

UNIVERSITY OF NORTH BENGAL

ACCREDITED BY NAAC WITH GRADE "A"



OFFICE OF THE PRINCIPAL SECRETARY COUNCIL FOR UNDER GRADUATE STUDIES

Ref. No.: 312 /UG-22 (54)

CIRCULAR

Dated: 17/02/2022

***The Principals / Teachers-in-Charge / Officers-in-Charge
Of All Degree Colleges affiliated to the University of North Bengal***

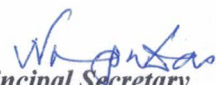
Madam/ Sir,

As directed this is for general information that all even semester classes i.e. (2nd, 4th and 6th Semesters) in all Colleges affiliated to the University of North Bengal shall begin from **07.03. 2022**.

Please also find attached herewith the truncated syllabus for all Undergraduate Courses for the above mentioned semesters.


Submitted for kind information and necessary action on your behalf.

Thank you


Principal Secretary
Council for Under Graduate Studies
University of North Bengal

Copy for information to:

1. ***The Honourable Vice-Chancellor, University of North Bengal***
2. ***The Registrar (Officiating), University of North Bengal***
3. ***The Controller of Examinations, University of North Bengal***
4. ***The Inspector of Colleges, University of North Bengal***


Principal Secretary
Council for Under Graduate Studies
University of North Bengal

UNIVERSITY OF NORTH BENGAL

TRUNCATED SYLLABUS — 2021

FOR 2nd, 4th & 6th SEMESTER

(HONOURS & PROGRAMME COURSE)

SUB : BENGALI

SEMESTER 2

HONOURS COURSE

Core Course 3

BNG-H-CC-2-3

শিরোনাম : বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)

ক) গদ্যসাহিত্য : ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, কালীপ্রসন্ন সিংহ, প্যারীচাঁদ মিত্র, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, প্রমথ চৌধুরী।

খ) কাব্যসাহিত্য : ঈশ্বর গুপ্ত, মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, বিহারীলাল চক্রবর্তী, গিরিন্দ্রমোহিনী দাসী, রবীন্দ্রনাথ ঠাকুর, মোহিতলাল মজুমদার, নজরুল ইসলাম, জীবনানন্দ দাশ, বুদ্ধদেব বসু, বিষ্ণু দে।

গ) নাট্যসাহিত্য : মধুসূদন দত্ত, দীনবন্ধু মিত্র, অমৃতলাল বসু, গিরিশচন্দ্র ঘোষ, ক্ষীরোদপ্রসাদ বিদ্যাবিনোদ, দ্বিজেন্দ্রলাল রায়।

ঘ) উপন্যাস : বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।

ঙ) ছোটগল্প : রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।

চ) পত্রপত্রিকা : দিগ্‌দর্শন, সমাচার দর্পণ, সংবাদ কৌমুদি, সমাচার চন্দ্রিকা, সংবাদ প্রভাকর, তত্ত্ববোধিনী, বঙ্গদর্শন, ভারতী, সাধনা, সবুজপত্র, প্রবাসী, শনিবারের চিঠি, কল্লোল।

Core Course 4

BNG-H-CC-2-4

শিরোনাম : ভাষাতত্ত্ব ও ভাষাবিজ্ঞান

আর্যভাষার বিবর্তন (OIA, MIA, NIA), বাংলা ভাষার উৎপত্তির ইতিহাস (প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা), ভাষা-উপভাষা (পাঁচটি উপভাষা), শব্দার্থ পরিবর্তনের কারণ ও সূত্র, স্বরধ্বনি, ব্যঞ্জনধ্বনি, ধ্বনি পরিবর্তনের কারণ ও সূত্র, শব্দভাণ্ডার, ভাষাতাত্ত্বিক টীকা (অপিনিহিতি, অভিপ্রতি, সমীভবন, স্বরসংগতি, স্বরভক্তি বা বিপ্রকর্ষ, স্বরাগম, স্বরলোপ, বর্ণবিপর্যয়, মুণ্ডমাল, সুভাষণ, মিশ্রভাষা, অপভাষা, শ্রুতিধ্বনি, সঙ্কর শব্দ, মিশ্রণ, লোকনিরুক্তি, সাদৃশ্য, জোড়কলম।

PROGAMME COURSE

DSC (A or B) 2

BNG-P-DSC-A/B-2-2

শিরোনাম : ছন্দ ও অলংকার

১। ছন্দ :

ক) সংজ্ঞা, স্বরূপ ও বৈশিষ্ট্য : দল, অক্ষর, কলা, মাত্রা, যতি, পর্ব, পদ, পংক্তি, চরণ, স্তবক, লয়, মিল।

খ) বাংলা ছন্দের ধারা : দলবৃত্ত, কলাবৃত্ত, মিশ্রবৃত্ত এবং ছন্দলিপি নির্ণয়।

২। অলংকার :

ক) সংজ্ঞা, স্বরূপ, বৈশিষ্ট্য : অনুপ্রাস, শ্লেষ, যমক, বক্রোক্তি, উপমা, রূপক, উৎপ্রেক্ষা, সমাসক্তি, ব্যতিরেক, অপহুতি, অতিশয়োক্তি, ব্যাজস্ততি।

খ) অলংকার নির্ণয়।

For B.A, B.Sc, B.COM HONOURS & PROGRAMME COURSE

AECC 2 MIL (Bengali)

BNG-H/P-AECC-2

শিরোনাম : নির্বাচিত কবিতা, গল্প, প্রবন্ধ, বঙ্গানুবাদ, IPA

১। নির্বাচিত কবিতা :

ক) সবুজের অভিযান — রবীন্দ্রনাথ ঠাকুর

২। নির্বাচিত প্রবন্ধ :

খ) বৈজ্ঞানিক বুদ্ধি — রাজশেখর বসু

৩। নির্বাচিত গল্প :

ক) দেনাপাওনা — রবীন্দ্রনাথ ঠাকুর

খ) আদাব — সমরেশ বসু

৪। ক) বঙ্গানুবাদ

SEMESTER 4

HONOURS COURSE

Core Course 8

শিরোনাম : উনিশ শতকের নাটক

- ১। বাংলা রঙ্গমঞ্চের ইতিহাস : লেবেডফ, কলকাতায় বিদেশী রঙ্গালয়, শৌখিন থিয়েটার, ন্যাশনাল থিয়েটার, বেঙ্গল থিয়েটার, নাট্যনিয়ন্ত্রণ আইন।
- ২। নীলদর্পণ – দীনবন্ধু মিত্র।
- ৩। জনা – গিরীশচন্দ্র ঘোষ।

Core Course 9

শিরোনাম : বিশ শতকের নাটক

- ১। বাংলা রঙ্গমঞ্চের ইতিহাস : ক্লাসিক থিয়েটার, নাট্যমন্দির ও শিশির ভাদুড়ী, গণনাট্য-নবনাট্য, বহুরূপী, পি.এল.টি – এল.টি.জি, নান্দীকার।
- ২। সাজাহান – দ্বিজেন্দ্রলাল রায়।
- ৩। রথের রশি – রবীন্দ্রনাথ ঠাকুর।

Core Course 10

বিষয় : উনিশ ও বিশ শতকের উপন্যাস

- ক) কপালকুণ্ডলা – বঙ্কিমচন্দ্র চট্টোপাধ্যায়।
- খ) কবি – তারাশঙ্কর বন্দ্যোপাধ্যায়।
- গ) আরণ্যক – বিভূতিভূষণ বন্দ্যোপাধ্যায়।

SEC 2

শিরোনাম : ব্যবহারিক বাংলা চর্চা

- ক) সাহিত্য-সংস্কৃতি ও সমাজ বিষয়ক প্রবন্ধ রচনা।
- খ) প্রতিবেদন রচনা ও পত্র রচনা।
- গ) প্রবন্ধ সংশোধন ও বিজ্ঞাপন রচনা।

