (No. of lectures-25) 20Marks**

1. Nature and scope of Oceanography (02)
2. Temperature, salinity and density of sea water (03)
3. Ocean currents: Pacific, Atlantic and Indian Ocean (06)
4. Bottom topography: Pacific, Atlantic and Indian Ocean (09)
5. Formation, characteristics and theories of origin of coral reefs (05)

(Figures in the bracket represent number of Lectures)

**Paper – V: Social, Cultural and Population Geography (No. of Lectures- 90) 75 Marks**

**Group – A: Social and Cultural Geography (No. of lectures –50) 40 Marks**

1. Scope and content of Social and Cultural Geography (04)
2. Concept of space : social and material space (04)
3. Indicators of social wellbeing (02)
4. Social elements: class, caste, language, religion, race and ethnicity with special reference to India (10)
5. Indian tribes with special reference to Toda, Jarwa, Khasi and Santhal (08)
6. Concepts: culture, community, society, cultural hearth and cultural realms (07)
7. Settlements as social entities; site and situation of rural settlements; rural and urban settlement classification: genetic and functional; theories of urban morphology (Concentric zone theory, Sector theory and Multiple nuclei theory) (15)

**Group B: Population Geography (No. of lectures - 40) 35 Marks**

1. Population growth: global trends and patterns (05)
2. Determinants and measures of fertility, mortality and mobility (08)
3. Population structure: age and sex specific (04)
4. Theories of population growth: Malthus and Marx; Demographic Transition Model (10)
5. Migration: types, factors and consequences (08)
6. Population Policy in India (05)

**Paper VI: (Practical) Statistical Methods**

**50 Marks**

**Group – A: Application of Statistical methods**

**40 Marks**

1. Nature of statistical data and scales of their measurement; tabulation and classification of data
2. Concepts of Sampling Techniques (Random, Systematic and Stratified); Test of Significance: Students' t-test and Chi-square test
3. Frequency distribution: Frequency curve and polygon; Histogram and Ogives
4. Measures of central tendency and dispersion: Mean, Median and Mode; Mean Deviation and Standard Deviation; Co-efficient of Variation; Z-score
5. Product moment correlation after Pearson and Rank correlation after Spearman; Scatter diagram; Regression analysis and fitting of trend line using bi-variate data
6. Time Series Analysis: Trend line (Semi Average, Moving Average and Least Square method)

**Group-B: Laboratory Note Book and Viva Voce**

**(5+5) = 10 Marks**

# **University of Kalyani**

## **B.A. /B.Sc. (General) Course in Geography (Revised Syllabus)**

**(w.e.f. the Academic Session 2016-2017)**

### **Part-II (General) (Full Marks: 200)**

<b>Paper</b>	<b>Group</b>	<b>Marks</b>	<b>Full Marks</b>
<b>Paper II: Social, Economic and Regional Geography of India</b>	<b>Group - A: Social Geography</b>	<b>20</b>	<b>100</b>
	<b>Group – B: Economic Geography</b>	<b>30</b>	
	<b>Group – C: Regional Geography of India</b>	<b>50</b>	
<b>Paper III: Practical</b>			<b>100</b>

### **Part- III (General) (To be published later)**

(Figures in the bracket represent number of Lectures)

## **PART – II**

### **Paper – II: Social, Economic and Regional Geography of India (No. of lecturers –100)**

**100 Marks**

#### **Group –A: Social Geography(No. of lectures- 23)**

**20 Marks**

1. Growth and distribution of world population (07)
2. Migration: Types, causes and consequences of migration (08)
3. Contemporary social issues: Adult literacy, poverty, gender issues (08)

#### **Group –B: Economic Geography(No. of lectures –28)**

**30 Marks**

1. Sectors of the economy: primary, secondary, tertiary and quaternary (05)
2. Forms of economy: (09)
  - i) Tribal economies: hunting and gathering; shifting cultivation in India
  - ii) Traditional economies: Intensive subsistence farming
  - iii) Modern economies: Commercial grain farming and mixed farming
3. Cottage, small scale and largescale industries – general characteristics and examples (05)
4. Location, problems and prospects of Indian industries (09)
  - a) Agro-based: Cotton textile industry
  - b) Forest-based: Paper industry
  - c) Mineral-based: Iron and steel industry

#### **Group – C: Regional Geography of India(No. of lectures-49)**

**50 Marks**

1. Concept of regions: formal and functional; macro, meso, micro regions (06)
2. Broad physiographic regions of India (04)
3. Vagaries of Indian monsoon and its impact: Problem of flood and drought (08)
4. Forest resources of India: Issues concerning deforestation (08)
5. Problems of soil erosion and conservation in India (04)
6. Regions of India: (10)
  - a) Agricultural regions of India: Special reference to Punjab-Haryana wheat belt
  - b) Industrial regions of India: Special reference to Hooghly industrial belt
  - c) Planning regions of India: Special reference to D VC Region
  - d) Biotic regions of India: Special reference to Sundarban of West Bengal
7. Racial and ethnic diversity in India: Associated problems with special reference to tribal population (09)

**Paper – III: Practical**

**100 Marks**

1. Concept of scale: drawing of Linear scale **08 Marks**
2. Projection by Graphical method: **12 Marks**
  - i) Simple Conical with One Standard Parallel
  - ii) Cylindrical Equal Area
  - iii) Polar Zenithal Stereographic
3. Cartograms: Pie graph, Bar graph (simple and compound) **15 Marks**
4. Statistics: **20 Marks**
  - a) Nature and classification of data
  - b) Process of tabulation and graphical representation: histogram, frequency polygon, frequency curve, ogive (more than and less than method)
  - c) Measures of central tendency: mean, median and mode
  - d) Measures of dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variations
5. Interpretation of Indian Daily Weather map (pre-monsoon, monsoon and post-monsoon) under the following heads: **15 Marks**
  - i) Atmospheric pressure
  - ii) Wind direction and speed
  - ii) Sky condition
  - iv) Precipitation
6. Field Work and Viva voce **20 Marks**

[Field Work in village within the district near the college/institution covering the following aspects:

  - a) Land-use survey and its presentation on a *Mouza* map (Cadastral)
  - b) Collection of door to door data through Questionnaire Survey; representation of the data by statistical methods and cartograms
  - c) Preparation of a report covering Physiography, Drainage, Climate, Vegetation, Soil, Population, Mining, Fishing, Forestry, Irrigation, Agriculture, Animal Rearing, Industry, Transport, Settlement, Landuse, Folk Culture –whichever is applicable
  - d) Maps and diagrams should not be more than 15 pages of A4 size
  - e) The report should not be more than 1500 words. Report should be hand written (dry letters are not permitted)]
7. Laboratory Note Book and Viva Voce **5+5=10 Marks**



CALCUTTA UNIVERSITY

**URDU**

***Syllabi***

For

3 - Year B. A. Honours

and

General Course

Including MIL (50 Marks)

UNDER 1+1+1 SYSTEM OF EXAMINATION

Introduced from the Academic Session 2010-2011



کلکتہ یونیورسٹی

اُردو

نصاب

برائے

تین سالہ بی-اے (اردو آنرز)