PROGRAMME COURSE

DSC (A or B) 4

শিরোনাম : রবীন্দ্রনাথের কবিতা ও আধুনিক কবিতা

১। উনিশ শতকের বাংলা কবিতা : আধুনিকতার সূচনা ও বিবর্তন।

২। রবীন্দ্র কবিতা (পাঠ্য) : সঞ্চয়িতা (নির্বাচিত ১০ টি কবিতা)

সুরদাসের প্রার্থনা, যেতে নাহি দিব, উর্বশী, জীবনদেবতা, সবুজের অভিযান, সাধারণ মেয়ে, ওরা কাজ করে।

৩। আধুনিক কবিতা :

আবার আসিব ফিরে – জীবনানন্দ দাশ।

ফ্যান – প্রেমেন্দ্র মিত্র।

শাস্ত্রী – সুধীন্দ্রনাথ দত্ত।

তোমাকে পাওয়ার জন্য হে স্বাধীনতা – শামসুর রহমান।

SEC A2

শিরোনাম : সৃজনমূলক লিখন চর্চা

১। ছোটগল্প রচনা।

২। তাত্ত্বিক বক্তব্য রচনা।

৩। কবিতার কাব্যসৌন্দর্য বিচার।

SEMESTER 6

HONOURS COURSE

Core Course 13

শিরোনাম : নির্বাচিত বাংলা ছোটগল্প

- ১। রবীন্দ্রনাথ ঠাকুর – মেঘ ও রৌদ্র, অতিথি, শাস্তি, বোষ্টমী।
- ২। প্রেমেন্দ্র মিত্র – শুধু কেরানী, তেলেনাপোতা আবিষ্কার।
- ৩। বিভূতিভূষণ বন্দ্যোপাধ্যায় – পুঁইমাচা, মৌরিফুল।
- ৪। বলাইচাঁদ মুখোপাধ্যায় – নিমগাছ, ছোটলোক।
- ৫। নরেন্দ্রনাথ মিত্র – রস, এক পো দুধ।
- ৬। আশাপূর্ণা দেবী – ছিন্নমস্তা, ইজ্জত।
- ৭। দেবেশ রায় – আফ্রিকগতি ও মাঝখানের দরজা, কলকাতা ও গোপাল।

Core Course 14

শিরোনাম : সাহিত্যতত্ত্ব

- ১। সাহিত্যতত্ত্ব : অলংকার বাদ, ধ্বনিবাদ, রসবাদ, গুণিত্যবাদ।
- ২। কথাসাহিত্যের রূপভেদ : রোমান্স, ঐতিহাসিক উপন্যাস, সামাজিক উপন্যাস, রাজনৈতিক উপন্যাস, আঞ্চলিক উপন্যাস, চেতনাপ্রবাহমূলক উপন্যাস, মনস্তাত্ত্বিক উপন্যাস, মহাকাব্যিক উপন্যাস, ছোটগল্পের সংজ্ঞা ও বৈশিষ্ট্য।
- ৩। কাব্যসাহিত্যের রূপভেদ : মহাকাব্য, গীতিকাব্য, সনেট, আখ্যানকাব্য, ক্লাসিসিজম, রিয়ালিজম, সুররিয়ালিজম।
- ৪। প্রবন্ধ ও সমালোচনা সাহিত্যের রূপভেদ :
প্রবন্ধের সংজ্ঞা ও স্বরূপ, ভ্রমণ সাহিত্য, পত্রসাহিত্য, সমালোচনার বিভিন্ন রীতি (ঐতিহাসিক ও তুলনামূলক)।
- ৫। নাট্যসাহিত্যের রূপভেদ : কমেডি, ট্রাজেডি, সামাজিক নাটক, পৌরাণিক নাটক, ঐতিহাসিক নাটক, রূপক-সাংকেতিক নাটক, প্রহসন, একাক্ষ নাটক, অ্যাবসার্ড, গীতিনাট্য।

DSE 3

শিরোনাম : পত্রসাহিত্য ও আত্মজীবনী

১। রবীন্দ্রনাথের ছিন্নপত্রাবলী : নির্বাচিত পত্র

পত্র সংখ্যা - ৪ (১৫.৮.১২৯৬), পত্র সংখ্যা - ৬ (১৬.১০.১২৯৬), পত্র সংখ্যা - ১১ (১১.১০.১২৯৭), পত্র সংখ্যা - ১৩ (১২.১০.১২৯৮), পত্র সংখ্যা - ১৬ (২৭.১০.১২৯৭), পত্র সংখ্যা - ২৩ (১০.০৩.১২৯৮), পত্র সংখ্যা - ৪১ (২৬.১২.১২৯৮), পত্র সংখ্যা - ৫৫ (১৫.০৬.১২৯৯), পত্র সংখ্যা - ৬২ (২৬.০৩.১২৯৯), পত্র সংখ্যা - ৭৪ (২৫.০৮.১২৯৯), পত্র সংখ্যা - ১০৭ (৩০.০৩.১৩০০) পত্র সংখ্যা - ১২৩ (১৪.০৩.১৩০১)

২। বিবেকানন্দের পত্রাবলী নির্বাচিত পত্র

পত্র সংখ্যা - ১৩ (১৭.০৮.১৮৮৯), পত্র সংখ্যা - ২৫ (৩০.০১.১৮৯০), পত্র সংখ্যা - ৪৯ (০৬.০৭.১৮৯৩), পত্র সংখ্যা - ৬৭ (১০.০৭.১৮৯৩), পত্র সংখ্যা - ৭১ (০২.১০.১৮৯৩), পত্র সংখ্যা - ৭৯ (০৩.০৩.১৮৯৪), পত্র সংখ্যা - ৩০৪ (১৭.০৯.১৮৯৬), পত্র সংখ্যা - ৫০৬ (২৮.০৮.১৯০০)।

৩। শিবনাথ শাস্ত্রীর আত্মচরিত।

অথবা

শিরোনাম : বাংলা কাব্য, উপন্যাস ও ছোটগল্প

১। কাব্য :

মরীচিকা — যতীন্দ্রনাথ সেনগুপ্ত।

২। উপন্যাস :

সুবর্ণলতা — আশাপূর্ণা দেবী।

৩। ছোটগল্প :

সতীনাথ ভাদুড়ী : গণনায়ক, বৈয়াকরণ, চকাচকী, চরণদাস এম. এল. এ, পত্রলেখার বাবা, বন্যা।

DSE 4

শিরোনাম : লোকসংস্কৃতি ও লোকসাহিত্য

১। সংস্কৃতি, লোকসংস্কৃতি, অভিজাত সংস্কৃতির সংজ্ঞা-স্বরূপ এবং লোকসাহিত্য ও মৌখিক সাহিত্যের সংজ্ঞা-স্বরূপ।

২। লোকসাহিত্যের পরিচয় :

ক) ছড়া : গঠন ও বিষয় বৈচিত্র।

খ) প্রবাদ : সংজ্ঞা ও বৈশিষ্ট্য, প্রবাদে সমাজচিত্র।

গ) ধাঁধা : সংজ্ঞা ও বৈশিষ্ট্য, পরিচয়।

ঘ) সংজ্ঞা ও বৈশিষ্ট্য, পরিচয়।

ঙ) লোকশিল্প পরিচয় : (চারুশিল্প ও কারুশিল্প) ডোকরা, দারু, নকশী, পটুয়া।

চ) লোককথা।

ছ) লোকসঙ্গীত : সারিগান, ভাটিয়ালি, কবিগান, গম্ভীরা, বোলান, আলকাপ, গাজন গান, পাঁচালী।

জ) লোকনাট্য : পারফরমিং আর্ট, নন পারফর্মিং আর্ট।

ঝ) জাদুবিদ্যা, মান্যা, টোটেম, ট্যাবু।

ঞ) বাংলা লোকসংস্কৃতি চর্চার ইতিহাস।

৩। লোকনৃত্যের পরিচয়, ভারতীয় লোকনৃত্যের সংক্ষিপ্ত পরিচয়।

অথবা

শিরোনাম : বাংলা কল্পবিজ্ঞান ও গোয়েন্দা কাহিনি

১। কল্পবিজ্ঞান ও গোয়েন্দা কাহিনির উদ্ভব, ক্রমবিকাশ ও সাধারণ পরিচয়।

২। কল্পবিজ্ঞান ও গোয়েন্দা গল্প পাঠ :

ক) সব ভুতুড়ে – লীলা মজুমদার

গ) চাঁদের পাহাড় – বিভূতিভূষণ বন্দ্যোপাধ্যায়।

PROGRAMME COURSE

DSE (A or B) 2

শিরোনাম : বিশ শতকের বাংলা নাটক

শিরোনাম : বাংলা কাব্য, উপন্যাস ও ছোটগল্প

১। কাব্য :

মরীচিকা — যতীন্দ্রনাথ সেনগুপ্ত।

২। উপন্যাস :

সুবর্ণলতা — আশাপূর্ণা দেবী।

৩। ছোটগল্প :

সতীনাথ ভাদুড়ী :

গণনায়ক, বৈয়াকরণ, চকাচকী, চরণদাস এম. এল. এ, পত্রলেখার বাবা, বন্যা।

অথবা

শিরোনাম : বাংলা কল্পবিজ্ঞান ও গোয়েন্দা কাহিনি

১। কল্পবিজ্ঞান ও গোয়েন্দা কাহিনির উদ্ভব, ক্রমবিকাশ ও সাধারণ পরিচয়।

২। কল্পবিজ্ঞান ও গোয়েন্দা গল্প পাঠ :

ক) সব ভুতুড়ে – লীলা মজুমদার

খ) চাঁদের পাহাড় – বিভূতিভূষণ বন্দ্যোপাধ্যায়।

SEC B 2 (যারা বাংলা বিষয়টি DSC B হিসেবে নিয়েছে, তাদের জন্য)।

শিরোনাম : সৃজনমূলক লিখন চর্চা

১। ছোটগল্প রচনা।

২। তাৎক্ষণিক বক্তব্য রচনা

৩। কবিতার কাব্যসৌন্দর্য বিচার।

Generic Elective (GE) Paper 2

[For 2nd & 4th Semester Honours (Except Bengali Honours) and 6th Semester Programme Course]

BNG-H/P-GE-2/4/6-2

শিরোনাম : ছন্দ-অলঙ্কার পরিচয় এবং ঐতিহ্যবাহী লোকসংস্কৃতি, লোককৃতি ও
লোকমনন পরিচিতি

১। ছন্দ

- ক) সংজ্ঞা : দল, অক্ষর, কলা, মাত্রা, যতি, পর্ব, পদ, পংক্তি, চরণ, স্তবক, লয়।
- খ) বাংলা ছন্দ পরিচয় : কলাবৃত্ত, দলবৃত্ত, মিশ্রবৃত্ত, মুক্তক, অমিত্রাক্ষর।
- গ) ছন্দলিপি নির্ণয়।

২। অলঙ্কার :

- ক) সংজ্ঞা, স্বরূপ ও বৈশিষ্ট্য : অনুপ্রাস, শ্লেষ, যমক, বক্রোক্তি, উপমা, রূপক, উৎপ্রেক্ষা, সমাসক্তি, ব্যতিরেক, অপহুতি, অতিশয়োক্তি, ব্যাজস্ততি।
- খ) অলঙ্কার নির্ণয়।

৩। লোকসাহিত্যের সংজ্ঞা-স্বরূপ

- ক) ছড়া : গঠন ও বিষয় বৈচিত্র্য।
- খ) প্রবাদ : সংজ্ঞা ও বৈশিষ্ট্য, প্রবাদে সমাজচিত্র।
- গ) লোকশিল্প পরিচয় : (চারুশিল্প ও কারুশিল্প) ডোকরা, দারু, নকশী, পটুয়া।
- ঘ) লোকসঙ্গীত : সারিগান, ভাটিয়ালি, কবিগান, গম্ভীরা, বোলান, আলকাপ, খন, চোর-চুন্নী, মেছেনি, ভাওয়াইয়া, ঝুমুর, ভাদু, টুসু, ঘেঁটু গান, গাজন গান, পাঁচালী।

UNIVERSITY OF NORTH BENGAL



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CHOICE BASED CREDIT SYSTEM (CBCS)

CHEMISTRY

PROGRAMME COURSE

Truncated Syllabus

(2nd, 4th & 6th Semester)

SYLLABUS LAYOUT FOR DSC PROGRAMME IN CHEMISTRY

SEMESTER	PAPER	TOPIC
SECOND	DSC-2	Section A: Physical Chemistry Section B: Organic Chemistry
FOURTH	DSC-4	Section A: Inorganic Chemistry Section B: Physical Chemistry
	SEC-2 [DSC]	Green Methods In Chemistry
SIXTH	SEC-4 [DSC]	Chemistry of Cosmetics & Perfumes
	DSE (DSC) - 2	Industrial Chemicals and Environment

SEMESTER-2

DSC-2 [SEMESTER-2]

CHEMICAL ENERGETICS, EQUILIBRIA & FUNCTIONAL GROUP ORGANIC CHEMISTRY-I

SECTION-A: PHYSICAL CHEMISTRY

Chemical Energetics: Basic Definitions and mathematical background. First Law, Enthalpy Functions, Relation between C_p and C_v , Joule-Thomson Experiment, Inversion of Temperature, Adiabatic Changes in State, Enthalpies of Chemical Changes, Important principles and definitions of thermochemistry. Hess's Law. The Second Law, Carnot Cycle and its efficiency. Variation of enthalpy of a reaction with temperature – Kirchhoff's equation. Statement of Third Law of thermodynamics. Entropy

Chemical Equilibrium: Free energy change in a chemical reaction. Thermodynamic derivation of the law of chemical equilibrium. Le Chatelier's principle. Relationships between K_p , K_c and K_x for reactions involving ideal gases.

Ionic Equilibria: Strong, moderate and weak electrolytes, degree of ionization, factors affecting degree of ionization, ionization constant and ionic product of water. pH scale, common ion effect. Salt hydrolysis-calculation of hydrolysis constant, degree of hydrolysis and pH for different salts.

Buffer solutions. Solubility and solubility product of sparingly soluble salts – applications of solubility product principle.

SECTION -B: ORGANIC CHEMISTRY

Functional group approach for the following reactions: **Aromatic hydrocarbons** (benzene): Preparation from phenol, by decarboxylation, from acetylene. Reactions: (benzene): Electrophilic substitution: nitration, halogenation and sulphonation. Friedel Craft's reaction (alkylation and acylation) (Up to 4 Carbons on benzene). Side chain oxidation of alkyl benzenes (Up to 4 Carbons on benzene).

Alkyl and Aryl Halides: Alkyl Halides (Up to 5 Carbons). Types of Nucleophilic Substitution (SN_1 and SN_2) reactions. Preparation: from alkenes and alcohols. Reactions: hydrolysis,

nitrite & nitro formation. Williamson's ether synthesis: Elimination vs Substitution. Aryl Halides Preparation: (Chloro, bromo and iodo-benzene): from phenol, Sandmeyer & Gattermann reactions. Benzyne Mechanism: KNH_2/NH_3 (or $\text{NaNH}_2/\text{NH}_3$).

Alcohols and Phenols (Up to 5 Carbons): Alcohols: Preparation: Preparation of 1° , 2° and 3° alcohols: using Grignard reagent, Reduction of aldehydes, ketones, carboxylic acid and esters. Reactions: HX (Lucas test), esterification, oxidation (with alk. KMnO_4 , acidic dichromate). Oppeneaur oxidation. Diols: (Up to 6 Carbons) oxidation of diols. Pinacol Pinacolone rearrangement. Phenols: (Phenol) Preparation: Cumene hydroperoxide method, from diazonium salts. Reactions: Electrophilic substitution: Nitration, halogenation and sulphonation. Reimer- Tiemann Reaction, Gattermann-Koch Reaction.

Aldehydes and ketones: (aliphatic and aromatic): (Formaldehyde, acetaldehyde, acetone and benzaldehyde) Preparation: from acid chlorides and nitriles. Reactions – Reaction with HCN , ROH . Iodoform test. Aldol Condensation, Cannizzaro's reaction, Benzoin condensation, Clemensen reduction.