اور

جنرل کورس

۲۰۱۰ء - ۲۰۱۱ء تعلیمی سیشن سے نافذ العمل



B. A. (Hons.)

PART - I

Paper - I

Full Marks - 100

Distribution of Marks

Objectives	20	آبجیکٹیوز
Critical Questions	60	تنقید
Explanation	20	تشریح
Total	100	میزان

قدیم، جدید، ترقی پسند اور نئی غزل

غزل

غزل کا فن : لغوی معنی، غزل کی تعریف، اس کی ہیئت۔ غزل کا پس منظر  
غزل کے موضوعات : حسن و عشق، تصوف، نفسیات انسانی، جذبات و احساسات  
مشاہدہ کائنات، سیاست اور دیگر تجربات  
داخلی اور خارجی کیفیات : اشاراتی، علامتی، غنائیت، تغزل۔

غزل کا آغاز و ارتقاء

دکن میں غزل : قلی قطب شاہ، ولی دکنی، سراج اورنگ آبادی وغیرہ کی  
غزلوں کا جائزہ۔  
ولی اور سراج کا خصوصی مطالعہ۔  
شمالی ہند میں غزل : غزل گوئی کا ابتدائی دور۔ حاتم، مظہر جاں جاناں، آبرو اور سودا  
کی غزل کا عمومی جائزہ۔  
میر تقی میر، میر درد غالب اور مومن کا خصوصی مطالعہ۔

HONOURS COURSE

PART - I

PAPER	I	100	Marks
PAPER	II	100	Marks

PART - II

PAPER	III	100	Marks
PAPER	IV	100	Marks

PART - III

PAPER	V	100	Marks
PAPER	VI	100	Marks
PAPER	VII	100	Marks
PAPER	VIII	100	Marks

لکھنؤ میں غزل : دبستان لکھنؤ کی غزل گوئی، امتیازی خصوصیات، مصحفی، جرأت  
انشاء اور تاسخ کی غزل گوئی کا عمومی مطالعہ، آتش کی غزل  
گوئی کا خصوصی مطالعہ۔

#### ۱۸۵۷ء کے بعد غزل کے مزاج میں تبدیلی

- نئے رجحانات، جدید شاعری کی تحریک اور غزل پر اس کے اثرات داغ، امیر مینائی، حالی،  
شاد عظیم آبادی، فانی، حسرت، کا عمومی مطالعہ۔
- اقبال، یگانہ، فراق وحشت کا خصوصی مطالعہ۔

#### سیاسی، سماجی اقتصادی اور انقلابی پس منظر

- نیا سماجی شعور اور غزل پر اس کے اثرات۔
- مخدوم، مجروح اور پرویز شہادی کا عمومی مطالعہ، فیض کا خصوصی مطالعہ۔

#### جدیدیت کا رجحان اور غزل

- ۱۹۶۰ء کے بعد غزلیہ شاعری کا جائزہ
- ناصر ظفری اور شہریار کا خصوصی مطالعہ

#### متنی تدریس: (ہر شاعر کی تین تین غزلیں)

ولی دکنی (۱) کیا مجھ عشق نے ظالم کوں آب آہستہ آہستہ

(۲) مفلسی سب بہار کھوتی ہے

(۳) وہ صنم جب سوں بسادیدہ حیران میں آ

سراج اورنگ آبادی (۱) ہے دل میں خیال گل رخسار کسی کا

(۲) دورنگی خوب تیں یک رنگ ہو جا

(۳) خبر تحیر حسن سن، نہ جنوں رہا نہ پری رہی

میر تقی میر (۱) جیتے جی کوچہ دلدار سے جایا نہ گیا

(۲) زخم جھیلے داغ بھی کھائے بہت

(۳) بزم میں جو ترا ظہور نہیں

آتش

(۱) سن تو سہی جہاں میں ہے تیرا فسانہ کیا

(۲) یہ آرزو تھی تجھے گل کے رو برو کرتے

(۳) دوست دشمن نے کئے قتل کے ساماں کیا کیا

مرزا غالب

(۱) دل ناداں تجھے ہوا کیا ہے

(۲) کوئی امید بر نہیں آتی

(۳) شوق ہر رنگ رقیب سرداماں نکلا

مومن خاں مومن

(۱) گر غیر کے گھر سے نہ دل آرام نکلا

(۲) آگ اشک گرم کو لگے جی کیا ہی جل گیا

(۳) لگے خدیگ جب اس تلاء سحر کا سا

اقبال

(۱) ظاہر کی آنکھ سے نہ تماشا کرے کوئی

(۲) کشادہ دست کرم جب وہ بے نیاز کرے

(۳) ترے عشق کی انتہا چاہتا ہوں

یگانہ

(۱) چلے چلو جہاں لے جائے ولولہ دل کا

(۲) موت آئی آنے دیجئے پروانہ کیجئے

(۳) سب تیرے سوا کافر آخر اس کا مطلب کیا

## References

فراق گورکھپوری

- (۱) دیکھتے دیکھتے اتر بھی گئے
- (۲) شامِ غم کچھ اس نگاہِ ناز کی باتیں کرو
- (۳) رکی رکی سی شب مرگِ ختم پر آئی

وحشت کلکٹوی

- (۱) آئینہ خیال تھا عکسِ پذیرِ راز کا
- (۲) جو حق پوچھو کتابِ آرزو کا حرفِ باطل ہوں
- (۳) ضبط کی کوشش ہے جانِ ناتواں مشکل میں ہے

فیض احمد فیض

- (۱) نہ گنواؤِ ناوکِ نیم کشِ دل ریزہ ریزہ گنوا دیا
- (۲) ہم پرورشِ لوحِ و قلم کرتے رہیں گے
- (۳) گلوں میں رنگِ بھرے بادِ نوبہار چلے

ناصر کاظمی

- (۱) گرفتہ دل ہیں بہت آج تیرے دیوانے
- (۲) کچھ یادگارِ شہرِ سنگمرئی لے چلیں
- (۳) دل دھڑکنے کا سبب یاد آیا

شہر یار

- (۱) دھوپ کے دشت میں بے سایہ شجر میں ہم تھے
- (۲) لاکھ خورشید سرِ بام اگر ہیں تو رہیں
- (۳) تجھ سے بچھڑے ہیں تو اب کس سے ملاتی ہے ہمیں

انتخابِ ولی

مرتبہ: نور الحسن ہاشمی

کلیاتِ سراج

سراج اور نگِ آبادی (مکتبہ جامعہ دہلی)

نقوش

لاہور، غزل نمبر

دیوانِ مومن

مرتبہ: ضیاء احمد (علی گڑھ)

دیوانِ آتش

خولجہ حیدر علی آتش

تراشہ وحشت

وحشت کلکٹوی

کلیاتِ فیض

فیض احمد فیض

اردو غزل

یوسف حسین خان

ہماری شاعری

مسعود حسن رضوی

غزل اور حنفی لیں

ابواللیث صدیقی

ولی سے اقبال تک

سید عبداللہ

مقدمہ کلامِ آتش

خلیل الرحمن اعظمی

ادکار، کراچی

فیض نمبر، مرتبہ: محمود احمد ہنر

فیض شاعری

مرتبہ: اسد الزماں اسد (مغربی بنگال اردو اکیڈمی)

رضا علی وحشت

حیات اور شاعری و فاراشدی

نساخ سے وحشت تک

سید لطیف الرحمن

فراق گورکھپوری

اردو شاعری کا انتخابی سلسلہ، انجمن ترقی اردو

برگ نے

ناصر کاظمی

ہجر کے موسم

شہر یار

سوغات (بنکوار) جدید شاعری نمبر

محمود وایاز

اردو غزل کی روایت اور ترقی پسند غزل

ڈاکٹر ممتاز الحق

جدید غزل (فنی، سیاسی، سماجی مکالمہ)

ڈاکٹر ممتاز الحق

اردو شاعری کا فنی ارتقاء

ڈاکٹر فرمان فتح پوری

## Paper - II

Full Marks - 100

### Distribution of Marks - 100

Objectives	20	آبجیکٹوز
Critical Questions	60	تنقید
Explanation	20	تشریح
Total	100	میزان

### مکاتیب، مقالات، سوانح، خاکہ نگاری اور انشانیہ

#### مکاتیب

- اردو میں مکتوب نگاری کا فن۔ مکتوب نگاری کی روایت اور اہمیت۔ اردو کے اہم مکتوب نگاروں اور ان کی مکتوب نگاری کا عمومی جائزہ۔

#### متنی تدریس

- سید صاحب..... نہ تم مجرم نہ میں گنہگار (میر مہدی مجروح کے نام، خط نمبر: ۱۰، مشمولہ: غالب کے خطوط، جلد دوم، مرتبہ: خلیق انجم)
- حکایات بادہ و تریاک (مشمولہ: غبار خاطر، ابوالکلام آزاد)
- خوش رہو۔ تمہارا خط عین انتظار میں ملا..... (خط نمبر: ۷، مشمولہ: زیر لب، مکتبہ اردو ادب، لاہور)
- آج کل لیلائے سخن غیر حاضر ہے..... (خط نمبر: ۵۵، مشمولہ: صلیبیں مرے درتپے میں، فیض احمد فیض، مطبوعہ: مغربی بنگال اردو اکاڈمی)

#### مقالہ

- مقالہ کا مفہوم، مقالہ اور مضمون و انشائیے کا فرق۔ اردو میں مقالہ نگاری کی تاریخ، روایت

اور ارتقاء۔ اہم مقالہ نگاروں کا مجموعی تعارف۔

#### متنی تدریس

- تعصب سر سید احمد خاں مشمولہ: مقالات سر سید
- نیچرل شاعری مولانا الطاف حسین حالی مشمولہ: مقدمہ شعر و شاعری
- میر اور ہم مجنوں گورکھپوری مشمولہ: ادب اور زندگی

#### سوانح اور خاکہ نگاری

- سوانح اور خاکہ نگاری کی تعریف۔ دونوں میں فرق، ان کے اقسام، روایت اور ارتقاء۔ اردو کے ممتاز سوانح نویس اور خاکہ نگار اور ان کے امتیازی نشانات۔

#### متنی تدریس

- یادگار غالب (پہلا حصہ) مولانا الطاف حسین حالی
- محمد ایوب عباسی رشید احمد صدیقی مشمولہ: سمجھائے گراں مایہ

#### انشانیہ

- انشانیہ کی تعریف۔ اردو میں انشانیہ کی ابتدا اور ارتقاء۔
- اردو کے اہم انشانیہ نگار۔

#### متنی تدریس

- برف کی الماری مجتبیٰ حسین



**PART - II**

**Paper - III**

**Full Marks - 100**

**Distribution of Marks**

Objectives	20	آبجیکٹوز
Critical Questions	60	تنقید
Explanation	20	تشریح
Total	100	میزان

**داستان، ناول، افسانہ، ڈرامہ**

**داستان**

- داستان کی تعریف، اجزائے ترکیبی، فنی خصوصیات۔ داستانوں کی سماجی اور تہذیبی قدرو قیمت۔ داستان گوئی کی روایت، دکن، شمالی ہند اور کلکتہ میں۔ داستان کا آغاز و ارتقاء نثری اور شعری داستانیں۔

**متنی تدریس**

- بارغ و بہار : میرامن دہلوی : سیرتیرے درویش کی
- فسانہ عجائب : رجب علی بیگ : فسانہ شاپن سلطنت سائل کو دنیا

**ناول**

- ناول کی تعریف، اجزائے ترکیبی، فن اور اقسام۔ اردو ناول کا آغاز و ارتقاء۔ ناول، ناولٹ اور طویل و مختصر افسانے کا فرق۔
- نذیر احمد، شرر، رسوا، پریم چند، راجندر سنگھ بیدی اور قرۃ العین حیدر کی ناول نگاری کا عمومی مطالعہ۔

**References**

- اردو زبان اور فن داستان گوئی : کلیم الدین احمد
- داستان سے افسانے تک : وقار عظیم
- اردو کی نثری داستان : گیان چند جین
- سب رس (مقدمہ) : عبدالحق
- بارغ و بہار : میرامن دہلوی
- فسانہ عجائب : رجب علی بیگ سرور
- اردو اسالیب بیاں : ڈاکٹر محی الدین قادری زور
- اردو نثر کا آغاز و ارتقاء : رفیعہ سلطانہ
- اردو میں خاکہ نگاری : صابرہ سعید
- مطالعہ خطوط غالب : عبدالتوی دسنوی
- ارباب نثر اردو : سید محمد
- داستان تاریخ زبان اردو : ڈاکٹر حامد حسن قادری
- اردو میں ادبی نثر کی تاریخ : ڈاکٹر طیبہ خاتون
- اردو نثر کا فنی ارتقاء : ممتاز الحق

☆☆☆☆

## References

- داستان سے افسانے تک : وقار عظیم
- اردو ناول کی تنقیدی تاریخ : احسن فاروقی
- اردو ناول کی تاریخ و تنقید : احسن فاروقی
- اردو ناول میں طنز و مزاح : علی عباس حسینی
- بیسویں صدی میں اردو ناول : یوسف سرمست
- پریم چند کا تنقیدی مطالعہ : ڈاکٹر قمر رئیس
- اردو افسانہ: روایت و تجربہ : مرتبہ گوپی چند تاریک
- افسانے کی حمایت میں : شمس الرحمن فاروقی
- نیا افسانہ : وقار عظیم
- اردو ڈراما: روایت و تجربہ : عطیہ نشاط
- اردو تھیٹر : عبدالعلیم نامی
- اردو ڈراما نگاری : قمر اعظم ہاشمی
- ہنگال میں اردو ڈراما (آغاز تا حال) : مشتاق احمد
- بیدی نامہ : شمس الحق عثمانی
- پریم چند: ایک مطالعہ : ہنس راج رہبر
- اردو ڈراما کا ارتقاء : عشرت رحمانی
- اردو کے تیرہ افسانے : ڈاکٹر اطہر پرویز
- پریم چند کے افسانے : نیشل بک ٹرسٹ
- کرشن چندر کے افسانے : ایجوکیشن بک ہاؤس

## عمومی مطالعہ

- فردوس بریں : عبدالعلیم شرر
- ایک چادر میلی سی : راجندر سنگھ بیدی
- آخر شب کے ہم سفر : قرۃ العین حیدر