Reference Books:

- Graham Solomon, T.W., Fryhle, C.B & Snyder, S.A. Organic Chemistry, John Wiley & Sons (2014).
 - McMurry, J.E. Fundamentals of Organic Chemistry, 7th Ed. Cengage Learning India Edition, 2013.
 - Sykes, P. A Guidebook to Mechanism in Organic Chemistry, Orient Longman, New Delhi (1988).
 - Finar, I.L. Organic Chemistry (Vol. I & II), E.L.B.S.
 - Morrison, R.T. & Boyd, R.N. Organic Chemistry, Pearson, 2010.
 - Bahl, A. & Bahl, B.S. Advanced Organic Chemistry, S. Chand, 2010.
 - Barrow, G.M. Physical Chemistry Tata McGraw-Hill (2007).
 - Castellan, G.W. Physical Chemistry 4th Ed. Narosa (2004).
 - Kotz, J.C., Treichel, P.M. & Townsend, J.R. General Chemistry Cengage Learning India Pvt. Ltd., New Delhi (2009).
 - Mahan, B.H. University Chemistry 3rd Ed. Narosa (1998).
 - Petrucci, R.H. General Chemistry 5th Ed. Macmillan Publishing Co.: New York (1985).
-

DSC-2 [PRACTICAL]

SECTION-A: PHYSICAL CHEMISTRY

(ANY TWO)

1. Determination of heat capacity of calorimeter for different volumes.
2. Determination of enthalpy of neutralization of hydrochloric acid with sodium hydroxide.
3. Measurement of pH of different solutions like aerated drinks/ fruit juices/shampoos/ soaps (use dilute solutions of soaps and shampoos to prevent damage to the glass electrode) using pH-meter.
4. (a) Preparation of buffer solutions: (ANY ONE)
 - (i) Sodium acetate-acetic acid
 - (ii) Ammonium chloride-ammonium hydroxide

Measurement of the pH of buffer solutions and comparison of the values with theoretical values.

Section B: ORGANIC CHEMISTRY

(ANY TWO)

1. Purification of organic compounds by crystallization (from water and alcohol) and distillation.
2. Criteria of Purity: Determination of melting and boiling points.
3. Preparations: Mechanism of various reactions involved to be discussed. Recrystallisation, determination of melting point and calculation of quantitative yields to be done.

(ANY ONE)

- (a) Bromination of Phenol/Aniline
- (b) Benzoylation of amines/phenols
- (c) Oxime and 2,4-dinitrophenylhydrazone of aldehyde/ketone

Reference Books:

- Vogel, A.I., Tatchell, A.R., Furnis, B.S., Hannaford, A.J. & Smith, P.W.G., Textbook of Practical Organic Chemistry, Prentice-Hall, 5th edition, 1996.
 - Mann, F.G. & Saunders, B.C. Practical Organic Chemistry Orient-Longman, 1960.
 - Khosla, B. D.; Garg, V. C. & Gulati, A. Senior Practical Physical Chemistry, R. Chand & Co.: New Delhi (2011).
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SEMESTER-4

DSC-4 [SEMESTER-4]

TRANSITION METAL & COORDINATION CHEMISTRY, STATES OF MATTER & CHEMICAL KINETICS

SECTION-A: INORGANIC CHEMISTRY

Transition Elements (3d series)

General group trends with special reference to electronic configuration, variable valency, colour, magnetic properties, and ability to form complexes. Lanthanoids and actinoids: Electronic configurations, oxidation states, colour, magnetic properties, lanthanide contraction.

Coordination Chemistry

Valence Bond Theory (VBT): Inner and outer orbital complexes of Fe, Co, Ni and Cu (coordination numbers 4 and 6). Structural and stereoisomerism in complexes with coordination numbers 4 and 6. Drawbacks of VBT. IUPAC system of nomenclature.

Crystal Field Theory

Crystal field effect, octahedral symmetry. Crystal field stabilization energy (CFSE), Crystal field effects for weak and strong fields. Tetrahedral symmetry. Factors affecting the magnitude of Δ_o . Spectrochemical series. Comparison of CFSE for O_h and T_d complexes, Jahn-Teller distortion.

SECTION - B: PHYSICAL CHEMISTRY

Gases

Postulates of Kinetic Theory of Gases and derivation of the kinetic gas equation. Deviation of real gases from ideal behaviour, compressibility factor, causes of deviation. van der Waals equation of state for real gases. Boyle temperature (derivation not required). Critical phenomena, critical constants and their calculation from van der Waals equation. Andrews isotherms of CO_2 . Maxwell Boltzmann distribution laws of molecular velocities and

molecular energies (graphic representation – derivation not required) and their importance. Temperature dependence of these distributions. Most probable, average and root mean square velocities (no derivation). Collision cross section, collision number, collision frequency, collision diameter and mean free path of molecules. Viscosity of gases and effect of temperature and pressure on coefficient of viscosity (qualitative treatment only).

Liquids

Surface tension and its determination using stalagmometer. Viscosity of a liquid and determination of coefficient of viscosity using Ostwald viscometer. Effect of temperature on surface tension and coefficient of viscosity of a liquid (qualitative treatment only).

Chemical Kinetics

The concept of reaction rates. Effect of temperature, pressure, catalyst and other factors on reaction rates. Order and molecularity of a reaction. Derivation of integrated rate equations for zero, first and second order reactions. Half-life of a reaction. General methods for determination of order of a reaction. Concept of activation energy and its calculation from Arrhenius equation. Theories of Reaction Rates: Collision theory and Activated Complex theory of bimolecular reactions.

Reference Books:

- Barrow, G.M. Physical Chemistry Tata McGraw-Hill (2007)
 - Castellan, G.W. Physical Chemistry 4th Ed. Narosa (2004)
 - Kotz, J.C., Treichel, P.M. & Townsend, J.R. General Chemistry Cengage Learning India Pvt. Ltd., New Delhi (2009).
 - Mahan, B.H. University Chemistry 3rd Ed. Narosa (1998)
 - Petrucci, R.H. General Chemistry 5th Ed. Macmillan Publishing Co.: New York (1985).
 - Cotton, F.A. & Wilkinson, G. Basic Inorganic Chemistry, Wiley
 - Shriver, D.F. & Atkins, P.W. Inorganic Chemistry, Oxford University Press.
 - Wulfsberg, G. Inorganic Chemistry, Viva Books Pvt. Ltd
 - Rodgers, G.E. Inorganic & Solid State Chemistry, Cengage Learning India Ltd., 2008
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DSC-4: PRACTICAL

Section A: Inorganic Chemistry

(a) Semi-micro qualitative analysis (using H_2S or other methods) of mixtures - not more than four ionic species (two anions and two cations, excluding insoluble salts) out of the following:

Cations : NH_4^+ , Pb^{2+} , Bi^{3+} , Cu^{2+} , Cd^{2+} , Fe^{3+} , Al^{3+} , Co^{2+} , Ni^{2+} , Mn^{2+} , Zn^{2+} , Ba^{2+} , Sr^{2+} , Ca^{2+} , K^+

Anions : S^{2-} , NO_3^- , Cl^- , Br^- , I^- , NO_3^- , SO_4^{2-} , PO_4^{3-} , BO_3^{3-} , F^- (Spot tests should be carried out wherever feasible)

(b) (ANY ONE)

1. Estimate the amount of nickel present in a given solution as bis(dimethylglyoximate) nickel(II) or aluminium as oximate in a given solution gravimetrically.
2. Estimation of (i) Mg^{2+} or (ii) Zn^{2+} by complexometric titrations using EDTA.
3. Estimation of total hardness of a given sample of water by complexometric titration.

Section B: Physical Chemistry

(ANY TWO)

1. Determination of Density of a liquid.
2. (a) Determination of the surface tension of a liquid or a dilute solution using a stalagmometer.
(b) Study of the variation of surface tension of a solution with concentration
3. (a) Determination of the coefficient of viscosity of a liquid or dilute solution using an Ostwald's viscometer.
(b) Study of the variation of viscosity of an aqueous solution with concentration of solute.
4. Chemical Kinetics

Study the kinetics of the following reactions. (ANY ONE)

- (a) Acid hydrolysis of methyl acetate with hydrochloric acid
- (b) Saponification of ethyl acetate.