## افسانہ

- افسانے کی تعریف، فن اور اقسام۔ اردو افسانہ کی تاریخ کا اجمالی جائزہ۔ اردو افسانہ آزادی سے پہلے اور آزادی کے بعد۔

## متنی تدریس

- سوا سیرگیہوں : فشی پریم چند
- دو فرلانگ لمبی سڑک : کرشن چندر
- نیا قانون : سعادت حسن منٹو
- کوارنٹین : راجندر سنگھ بیدی
- اندھی گلی : انتظار حسین (مشمولہ: شہر افسوس، انتظار حسین)

## ڈراما

- تعریف۔ اجزائے ترکیبی، اقسام ڈرامہ، المیہ، طرہ، ادبی، ریڈیائی اور اسٹیج ڈراموں کا تکنیکی فرق۔ اردو ڈرامہ کی اجمالی تاریخ۔ آغا حشر، امتیاز علی تاج، پروفیسر محمد مجیب اور منٹو کی ڈرامہ نگاری۔

## متنی تدریس

- سفید خون : آغا حشر کاشمیری
- جہ خاتون : پروفیسر محمد مجیب
- نیلی رگیں : سعادت حسن منٹو

دبیر : جب شامیوں میں صبح کی نوبت کا غل ہوا (ابتدائی ۲۵ بند)

### علم العروض اور علم البلاغت

بدیع و بیان : تشبیہ۔ استعارہ۔ کنایہ۔ مرسل۔ علامت  
صنائع لفظی : تجنیس (اقسام)، ترصیع، اشتقاق، مقولہ و ہملمہ  
صنائع معنوی : تناسب۔ تضاد۔ تخیل۔ ایہام۔ مبالغہ۔ مراعات النظر۔  
تلخیص۔ تعلیل۔ لف و نشر۔

### References

جدید اردو شاعری : عبدالقادر سروری  
اردو میں قصیدہ نگاری : محمود الہی  
اردو میں قصیدہ نگاری : ابو محمد سحر  
اردو قصیدہ نگاری : ام ہانی اشرف  
نگار : اصناف سخن نمبر  
اردو مرثیہ : اطہر فاروقی  
انیس کی مرثیہ نگاری : محمد احسن فاروقی  
اردو مرثیہ کا ارتقاء : مسیح الزماں  
دبستان دبیر : ڈاکٹر ذاکر حسین فاروقی  
علم العروض و علم الیہان : مجیب الرحمن  
جدید علم البلاغت : عبدالحجید  
جدید علم العروض : عبدالحجید  
اردو شاعری کا فنی ارتقاء : ڈاکٹر فرمان فتح پوری  
درس بلاغت : شمس الرحمن فاروقی  
تفہیم البلاغت : وہاب اشرفی  
آئینہ بلاغت : مرزا محمد عسکری

### Paper - IV

Full Marks - 100

### Distribution of Marks

Objectives	20	آبجیکٹوز
Critical Questions	30	تنقید
Explanation (Qasida)	15	تشریح قصیدہ
Explanation (Marsia)	15	تشریح مرثیہ
Rhetoric & Prosody	20	علم العروض
Total	100	میزان

### قصیدہ، مرثیہ، عروض و بلاغت

#### قصیدہ

- قصیدہ کی تعریف۔ بیت۔ اجزائے ترکیبی۔ اقسام۔ اردو قصائد کا آغاز و ارتقاء۔ دکن اور شمالی ہند میں قصیدہ نگاری کی تاریخ۔ اردو قصائد کا زوال اور اس کے اسباب۔ سودا، ذوق، غالب اور محسن کا کوروی کی قصیدہ نگاری کا جائزہ۔

#### مثنوی تدریس

سودا : قصیدہ در تضحیک روزگار

ذوق : ہے آج یوں خوش نما نور بحر رنگ شفق

#### مرثیہ

- مرثیہ کی تعریف۔ اجزائے ترکیبی۔ اقسام مرثیہ۔ شخصی اور کربلائی مرثیے کا فرق۔ مرثیہ کا آغاز و ارتقاء۔ دبستان دہلی اور دبستان لکھنؤ کے اہم مرثیہ نگاروں کا عمومی جائزہ۔ انیس و دبیر کا خصوصی مطالعہ۔

#### مثنوی تدریس

انیس : جب بادبان کشتی شاہ امم گرا (ابتدائی ۲۵ بند)

### PART - III

### Paper - V

Full Marks - 100

#### Distribution of Marks

Objectives	20	آبجیکٹیوز
History & Criticism	40	تاریخ و تنقید
Explanation (Nazm)	20	تشریح نظم
Explanation Marsia & Rubai	20	مثنوی اور رباعی
Total	100	میزان

### مثنوی، نظم، رباعی

#### مثنوی

- مثنوی کی تعریف۔ بیت۔ اجزائے ترکیبی۔ اقسام اور موضوعات۔ اردو مثنوی کا آغاز و ارتقاء۔ دکنی اور شمالی ہند کی اہم مثنویوں اور مثنوی نگاروں کا تذکرہ۔ مثنوی کے زوال کے اسباب۔

#### متنی تدریس

زہر عشق (مکمل) : مرزا شوق لکھنوی

#### نظم

- نظم کی تعریف۔ دوسری اصناف سے امتیاز۔ جتنی، تکنیکی، موضوعاتی اقسام۔ نظم نگاری کا آغاز و ارتقاء۔ قلی قطب شاہ اور نظیر اکبر آبادی کا خصوصی مطالعہ۔ انجمن پنجاب کی تحریک اور نظم نگاری۔ ترقی پسند تحریک اور نظم۔ نظم معری، آزاد نظم۔ عظمت اللہ خان، شبلی، اکبر الہ آبادی، حفیظ جالندھری، جمیل مظہری کا عمومی مطالعہ۔ حالی، اقبال، جوش، فیض، مخدوم نجی الدین، ن۔م۔ راشد، میراجی، اختر الایمان، کیفی اعظمی اور پرویز شہابی کا خصوصی مطالعہ۔

### متنی تدریس

نظیر اکبر آبادی	:	بخارہ نامہ
حالی	:	نشاط اُمید
اقبال	:	تصویر درد
ن۔م۔ راشد	:	اندھا کباڑی
میراجی	:	کلرک کا نغمہ محبت
فیض	:	ادھر نہ دیکھو
اختر الایمان	:	ایک لڑکا
پرویز شہابی	:	بے چہرگی
ندا فاضلی	:	آدمی کی تلاش

### رباعی

- رباعی کی تعریف۔ بیت، وزن، موضوعات و مضامین۔ رباعی اور رباعی نگاروں کی مختصر تاریخ۔ تلوک چند محروم، جگت موہن لال رواں، اختر انصاری کا عمومی مطالعہ۔ انیس، امجد حیدر آبادی، جوش اور فراق کا خصوصی مطالعہ۔

### متنی تدریس

میر انیس	(1)	کھینچے ہوئے سر کو کہاں لاتا ہے
	(2)	آغوشِ لحد میں جب کہ سوتا ہوگا

امجد حیدر آبادی	(1)	ہے کعبہ و بت خانہ میں جلوہ تیرا
	(2)	پیشانی پہ گر نقش گناہ کندہ ہے

جوش ملیح آبادی	(1)	ایک فتنہ ہے ناقصوں میں کامل ہونا
	(2)	پکاتے ہوئے گھٹا جب آنسو آئے