Reference Books:

- Svehla, G. Vogel's Qualitative Inorganic Analysis, Pearson Education, 2012.
 - Mendham, J. Vogel's Quantitative Chemical Analysis, Pearson, 2009.
 - Khosla, B. D.; Garg, V. C. & Gulati, A. Senior Practical Physical Chemistry, R. Chand
-

SEC-2: GREEN METHODS IN CHEMISTRY

(Credits: 02)

Theory and Hand-on Experiments

Definitions of Green Chemistry. Brief introduction of twelve principles of Green Chemistry, with examples,

Special emphasis on atom economy and green solvents.

Green Chemistry and alternative sources of energy.

The following Real world Cases in Green Chemistry should be discussed:

1. Surfactants for carbon dioxide – Replacing smog producing and ozone depleting solvents with CO₂ for precision cleaning and dry cleaning of garments.
2. Right fit pigment: Synthetic azo pigments to replace toxic organic and inorganic pigments.

GREEN METHODS IN CHEMISTRY PRACTICALS:

ANY TWO:

1. Preparation and characterization of biodiesel from vegetable oil.
2. Bromination of Anilide Using Green Approach.
3. Preparation of Benzilic acid by using Green Approach.
4. Solvent free, microwave assisted one pot synthesis of phthalocyanine complex of copper(II).

Reference Books:

- Anastas, P.T. & Warner, J.K. *Green Chemistry- Theory and Practical*, Oxford University Press (1998).
 - Matlack, A.S. *Introduction to Green Chemistry*, Marcel Dekker (2001).
 - Cann, M.C. & Connely, M.E. *Real-World cases in Green Chemistry*, American Chemical Society, Washington (2000).
 - Ryan, M.A. & Tinnesand, M. *Introduction to Green Chemistry*, American Chemical Society, Washington (2002).
 - Sharma, R.K.; Sidhwani, I.T. & Chaudhari, M.K. *Green Chemistry Experiments: A monograph* I.K. International Publishing House Pvt Ltd. New Delhi, Bangalore.
 - Lancaster, M. *Green Chemistry: An introductory text* RSC publishing, 2nd Edition.
 - Sidhwani, I.T., Saini, G., Chowdhury, S., Garg, D., Malovika, Garg, N. Wealth from waste: A green method to produce biodiesel from waste cooking oil and generation of useful products from waste further generated "A Social Awareness Project", *Delhi University Journal of Undergraduate Research and Innovation*, 1(1): 2015.
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SEMESTER-6

SEC- 4[DSC]

CHEMISTRY OF COSMETICS & PERFUMES

(Credits: 2)

THEORY

A general study including preparation and uses of the following:

Hair dye, hair spray, shampoo, face powder, talcum powder, Nail Enamel, creams (cold, vanishing and shaving creams), antiperspirants and artificial flavours.

Essential oils and their importance in cosmetic industries with reference to sandalwood oil, eucalyptus, rose oil, 2-phenyl ethyl alcohol, Jasnone.

PRACTICAL (ANY TWO)

1. Preparation of talcum powder.
2. Preparation of shampoo.
3. Preparation of face cream
4. Preparation of nail polish and nail polish remover.

Reference Books:

- Stocchi, E. Industrial Chemistry, Vol-I, Ellis Horwood Ltd. UK (1990).
• Jain, P.C. & Jain, M. Engineering Chemistry Dhanpat Rai & Sons, Delhi. Sharma, B.K. & Gaur, H. Industrial Chemistry, Goel Publishing House, Meerut (1996)
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DSE-2 [DSC]

INDUSTRIAL CHEMICALS AND ENVIRONMENT

(Credits: Theory-04, Practicals-02)

Industrial Gases and Inorganic Chemicals

Industrial Gases: Large scale production, uses, storage and hazards in handling of the following gases: oxygen, nitrogen, argon, neon, helium, hydrogen, acetylene, carbon monoxide, chlorine, fluorine, sulphur dioxide and phosgene.

Inorganic Chemicals: Manufacture, application, analysis and hazards in handling the following chemicals: hydrochloric acid, nitric acid, sulphuric acid, caustic soda, common salt, borax, bleaching powder, hydrogen peroxide, potash alum, chrome alum, potassium dichromate and potassium permanganate.

Environment and its segments

Ecosystems. Biogeochemical cycles of carbon, nitrogen and sulphur.

Air Pollution: Major regions of atmosphere. Chemical and photochemical reactions in atmosphere. Air pollutants: types, sources, particle size and chemical nature; Photochemical smog: its constituents and photochemistry. Environmental effects of ozone, Major sources of air pollution.

Pollution by SO_2 , CO_2 , CO , NO_x , H_2S and other foul smelling gases.

Effects of air pollution on living organisms and vegetation. Greenhouse effect and Global warming, Ozone depletion by oxides of nitrogen, chlorofluorocarbons and Halogens, removal of sulphur from coal. Control of particulates.

Water Pollution: Hydrological cycle, water resources, aquatic ecosystems, Sources and nature of water pollutants, Techniques for measuring water pollution,

Water purification methods. Effluent treatment plants (primary, secondary and tertiary treatment). Industrial effluents from the following industries and their treatment: electroplating, textile, tannery, dairy, petroleum and petrochemicals, agro, fertilizer, etc. Sludge disposal.

Industrial waste management, incineration of waste. Water treatment and purification (reverse osmosis, electro dialysis, ion exchange). Water quality parameters for waste water, industrial water and domestic water.

Energy & Environment

Sources of energy: Coal, petrol and natural gas. Nuclear Fusion / Fission, Solar energy, Hydrogen, geothermal, Tidal and Hydel, etc.

Nuclear Pollution: Disposal of nuclear waste, nuclear disaster and its management.

Reference Books:

- E. Stocchi: *Industrial Chemistry*, Vol-I, Ellis Horwood Ltd. UK.
 - R.M. Felder, R.W. Rousseau: *Elementary Principles of Chemical Processes*, Wiley Publishers, New Delhi.
 - J. A. Kent: *Riegel's Handbook of Industrial Chemistry*, CBS Publishers, New Delhi.
 - S. S. Dara: *A Textbook of Engineering Chemistry*, S. Chand & Company Ltd. New Delhi.
 - K. De, *Environmental Chemistry*: New Age International Pvt., Ltd, New Delhi.
 - S. M. Khopkar, *Environmental Pollution Analysis*: Wiley Eastern Ltd, New Delhi.
 - S.E. Manahan, *Environmental Chemistry*, CRC Press (2005).
 - G.T. Miller, *Environmental Science* 11th edition. Brooks/ Cole (2006).
 - Mishra, *Environmental Studies*. Selective and Scientific Books, New Delhi (2005).
-

DSE -4

INDUSTRIAL CHEMICALS & ENVIRONMENT- Practical

ANY TWO:

1. Measurement of chloride, sulphate and salinity of water samples by simple titration method (AgNO_3 and potassium chromate).
2. Estimation of total alkalinity of water samples (CO_3^{2-} , HCO_3^-) using double titration method.
3. Measurement of dissolved CO_2 .
4. Study of some of the common bio-indicators of pollution.
5. Estimation of SPM in air samples.
6. Preparation of borax/boric acid.

Reference Books:

- E. Stocchi: *Industrial Chemistry*, Vol-I, Ellis Horwood Ltd. UK.
 - R.M. Felder, R.W. Rousseau: *Elementary Principles of Chemical Processes*, Wiley Publishers, New Delhi.
 - J. A. Kent: *Riegel's Handbook of Industrial Chemistry*, CBS Publishers, New Delhi.
 - S. S. Dara: *A Textbook of Engineering Chemistry*, S. Chand & Company Ltd. New Delhi.
 - K. De, *Environmental Chemistry*: New Age International Pvt., Ltd, New Delhi.
 - S. M. Khopkar, *Environmental Pollution Analysis*: Wiley Eastern Ltd, New Delhi.
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B.A. (Honours) in Education

Part — II

Paper – III : Development of Education in India

Course Objectives :

1. To help students understand the development of education in India historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint with significant points of selected educational documents and reports of these periods
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

Group – A : Education in Ancient and Medieval India Course Contents :

Unit – I

❑ Education in Ancient India: Vedic and Brahmanic period.