**Paper - VI**

**Full Marks - 100**

**Distribution of Marks**

Objectives	20	آبجیکٹیوز
History of Criticism	60	تنقید کی تاریخ
Criticism	20	تنقید
Total	100	میزان

**ادب اور تنقید**

**ادب**

- فن کی تعریف۔ فن کے شرائط، فن اور فن لطیف کا فرق۔ فنون لطیفہ۔ ادب کی تعریف اور دیگر علوم۔ ادب اور سماج۔ ادب اور زندگی۔ ادب کا انسانی جذبات اور احساسات سے رشتہ۔ ادب کے اقسام۔ ادب کے لوازم۔ حسن کاری اور آفاقیت۔

**تنقید**

- تنقید کیا ہے۔ تنقید کا مفہوم۔ ادبی تنقید۔ ادب میں تنقید کی اہمیت۔ تذکرہ اور تنقید کا رشتہ۔ تنقید کے مختلف طریقہ کار۔ تشریح۔ تجزیہ۔ ادب پارے کی قدر و قیمت کا تعین۔

**تنقید کے مختلف دبستان اور انکاجا نزہ**

- خصوصی مطالعہ: تاثراتی تنقید۔ جمالیاتی تنقید۔ مارکی تنقید۔
- ناقدین کا خصوصی مطالعہ: حالی، شبلی، آل احمد سرور، مجنوں گورکھ پوری، احتشام حسین، کلیم الدین احمد اور شمس الرحمن فاروقی۔

**مثنیٰ تدریس**

- شاعری کیلئے کیا کیا شرطیں ضروری ہیں؟ الطاف حسین حالی  
مشمولہ: مقدمہ شعر و شاعری (ص: ۵۰ تا ۶۱)

- فراق گورکھ پوری (۱) آنگن میں لئے چاند کے ٹکڑے کو کھڑی  
(۲) آئے معنی کائنات مجھ میں آ جا

**References**

- تاریخ مثنویات اردو : جلال الدین جعفری  
اردو مثنوی کا ارتقاء : عبدالقادر سروری  
اردو مثنوی کا ارتقاء: شمالی ہند میں : گیان چند جین  
اردو کی تین مثنویاں : خان رشید  
جدید اردو شاعری : عبدالقادر سروری  
جدید شاعری : عبادت بریلوی  
گماں کا ممکن : ن-م-راشد  
لفظوں کا پیل : ندا فاضلی  
نظم جدید کی کروٹیں : ڈاکٹر وزیر آغا  
اس نظم میں : میراجی  
اردو میں ترقی پسند ادبی تحریک : خلیل الرحمن اعظمی  
اردو نظم کا سفر : مرتبہ: خلیل الرحمن اعظمی  
'نگار' کا جدید شاعری نمبر : نیاز فتح پوری  
حلقہٴ ارباب ذوق : یونس جاوید  
اردو ادب کی تحریکیں : انور سدید  
'نیا دور' کا 'کینی اعظمی نمبر' : اتر پردیش اردو اکاڈمی  
اردو شاعری کا قنّی ارتقاء : ڈاکٹر فرمان فتح پوری  
نظم معرّیٰ اور آزاد نظم : حنیف کیفی  
مثنوی جہاندار شاہ و شہزادی حور : ڈاکٹر ابوبکر جیلانی  
مثنوی جہاں شاہ و جہاں بانو : ڈاکٹر یوسف تقی  
جدید شاعری کا پس منظر : ڈاکٹر شمیم انور

**Paper - VII**  
**Full Marks - 100**  
**Group - A**  
**50 Marks**

**Distribution of Marks**

Objectives	20	آبجیکٹیوز
Criticism	40	تنقید
Explanation of Prose	20	نثر کی تشریح
Explanation of Poetry	20	شاعری کی تشریح
Total	100	میزان

**مرزا غالب کا خصوصی مطالعہ**

- غالب کی سوانح حیات۔ اُن کا عہد، سیاسی اور سماجی حالات۔ سفر کلکتہ کے اثرات۔
- غالب کا فن۔ غالب کی تصانیف کا اجمالی جائزہ۔ غالب بہ حیثیت غزل گو۔ غالب بہ حیثیت قصیدہ نگار۔ غالب بہ حیثیت نثر نگار۔ غالب کے تلامذہ۔

**متنی تدریس**

- ”دیوان غالب“ سے پانچ غزلیں:

- پھر مجھے دیدہ تر یاد آیا
- کی وفا ہم سے تو غیر اس کو جفا کہتے ہیں
- جہاں تیرا نقش قدم دیکھتے ہیں
- کسی کو دے کے دل کوئی نواخ فغاں کیوں ہو
- عشق مجھ کو نہیں وحشت ہی سہی

آل احمد سرور  
شمس الرحمن فاروقی  
(مشمولہ: تحفۃ السرور، مرتبہ: شمس الرحمن فاروقی)

- تنقید کیا ہے؟
- نظم کیا ہے؟

**References**

محمد حسین آزاد	:	آب حیات
شبلی نعمانی	:	شعر العجم
مسح الزماں	:	اردو تنقید کی تاریخ
آل احمد سرور	:	تنقید کیا ہے؟
عابد حسین عابد	:	اصول انتقاد ادبیات
حامد اللہ افسر	:	نقد الادب
مجنوں گورکھ پوری	:	ادب اور زندگی
سید احتشام حسین	:	تنقیدی نظریات
شارب ردولوی	:	اردو تنقید: مسائل اور نظریات
عبادت بریلوی	:	اردو تنقید کا ارتقاء
سلیم احمد	:	تنقیدی دبستان
وہاب اشرفی	:	قدیم ادبی تنقید
کلیم الدین احمد	:	اردو تنقید پر ایک نظر

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Group - B

50 Marks

**مغربی بنگال کا اردو ادب**

- بنگال میں اردو زبان و ادب کا آغاز و ارتقاء آزادی سے قبل اور آزادی کے بعد تا حال۔
- بنگال میں اردو ادب کے مختلف رجحانات۔ تراجم، شاعری، فکشن، تنقید، ڈراما۔

**عمومی جائزہ**

- فورٹ ولیم کالج کی ادبی خدمات۔
- فورٹ ولیم کالج کے باہر ادبی خدمات۔
- ترقی پسند تحریک کے اثرات۔
- ۱۹۶۰ء کے بعد بنگال کا ادب۔

**متنی تدریس**

- آرائش محفل عرف قصہ حاتم طائی : حیدر بخش حیدری

یہ عبارت فارسی میں ..... دہائی سمیت جا پڑی

- مثنوی حزن اختر : واجد علی شاہ
- (تمہید و شروع داستان تا گفتار در آمدن فوج انگریز)

- نوابی دربار : نواب سید محمد آزاد۔ (پہلا، دوسرا، تیسرا حصہ)

- ہلہ آتا ہے : اشک امرتسری (انتخاب از: سبیل اشک)