- a) Vedic Education: Aims of education, curriculum and organization, methods of teaching, Discipline.
- b) Buddhist Education: Aims of Education, curriculum & organization Methods of teaching Discipline.

Unit – II

❑ Education in Medieval India – Types of Educational Institutions, State patronage in Educational endeavour, Contribution of Akbar.

Group – B : Education in British India in the Post-Independence Period

Course Contents :

Unit–III

❑ Charter Act, of 1813. Macaulay's Minutes, Wood's Education Dispatch, Report of Hunter's commission, Movement for compulsory education Gokhale's Bill, Calcutta University Education Commission 1917.

Unit — IV

❑ Development of Indian education during the post-independence period with special reference to Radhakrishnan Commission 1948, Kothari Commission report — 1964 — 66, National Policy on Education 1986.

References :

1. Altekar A.S. Education in Ancient India.
2. Basu A. N. Education in Modern India.
3. Basu A.N. Adam's Report.
4. Banerjee J.P. Education in India Post, Present & Future

5. Dhar Niranjana Fundamentals of Social Education.
6. Keay E. E. Indian Education in Ancient Later Lines
7. Lad N. N. Promotion of Learning in India
8. Mukherjee S. N. Education in India, Today & Tomorrow
9. Mukherjee S. N. History of Education (Modern Period)
10. Uarullah S. & Naik J. P. History of Education in India
11. Purokait B. R. Milestone in Indian Education
12. Rawat P. L. History of Indian Education
13. Bandopadhyaya Jyoti Prasad Bharatiya Siksha Itihas - Sampratika Samasya
14. Sanyal & Mitra Bharatiya Shiksha Itihas

Paper — IV : Issues and Trends in Contemporary Indian Education

Course Objectives :

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology / mass media in spreading education among the masses.
5. To develop understanding of the alternative systems / modes of education and their implications in the Indian scenario.

Group — A : Conventional Mode

Course Contents :

Unit — I

- ☐ Elementary Education — Aims and objective, universalization, girls' education problems of non-involvement and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard District Primary Education Programme.

Unit — II

- ☐ Secondary Education — Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE.
- ☐ Higher education — General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA.

Group — B : Alternative Schooling

Course Contents :

Unit — III

- ☐ Elementary — National Adult Education Programme (NAEP), TLC, PLC, JSN, Sarva Shiksha Abhiyan.

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- ❑ Adult Education — Literacy Education and Further Education (Global and Indian context).
- ❑ Continuing Education— Technical / Vocational Education.

Unit — IV

- ❑ Population education, value oriented education, work experience & SUPW, Environmental education, Education of Women, Education of Minority Community— objectives and problems.

Unit — V

- ❑ Mass-media, use of software in education, the programmes conducted by UGC, open learning system.

Unit — VI

- ❑ Alternative Education in U. K.

References :

1. Bajnerjee J. P. : Education in India : Past, Present and future
2. Parokait B. R. : Milestones of Modern Education
3. Mukherjee S. N. : History of Education (Modern Period)
4. Rawat P. L. : History of Indian Education
5. Sreemali K. L. The Wardha Scheme
6. Bandhopadhyay Jyoti Prasad : Bharatiya Shiksha Itihas O Sampratik Samasya
7. Sanyal & Mitra : Bharater Shiksha Itihas
8. Government of India : Report of Education Commission (1966) Education & National Development, Ministry of Education, New Delhi
9. Government of India Ministry of Human Resources Development, National policy on Education (1986) New Delhi
10. Education of Women Key to progress : Ministry of Education, New Delhi
11. Non-formal Education Shah & Buns
12. Open University R. K. Singh
13. Comparative Education Hans Nicholas
14. Education in Great Britain Smith W. O. Lester.

Part—III

Paper — V : Educational Evaluation and Statistics in Education

Course Objectives :

1. To develop understanding of the concepts of measurement and evaluation in the field of Education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction — both education and psychological. To develop understanding of the concepts of validity reliability and their importance in education in education measurement.
4. To develop the ability to organize relevant educational data. To development the ability to use various statistical measures in analysis and interpretation of educational data. To develop the anility to interpret test data results.

Group — A : Educational Evaluation

Course Contents :

Unit — I

- ❑ Concept of Measurement and evaluation in education — relation between measurement and evaluation, norm referenced and criterion referenced tests.

Unit — II

- ❑ Types of scales in educational measurement. Characteristics of good measuring instrument validity, and objectivity — Measurement of Intelligence and personality — different tools.

Unit — III

- ❑ Reporting test results (Essay type, objective type, short answer type and oral type tests) cumulative record card.

Group — B : Statistics in Education

Course Contents :

Unit — IV

- ❑ Meaning, nature and scope of educational statistics. Significance of statistic.
- ❑ Measures of central tendency, its uses and limitations. (Mean, Median and Mode calculation and application).
- ❑ Measures of variability- its use and limitation (Range Quartile deviation, average deviation, standard Deviation, calculation & their uses)
- ❑ Concept of normal distribution- properties and uses of normal probability curve in interpretation of test scores, Divergence form normality- skewness and kurtosis.

Unit V

- ☐ Graphical presentation of data Pie-diagram, histogram, frequency polygon, cumulative frequency graph-Ogive and their uses.
- ☐ Bivariate distribution: correlation, computation of coefficients of correlation by rank difference, product moment methods, interpretation of coefficients of correlations.
- ☐ Application of computer in data processing.

References:

1. Anastasi, A. : Psychological Testing.
2. Freeman, F.S. : Theory & Practical of Psychological Testing.
3. Garret, H.E. : Statistics in Psychology & Education.
4. Gailford, J.P. & Fructir, B. : Fundamental Statistics in Psychology and Edn.
6. Mangal, S.K. : Statistics in Psychology & Education.
7. Rai, S. : - Malyayan Niti O Kaushal.
8. Singh, A.K. : Test Measurement & Research Methods in Behavioural Science.
9. Thorndike, E.L. & Hogen, E. : Measurement and Evaluation in Psychology & Education.

PAPER VI: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES:

1. To develop knowledge and understanding of the meaning, scope process and types of management
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop ability of making objective decision in educational management
4. To enable the students to understand about the concept, nature and of educational technology
5. To expose the students to the basic developments in Educational Technology

GROUP- A: Educational Management & School organization

COURSE CONTENTS:

Unit I

- ☐ Concept of Educational Management: Nature, need and scope. Class management.
- ☐ Managerial Behaviour: Factors affecting managerial behaviours: personal, social, institutional.

Unit II

Aspects of Institutional Management: Curricular and co-curricular programmes, (organization of Games & sports, cultural programme), School health services; Sanitation and beautification: institutional planning: time table.

Unit III

❑ Interpersonal relationship; institutional climate and discipline; management of finance; home, school and community relationships; admission, office management; assignment of teachers.

GROUP-B: Educational Technology

COURSE CONTENTS:

Unit IV

Meaning, nature and scope of educational Technology

❑ Communication Process: concept, nature, process, components, types of classroom communication, Role of communication in effective teaching learning situation.

Unit V

❑ System Approach on Instruction: System approach in instructional process

❑ Innovations in Educational Technology: Programmed learning, micro and macro teaching, team teaching. Seminar, workshop (basic-concept)

❑ Computer assisted instruction, simulated teaching. Visual, audio, audio-visual - different types and their uses.

Paper — VII : Educational Guidance and Curriculum Construction

Course Objectives :

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to channelise their unique potentialities in a positive way through proper guidance.
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
6. To understand the qualities of an ideal counselor. To help the adolescents in facing their problems to

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develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counseling. To develop interest in one's own personal and professional growth.