**غزلیں**

(۱) قدرت اللہ قدرت نہ واقف کارواں سے ہوں نہ کچھ آگاہ منزل سے

(۲) غنیمت بوجھ ملنے کو یہ عالم ایک افسوں ہے

(۱) مخلص مرشد آبادی اگر روز و شب یوں جلاتا رہے گا

(۲) بجن تجھ کو مجھ سے وفا کچھ نہیں

(۱) انشاء اللہ خاں انشاء ٹک آنکھ ملاتے ہی کام کیا ہمارا

**قصیدہ**

- صبح دم دروازہ خاور کھلا ..... طبلہ غنیر کھلا (گل بانیس اشعار)

**مکاتیب**

- ”کاشانہ دل کے ماہ دو ہفتہ“، خط نمبر: ۷ (منشی ہرگوپال تفتہ کے نام)
- انتخاب از: غالب کے خطوط، جلد اول، مرتبہ: خلیق انجم۔
- ”صاحب! تم جانتے ہو کہ یہ معاملہ کیا ہے.....“، خط نمبر: ۲۷ (منشی ہرگوپال تفتہ کے نام)
- ”کل تمہارے خط کا جواب بھیج چکا ہوں، پہنچا ہوگا.....“، خط نمبر: ۱۷ (علاء الدین احمد خاں علائی کے نام)

انتخاب از: غالب کے خطوط، جلد اول، مرتبہ: خلیق انجم

**References**

یادگار غالب	:	الطاف حسین حالی
محاسن کلام غالب	:	عبدالرحمن بجنوری
نقد غالب	:	مختار الدین آزاد
غالب	:	غلام رسول مہر
گل رعنا	:	مالک رام
غالب نامہ	:	شیخ محمد اکرام
ذکر غالب	:	مالک رام
غالب شناسی	:	ظ- انصاری
تلاش غالب	:	نثار احمد فاروقی
تلاش غالب	:	مالک رام
عبد غالب	:	طیبہ صدیقہ

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مشتاق احمد :	نوابی دربار
مغربی بنگال اردو اکاڈمی :	روح ادب کا بنگال میں اردو شاعری نمبر
شہود عالم آفاقی :	ثاقب اختر
اشک امرتسری :	سیلی اشک
ظفر اوگانوی :	بچ کا ورق
شا کر کلکٹوی :	پری خانہ اُلفت
شہناز نبی :	کلام نساخ
شہناز نبی :	منشورات بنگالہ
شہناز نبی :	فورٹ ولیم کالج اور حسن احتلاط
نذیم احمد :	انشاء اللہ خاں انشاء حیات اور فن

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(۲) جھوٹا نکلا قرار تیرا

عبدالغفور خاں نساخ (۱) عشاق جان دینے لگے ناز دیکھنا  
(۲) پردہ نہ بچ میں کبھی ہوئے گا ناز کا

شا کر کلکٹوی (۱) عشق نے یوں ہجر کی مشکل کو آسان کر دیا  
(۲) نادان دل نے رازِ محبت عیاں کیا

وکیل اختر (۱) آپ سے جھک کے جو ملتا ہوگا  
(۲) جلتا ہوا گھر میرا تو دیکھا تھا کبھی نے

● افسانہ

● پہاڑ پر ایک حادثہ : ظفر اوگانوی (انتخاب از: بچ کا ورق)

#### References

بنگال میں اردو :	وفاراشدی
فورٹ ولیم کالج کی ادبی خدمات :	عبیدہ بیگم
ارباب اردو :	سیدہ محمود
داستان سے افسانے تک :	وقار عظیم
۱۹ ویں صدی میں بنگال کا اردو ادب :	جاوید نہال
نساخ سے وحشت تک :	لطیف الرحمن
بنگالی ہندوؤں کی ادبی خدمات :	شانتی رجن بھٹا چاریہ
مرشد آباد کے چار کلاسیکی شعراء :	یوسف تقی
واجد علی شاہ :	مسعود حسن رضوی
تلاش معیار :	عبدالرؤف



### References

مولانا محمد حسین آزاد	:	آبِ حیات
مسعود حسین خان	:	مقدمہ تاریخ زبان اردو
عبدالقادر سروری	:	زبان اور علم زبان
رفیعہ سلطانہ	:	اردو نثر کا ارتقاء
رام بابو سکینہ	:	تاریخ ادب اردو
محمود شیرانی	:	پنجاب میں اردو
نصیر الدین ہاشمی	:	دکن میں اردو
سردار جعفری	:	ترقی پسند ادب
خلیل الرحمن اعظمی	:	اردو میں ترقی پسند ادبی تحریک
احتشام حسین	:	ہندوستانی لسانیات کا خاکہ
وزیر آغا	:	اردو میں طنز و مزاح
عتیق اللہ صدیقی	:	اردو صحافت کی تاریخ
منظفر حنفی	:	جدیدیت: تفہیم و تجزیہ
حامد حسن قادری	:	داستان زبان اردو
ڈاکٹر شہناز نبی	:	لسانیات اور دکنی ادبیات

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### Paper - VIII

Full Marks - 100

### Distribution of Marks

Objectives	20	آبجیکٹوز
Linguistics	20	لسانیات
History	20	تاریخ
Criticism	40	تنقید
Total	100	میزان

### اردو زبان و ادب کی تاریخ

- لسانیات - لسانیات کی تعریف - اقسام - اردو زبان کی تاریخ - آریاؤں کی آمد - ہند آریائی زبان کا ارتقاء - اردو زبان کا آغاز اور اس کے متعلق مختلف نظریات - دکن میں اردو کا آغاز و ارتقاء - شاعری اور نثر - شمالی ہندوستان میں اردو کا آغاز - فورٹ ولیم کالج اور دہلی کالج کی خدمات - ۱۸۵۷ء کے بعد مغربی اثرات -
- ادب میں نئے رجحانات - انجمن پنجاب اور سرسید تحریک کے اثرات - قومی اور وطنی شاعری - ترقی پسند تحریک اور اس کے اثرات - اردو میں طنز و مزاح - صحافت کی تاریخ - جدیدیت کے رجحانات اور ارتقاء ادب کا عمومی جائزہ -

### متنی تدریس

- مغربی ہندی اور اس کی بولیاں، مسعود حسین خان (انتخاب از: مقدمہ تاریخ زبان اردو)
- اردو ہندی کا جھگڑا، محی الدین قادری زور (انتخاب از: ہندوستانی لسانیات)
- طنز و مزاح : لاہور کا جغرافیہ، پطرس بخاری

**GENERAL COURSE**

**PART - I**

**Paper - I**

**Full Marks - 100**

**Distribution of Marks**

History	20	تاریخ
Criticism	30	تنقید
Explanation	15	تشریح
Objectives	15	آبجیکٹوز
Total	20	کُل

**GENERAL COURSE**

PART-I	PAPER	I	100	Marks
PART-II	PAPER	II	100	Marks
	PAPER	III	100	Marks
PART-III	PAPER	IV	100	Marks

**اردو زبان و ادب کی مختصر تاریخ**

**زبان و ادب**

- اردو زبان کی ابتدا۔ 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 اس کا خصوصی جائزہ۔

**متنی تدریس**

آب حیات (دس صفحات) : مولانا محمد حسین آزاد  
مقدمہ تاریخ زبان اردو (مختلف نظریات) : مسعود حسین خان