7. To understand the meaning, concept and scope of curriculum.

8. to understand the basis of curriculum construction, transaction evaluation and innovation.

Group — A : Guidance and Counselling

Course Contents :

Unit — I

☐ The concept of Guidance

a) Meaning, nature & scope of guidance.

b) Need and importance of educational guidance services in schools.

☐ Vocational Guidance

a) Purpose and functions of vocational guidance.

b) Relationship between educational and vocational guidance.

Unit — II

☐ Educational Guidance :

a) Basic data necessary for educational guidance — pupils abilities, aptitudes, interests and attitudes, education attainments and personality traits.

Unit — III

☐ The concept of Counselling

a) Meaning, nature and scope of counseling.

b) Different types of counseling

c) Various steps and techniques of counseling.

☐ Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching.

☐ Diagnostic and remedial measures : Gifted and creative children.

a) Concept of mental health and mental hygiene.

b) Causes and symptoms of maladjustment.

c) The role of school in preventing mal-adjustment.

d) Adjustment mechanisms.

Group — B : Curriculum Construction

Course Contents :

Unit — I

☐ Meaning of curriculum — its relation with aims and objectives. Determinants of curriculum. Core

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curriculum.

❑ Different types of curricula — i.e. their relative merits and demerits — Bloom's Taxonomy of Educational objectives (on overview).

Unit — II

❑ Curriculum framework at different levels of education.

❑ Principles of curriculum construction.

Unit — III

❑ Curriculum Development — its process : Role of curriculum development, need based.

❑ Evaluation of curriculum : Meaning, Formative & summative evaluation.

References :

1. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
2. Kelley A. V. : The Curriculum : Theory & Practical
3. Lawton S. Gordon P — Theory and Practice of Curriculum Studies
4. Taylor P. H., Richards, C. M. & Nelson N. : An Introduction to Curriculum Studies Nelson N.
5. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development
6. Bernard H. W. & Falner S. W. : Principles of Guidance, A Basic Text
7. Fuster J. M. : Psychology Counselling
8. Kochar S. K. : Guidance & Counselling in Secondary Schools
9. Rao S. N. : Counselling & Guidance
10. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
11. Kelly A. V. : The curriculum — Theory & Practice
12. Lowsan S. Gardon : Theory & Practice of Curriculum Studies
13. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development

Paper-VIII

Course Objectives :

1. To enable the students to develop an understanding of educational ideas of Indian and Western Educations.
2. To obtain an understanding of pedagogical concepts given by Indian and Western educational thinkers.
3. To orient the student to scientific study of some educational problem.

Group — A : Educational Thinkers — Oriental and Occidental

Course Contents :

❑ Critical study of the educational thought of the following and their implication for Indian Education :

- a) Vivekananda
- b) Rabindranath
- c) Rousseau
- d) Montessori

Group — B : Project. Work Education

Course Contents :

Unit — I

❑ Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.

- a) Identification of the problem / topic
- b) Field identification
- c) Nature of information / data required, their sources.
- d) Collection and organization of data, analyzing and drawing reference if necessary.
- e) Educational significance of the project Reporting with suggestions for further development of the project.

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

Areas of Projects — I

- a) Survey of Montessori, Kindergarten or any pre-primary school.
- b) Preparation and execution of lesson plan — 10 lesson plans to be prepared.
- c) Local survey in respect of nutrition and sanitation.
- d) Undertaking a literacy programme of visiting and reporting any one literacy center.
- e) Educational tour or excursion and writing a report.
- f) Organisation Seminar Symposium and exhibition on any topic.
- g) Framing objective test & their application.

References :

- 1. Mukherjee K. K. : Great Educations
- 2. Purkait B. R. : Great Educations
- 3. Rusk : Great Educations
- 4. Faneja : Educational Thinkers

Report writing should be done in a practical note book : 30 marks

Viva : 20 marks

B.A. (General) in Education

Part—II

Paper – I : Education and Society

Course Objectives :

☐ **To enable the student to understand :**

1. General aims of education along with nature, types and scope of education;
2. Meanings of major philosophies of education and function in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

Course Contents :

Unit – III

- ☐ Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life centered curricula, co-curricular activities.

Unit – IV

- ☐ Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline.
- ☐ Emergence of educational thoughts through the works of great educators like Rousseau, Tagore, Gandhi, Montessori.
- ☐ Education for national integration, education for human resource development.

Paper —II : Education and Human Development

Course Objectives :

☐ **To make the students understand about :**

1. The meaning, scope and uses of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The concept of intelligence, its meaning and measurement.
5. Heredity and environment and their roles causing individual difference.

Course Contents :

Unit—III

- ☐ Habits: meaning of habit and its role and implication in education.
- ☐ Emotions — their meaning; characteristics

- ❑ Memory and forgetting.

Unit — IV

- ❑ Intelligence — concepts, definitions, Two factor theory.

Unit — V

- ❑ Heredity and environment and their implications for education.
- ❑ Personality : Concept, traits, development of personality

Paper — III : Indian Heritage and Education

Course Objectives :

- ❑ To enable the students to gain knowledge about :
1. The system of Indian education during Vedic, Buddhist and Medieval periods.
 2. Britisher's influence of Indian education.
 3. Role of Indian thinkers in education during British period.
 4. Growth and development of Education since independence.

Course Contents :

Unit — III

- ❑ Recommendations of Indian Education commission — 1882, its influence on the subsequent development of education.
- ❑ Essential features of the Sadler Commission Report — 1917.

Unit — IV

- ❑ Radhakrishnan Commission — 1948.
- ❑ Mudaliar Commission 1952.
- ❑ Kothari Commission 1964 — 66.
- ❑ National policy on Education 1986

Reference :

Paper — I

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education

4. Chakraborty J. C. : (Revised by Sanyal Dipti)
5. Ghosh Sashibhushan Education — Some problem and principles
6. Parkayal B. R. : Principles & practices of Educations

Paper — II

1. Bonz G. D. : General Psychology
2. Chauhan S. S. : Advanced Educational Psychology
3. Dandekar W. N. : Psychological Foundation of Education
4. Sevdas P. Rajammal & Jayan : A Textbook on Child Development
5. Guildford G. P. : General Psychology
6. Garret H. E. : General Psychology
7. Harlock E. B. : Child Development
8. Herbart Sorenson : Psychology for living
9. Morgan C. T. Kings R. A. Weise J. R. and Schoplar J : Introduction to Psychology
10. Mongal S. K. : General Psychology
11. Skinner C. E. : Educational Psychology
12. Kimble, Germzy & Zigler : Principles of Psychology

Paper — III

1. Bajemee J. P. : Education in India Past : Present & Future
2. Bandopadhyay Jyoti Prasad : Adhunik Bharatiya Siksher Rupkatha
3. Murullah & Naik : History of Education in India
4. Purokayat B. R. : Milestones of Modern Education
5. Ghosh Ranjit : Bharatiya Sikshar Itihas
6. Roy Riten : Bharatiya Sikshar Itihas
7. Sanyal Dipti, Mitra Gangaram : Bharatiya Sikshar Itihas

Part — III

Paper — IV : Evaluation and Guidance in Education

Group — A : Evaluation in Education & Scope

1. Concept of evaluation.
2. Need and scope of evaluation in Education: Evaluation of student achievement.
3. Examination and evaluation — tools of evaluation :
4. Examination — essay type and objective type
5. How to make a good test : Specification of objective item selection Characteristics of a good test : (a) Validity, (b) Reliability, (c) Objectivity

6. Measurement in Education: Measures of Central Tendency, Measure of variability.
7. Idea of linear correlation (rank difference method only).