**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 شہیدی کا خصوصی مطالعہ۔

### متنی تدریس

ولی دکنی

- (۱) یاد کرنا ہر گھڑی اُس یار کا
- (۲) میں تجھے آیا ہوں ایماں بوجھ کر
- (۳) فدائے دلبر رنگین ادا ہوں

سراج اورنگ آبادی

- (۱) تھا بہانہ مجھے زنجیر کے بل جانے کا
- (۲) دلبری ہر بوالہوس کی حد میں افزود مت کرو
- (۳) جس کوں درد جگر کی لذت ہے

نظیر اکبر آبادی

- (۱) کلال گردوں اگر جہاں میں جو خاک میری کو جام کرتا
- (۲) دور سے آئے تھے ساقی سن کے میٹھانے کو ہم
- (۳) لیتا ہے جان میری تو میں سر بہ دست ہوں

میر تقی میر

- (۱) جس سر کو غرور آج ہے یاں تاج وری کا
- (۲) الٹی ہو گئیں سب تدبیریں کچھ نہ دوانے 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 چھٹا گیا
- (۳) مرگاہن تر ہوں ، یا رگ تاک بریدہ ہوں

مرزا غالب

- (۱) درد منت کش دوا نہ ہوا
- (۲) آہ کو چاہئے اک عمر اثر ہونے تک

(۳) دل ناداں تجھ ہوا کیا ہے

- (۱) یگانہ چنگیزی خودی کا نشہ چڑھا آپ میں رہا نہ گیا
- (۲) حسن پر فرعون کی پھبتی کہی
- (۳) کارگاہ دنیا کی نیستی بھی ہستی ہے

### • نثری ادب کی تاریخ

- دکن میں اردو نثر : ملا وجہی کی 'سب رس' کے حوالے سے  
شمالی ہند میں اردو نثر : فضلی کی 'کریم کھن' کے حوالے سے  
شمالی ہندوستان میں اردو داستان : فورٹ ولیم کالج کی خدمات

### متنی تدریس

- بارغ و بہار : میرامن دہلوی : قصہ آزاد بخت کا  
فسانہ عجائب : رجب علی بیک سرور : بندر کی تقریر

### References

- دکن میں اردو : نصیر الدین ہاشمی  
پنجاب میں اردو : محمود شیرانی  
مختصر تاریخ ادب اردو : سید اعجاز حسین  
مطالعہ ولی : شارب رد و لوی  
کلیات سراج : عبدالقادر سروری  
کلیات میر : ظل عباسی  
دیوان غالب : مرزا غالب  
یگانہ : انجمن ترقی اردو، دہلی  
ترانہ وحشت : وحشت کلکٹوی  
سب رس : نسیم انہونوی

**PART - II**

**Paper - II**

**Full Marks - 100**

**Distribution of Marks**

History & Criticism	40	تاریخ و تنقید
Explanation	30	تشریح
Translation (English to Urdu)	10	ترجمہ انگریزی سے اردو
Objectives	20	آبجیکٹوز
Total	100	میزان

**مقالات، ناول، افسانہ، خاکہ، ڈراما، مکاتیب**

**اردو نثر**

- ۱۔ اردو کے ابتدائی مقالات و مقالہ نگار : سرسید اور شلی نعمانی کے مقالات کا اجمالی جائزہ۔  
۲۔ اردو میں ناول کی ابتدا : رسوا، نذیر احمد، پریم چند اور قرۃ العین حیدر کے حوالے سے۔

- ۳۔ اردو میں افسانے کی روایت : اردو میں مختصر افسانوں کی روایت، کرشن چندر، منٹو، بیدی اور عصمت کے حوالے سے۔

- ۴۔ اردو میں خاکہ نگاری کا فن : عبدالحق اور رشید احمد صدیقی کے حوالے سے۔

- ۵۔ ڈراما کا فن اور اسٹیج : اردو میں ڈرامہ نگاری کی ابتدا اور ارتقاء۔

- ۶۔ مکتوب نگاری کا فن : غالب اور صفیہ اختر کے مکتوبات کی روشنی میں۔

**متنی تدریس**

- تہذیب : مقالات سرسید : سرسید احمد خان  
مختار احمد انصاری : سنجہ ہائے گراں مایہ : رشید احمد صدیقی  
جامن کا پیڑ : کرشن چندر  
نعرہ : سعادت حسین منٹو

- اردو نثر کا ارتقاء : رقیہ سلطان  
داستان سے افسانے تک : وقار عظیم  
اردو کی نثری داستان : گیان چند جین  
فورٹ ولیم کالج کی خدمات : عبیدہ بیگم  
بارغ و بہار کا تنقیدی مطالعہ : صالح اختر  
فسانہ عجائب : رشید حسن خاں  
کلیات اقبال : علامہ اقبال  
تخلیث حیات : پرویز شادی  
اردو غزل کی روایت اور ترقی پسند غزل : ڈاکٹر ممتاز الحق  
اردو نثر کا فنی ارتقاء : ڈاکٹر ممتاز الحق  
اردو میں ادبی نثر کی تاریخ : ڈاکٹر طیبہ خاتون  
اردو شاعری کا فنی ارتقاء : ڈاکٹر فرمان فتح پوری  
لسانیات اور دکنی ادبیات : ڈاکٹر شہناز نبی

☆☆☆☆



**PART - II**

**Paper - III**

**Full Marks - 100**

**Distribution of Marks**

History	15	تاریخ
Criticism	30	تنقید
Explanation	35	تشریح
Objectives	20	آبجیکٹوز
Total	100	میزان

**قصیدہ، مثنوی، مرثیہ، نظم، رباعی**

**اردو شاعری**

- اردو میں قصیدہ گوئی کی روایت : سودا اور ذوق کا خصوصی مطالعہ
- دکن میں اردو مثنوی کی ابتدا اور ارتقاء : ملا وجہی اور نصرتی کی خدمات کی روشنی میں
- شمالی ہندوستان میں اردو مثنوی : میر تقی میر، میر حسن اور دیبا سنگر حیم کے حوالے سے
- مرثیہ گوئی کا آغاز و ارتقاء : انیس اور دبیر کا خصوصی مطالعہ
- اردو نظم نگاری کا آغاز و ارتقاء : حالی، اقبال اور فیض کی نظم نگاری کا خصوصی مطالعہ
- اردو میں رباعی کا آغاز و ارتقاء : اردو کے چندا ہم رباعی گو

**مثنوی تدریس**

**قصیدہ**

- ۱- قصیدہ شہر آشوب : سودا
- ۲- ہے ابر درخشاں وہ صحن میں کمال کے : ذوق

**مثنوی**

سحرالبیان : میر حسن (ابتدائی پندرہ صفحات)

- تلاوان : راجندر سنگھ بیدی
- صدی ہوس : آغا حشر کاشمیری
- عود ہندی : مرزا غالب، خط نمبر: ۹ اور ۸۳
- زیر لب : صفیہ اختر، ابتدائی دو خطوط

Translation from English to Urdu version (Unseen)

**References**

- اردو اسالیب بیان : محی الدین قادر زور
- اردو میں خاکہ نگاری : صابرہ سعید
- اردو ناول کی تنقیدی تاریخ : احسن فاروقی
- بیسویں صدی میں اردو ناول : یوسف سرمست
- پریم چند کا تنقیدی مطالعہ : قمر رئیس
- اردو افسانہ: روایت و مسائل : مرتب: گوپی چند تاریک
- اردو ڈرامہ: روایت و تجزیہ : عطیہ نشاط
- اردو تھیٹر : عبدالحلیم تہا
- بیدی ایک جائزہ : شہناز نبی
- اردو ڈرامہ نگاری : قمر اعظم ہاشمی
- بیدی نامہ : شمس الحق مثنوی
- شاعر کرشن چندر نمبر : اعجاز صدیقی
- مطالعہ خطوط غالب : عبد القوی دسنوی
- زیر لب : صفیہ اختر
- اردو نثر کا ارتقاء : ممتاز الحق
- اردو میں ادبی نثر کی تاریخ : ڈاکٹر طیبہ خاتون
- اردو شاعر کافی ارتقاء : ڈاکٹر فرمان فتح پوری
- اردو ڈرامہ، آغا حشر اور صدی ہوس : ڈاکٹر شہناز نبی

**PART - III**

**Paper - IV**

**Full Marks - 100**

**Urdu Language and Literature in Bengal**

**بنگال میں اردو زبان و ادب**

**Distribution of Marks**

Objectives	20	آبجیکٹوز
History of Language & Criticism	40	تاریخ زبان اور تنقید
Explanation	20	تشریح
Essay	20	مضمون
Total	100	میزان

**تاریخ**

۱- بنگال میں اردو زبان کا آغاز و ارتقاء۔ خصوصی مطالعہ

**ادب**

۱- بنگال میں اردو صحافت، مکتوب نگاری، غزل، نظم، نثر اور ڈراما کا آغاز و ارتقاء۔

عمومی جائزہ

**متنی تدریس (نثر)**

خط نمبر ۴ :	مکتوب سفر
مضمون :	تغزل میں اصلاح کی ضرورت
افسانہ :	بھینٹ
ل۔ احمد اکبر آبادی	

**متنی تدریس (غزلیں)**

(۱)	مخلص مرشد آبادی	وہ کون دن ہے کہ جب چشم اشک بار نہیں
(۲)		نہیں ہوتا ہے ترے ہجر میں آرام کہیں

**مرثیہ**

نمک خوان تکلم ہے فصاحت میری	:	انیس (ابتدائی پندرہ بند)
شیر خدا کا قوت بازو حسین ہے	:	دبیر (ابتدائی پندرہ بند)

**نظم**

حیات جاوید	:	مولانا الطاف حسین حالی
سر سید کی لوح تربت	:	سر محمد اقبال
آج بازار میں پابجولاں چلو	:	فیض احمد فیض
بند گھر اور چڑیا	:	محمد علوی

**References**

قصائد سودا	:	عتیق احمد صدیقی
مطالعہ سودا	:	محمد حسن
اردو قصیدہ گوئی	:	ام ہانی اشرف
اردو مثنوی کا ارتقاء	:	عبدالقادیر سروری
اردو مرثیہ نگاری	:	سیح الزماں
انیس کی مرثیہ نگاری	:	احسن فاروقی
موازنہ انیس و دبیر	:	شبلی نعمانی
نقش حالی	:	سید اقصیٰ حسین
اقبال کا فن	:	گوپی چند نارنگ
ترقی پسند تحریک اور اردو نظم	:	یوسف تقی
اردو شاعری کا فنی ارتقاء	:	ڈاکٹر فرمان فتح پوری
جدید شاعری کا پس منظر	:	ڈاکٹر شمیم انور
آزادی کے بعد اردو نظم	:	مرتب: شمیم خنی، مظہر مہدی
چوتھا آسمان	:	محمد علوی

**B.A. / B.Sc. / B.Com.**  
**Three-Year (General & Hons.) Course**  
**In Urdu Language (MIL)**

**Full Marks - 50**

**Distribution of Marks**

Prose	10
Poetry	10
Grammar & Composition	30
Total Marks	50

**Group - A**

Prose & Poetry 20

**حصہ نثر**

- میرامن دہلوی۔ باغ و بہار۔ شروع قصے میں۔
- رجب علی بیگ سرور، فسانہ عجائب۔ داستان اعجاز بیان سلطان فیروز بخت کی۔
- مرزا اسد اللہ خاں غالب۔ خطوط میر مہدی مجروح اور چودھری عبدالغفور کے نام۔
- سر سید احمد خان، خوشامد (مقالات سر سید)۔
- کرشن چندر کا افسانہ ”پاکلی“۔

**شاعری**

- (۱) ابتدائے عشق میں روتا ہے کیا
- (۲) ہستی اپنی حباب کی سی ہے
- (۳) شوق ہم کو کھپائے جاتا ہے

- (۱) وہ ضعف ہے کہ جان بھی مجھ کو گراں ہے اب
- (۲) اس سے جو ہووے رہائی کوئی تدبیر نہیں

- (۱) شمس کلکتوی روز کے ناز برے ہوتے ہیں
- (۲) یاں قلق مجھ کو کہ میرا دل گیا

نظم : شیعروانی : پرویز شاہدی  
**مضمون : Literary Essay (Unseen)**

**References**

- بنگل میں اردو نثر کی تاریخ : سالک لکھنوی
- تھیٹ حیات : پرویز شاہدی
- رقص حیات : پرویز شاہدی
- ترازیہ وحشت : علامہ وحشت کلکتوی
- فورٹ ولیم کالج کی خدمات : عبیدہ بیگم
- بنگل میں اردو : وقار راشدی
- انیسویں صدی میں بنگال کا اردو ادب : ڈاکٹر جاوید نہال
- نساخ سے وحشت تک : لطیف الرحمن
- بنگالی ہندوؤں کی ادبی خدمات : شانتی رنجن بھٹا چاریہ
- مخلص مرشد آبادی : ڈاکٹر عبدالرؤف
- نوابی دریا : مشتاق احمد
- بنگل میں اردو شاعری نمبر (روح ادب) : مغربی بنگال اردو اکیڈمی
- کلام نساخ : ڈاکٹر شہناز نبی

☆☆☆☆

مرزا غالب	(۱) کوئی دن گر زندگی اور ہے	مقالات سرسید	: سرسید احمد خان
	(۲) کوئی اُمید پر نہیں آتی	باغ و بہار	: میرامن دہلوی
مومن خاں مومن	(۱) دل میں اس شوخ کے جو راہ نہ کی	فسانہ عجائب	: رجب علی بیک سرور
	(۲) دیکھ لو شوقِ ناتمام میرا	پھول کی تہائی	: کرشن چندر
ڈاکٹر اقبال	: لالہ صحر	بال جبریل	: ڈاکٹر اقبال
مخدوم محمد الدین	: سپاہی	سرخ سویرا	: مخدوم محمد الدین
فیض احمد فیض	: صبحِ آزادی	نسخہ ہائے وفا	: فیض احمد فیض
پرویز شہیدی	: میں اور ہم		
	☆☆☆☆		☆☆☆☆

**Group - B**  
**Grammar & Composition**  
**Marks - 30**

Terminology	05
Statement	10
Comprehension	15
<b>Total</b>	<b>30</b>

Reference

منتخبات اردو	: نثر و نظم، کلکتہ یونیورسٹی
کلیات میر	: میر تقی میر
دیوان غالب	: مرزا غالب