Group — B: Guidance in Education

1. Guidance : Concept need and scope.
2. Types of guidance.
4. Meaning of Adjustment :
5. Causes of maladjustment : Role of parents, teachers, and educational institutions in the development of maladjustment.
6. Counseling : Meaning and types of counseling

References :

1. Agarwal, J. C. : Essentials of Examination system
2. Anastasi, A. : Psychological Testing
3. Bernard, H. W. and Fulner D. W. : Principles Guidance : A Basic Text
4. Freeman, F. S. : Theory and Practice of Psychological Testing
5. Fuster, J. M. Psychological Counselling
6. Kochar, S. K. Guidance and Counselling in Secondary Schools
7. Lahman&Mehren : Evaluation in Education
8. Milner, P. : Counselling in Education
9. Rao, S. N. : Counselling in Guidance
10. Thorndik, E. L. & Hagen : Measurement and Evaluation in Education

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SEMESTER-II				
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks
EDU-H-DSC-T-3	Psychological foundation of Education	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-4	History of Education in Ancient and Medieval India	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-2 (any one to be chosen out of two)	A. Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B. Any Discipline other than Education			
AECC-2	English communication / MIL	Ability enhancement compulsory (30L)	2 (2L+0T)	50
Total	4 courses	Total	20	275

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

Course Objectives:

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

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.

Unit-I: Educational Psychology and Development

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. Relevance of educational psychology for teachers, methods of studying learner behaviour: Case study
- b) Growth and Development: Stages and aspects of development in human life; Physical, Mental, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
- c) Piaget's theory of Cognitive Development.

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Unit-II: Learning

- a) Definition of Learning
- b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
- c) Transfer of Learning: Concept & Types.
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

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

Unit-IV: Personality

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type and Trait theory.
- c) Measurement of Personality- projective test
 - Projective Techniques (Thematic Apperception Test-TAT, Rorschach Inkblot Test)

Suggested Readings:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K. (2010) - 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. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Readings:

:

13. S. Roy – Shiksha Monobidya
14. Arun Ghosh - Shiksha Monobidya
15. PromodhBandhu Sengupta and P. Sarma - Shiksha Monobidya
16. Bijan Sarkar – Shikhan o Shikshan
17. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganicvitti
18. Pranab Kumar Chakraborty – Shiksha Monobiggyanerruprekha

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19. Paul, Dhar, Das, Banerjee- Pathadan o ShikhanerManojtatto
20. Bijan Sarkar – Sishu o Bikash
21. Adhikari, S. (2015). SikskayaMonavidya. Classique Books, kolkata
22. Barat, K.S. & Choudhury, K. (2014). SikharMonobaigyanicvitti. Pragatishil publisher, Kolkata.
23. Mete, J. et al (2015). Shaisabkalinbridhi o Bikash. Rita Publication, Kolkata.

২৪. (সুশীলরায় - শিক্ষা মনোবিদ্যা
২৫. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
২৬. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
২৭. বিজনসরকার - শিখন ও শিক্ষন
২৮. কল্পনা সেনবরাটএবংকনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
২৯. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানেররূপরেখা
৩০. জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব
৩১. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব

B.A. Education (Honours)
SEMESTER-II

EDU-H-DSC –T-4: History of Education in Ancient and Medieval India
Core Course; Credit-6. (75 Lectures), Full Marks- 75

COURSE OBJECTIVES:

After end of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- Explain the education system of different educational institutions of Brahmanic system of education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- Explain the education system of different educational institutions of Buddhistic system of Education.
- Compare between Brahmanic and Buddhistic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- Discuss the educational contribution of Akbar, Aurangzeb.
- Explain the women and vocational education in Ancient and Medieval India.

Unit 1: Brahmanic System of Education:

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

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Unit 2: Buddhistic System of Education:

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

Unit 3: Medieval System of Education:

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

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

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

Suggested Readings:

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Nurulla& Naik- A Students History in India
4. S. S. Ravi – A Comprehensive Study of Education
5. J. P. Banerjee – Education in India: Past, Present and Future
6. S.N. Mukerjee- Modern Indian Education
7. B. K. Nayak- History Heritage and Development of Indian Education
8. B. N. Dash –History of Education in India
9. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan. □

Bengali Reading:

:

1. J. P. Banerjee –AdhunikBharaterShiksharBibartan
2. Dr. Dilip Kumar Thankur&SekhHamidulHaque – AdhunikBharaterShiksharDhara
3. Bhakti Bhushan Bhakta – BharatioShiksharRuprekha
4. Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .

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5. Ranjit Ghosh – Adhunik Bharater Shiksha Bikash
6. Pal, D. (2015). Samokalin Bharat o shikha. Rita Publication. Kolkata. □
7. জ্যোতি প্রসাদ বসু ইন্ডিয়ায় টিআধুডির ভারতে শিক্ষা বিবর্তন
8. ড. দিলীপকুমার ঠাকুর ও গেল হামিদুল চর টিআধুডির ভারতের শিক্ষার ধারা
9. ভক্তিভূষণ ভট্টাচার্য - ভারতীয় শিক্ষার রূপকল্প
10. রনজিত ঘোষ টিআধুডির ভারতে শিক্ষার প্রকাশ
11. রনজিত ঘোষ টিআধুডির ভারতে শিক্ষা: উদ্ভাবন, মধ্য, আধুডির যুগ

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

SEMESTER-IV				
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks
EDU-H-DSC-T-8	Inclusive Education	Core(75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-9	Educational Management and Administration	Core(75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-10	History of Education in Post-Independence India	Core(75L+15T)	6(5L+1T)	75
EDU-H-GE-T-4 (any one to be chosen out of two)	A: Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B: Any Discipline other than Education			
EDU-H-SEC-T-2 (Chose any)	B: Community Development	Skill enhancement (30L)	2 (2L)	75
	B: Lesson Planning			
Total	5 courses	Total	26	375

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B.A. Education (Honours)
SEMESTER-IV
EDU-H-DSC-T-8: Inclusive Education
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives-

After completion the course the learners will be able to:

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

.Unit I: Inclusive Education concept and Nature

- a) Concept and principles of Inclusion.
- b) Need of Inclusive education.
- c) PWD Act (1995)

Unit II: Competencies development for Inclusive Education.

- a) Development of Attitude, Positive Behaviour & social skill for Inclusion.

Unit III: Inclusive Education and its Practices.

- a) Differentiating Instruction.
 - Peer Tutoring
 - Co-operative learning
- b) Inclusive Instructional Strategies at school level.
 - Remedial Help.
 - Team Teaching.

Unit -IV: Inclusive School

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

Suggested Readings:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allen and Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, RoutledgeFalmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
4. Mike Adams and Sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simms, Inclusive Education – Learners and Learning Context, David Fulton Pub. 17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.
7. Advani, Lal. and Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.

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8. Sharma, Kaushal and Mahapatra (2007). 'Emerging Trends in Inclusive Education', Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. 'Inclusive of Exceptional Children in The Mainstream Schools and teacher education: Global Trends in Teacher education'.

Bengali Reading:

:

10. Dr. Urmi Chakraborty – Bisheshchahidasamparno Sishu o Antorbhuktikulak Shiksha
11. Dr. Debabrata Debnath o Ashis Kumar Debnath – Baticramdharmi Sishu o tar Siksha
10. ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা
11. ড. দেবব্রত দেবনাথ ও আশিষকুমার দেবনাথ- ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা

B.A. Education (Honours)
SEMESTER-IV

EDU-H-DSC-T-9 : Educational Management and Administration
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

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

Unit-I: Concept of Educational Management

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Autocratic, Democratic and Laissez-fair.
- c) Effective Leadership in Educational Management
 - Leadership –Meaning and Nature
 - Effective Leadership Skills

Unit-II: Educational Administration and Supervision

- a) Educational Administration: meaning and function.
- b) Supervision: meaning, purpose; difference between Supervision and Inspection.
- c) Factors affecting managerial behavior of teachers: Institutional
- d) Organisational behaviour: job satisfaction

Unit-III: Educational Planning

- a) Educational Planning: Meaning, Needs and Significance.
- b) Types of Educational Planning; Strategies and Steps in Educational Planning.

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Unit-IV: Functions of Various Administrative Bodies

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

Suggested Readings:

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

Bengali Reading:

4. Sushil Roy – Shikshan o SikshaProsanga
5. Bimal Chandra Das , Debjani Sengupta and Prodipta Ranjan Roy – ShiksharBabosthapona
6. Dilip Kumar Chakraborty – ShikshagataBabosthapona o parikalpana
7. Tuhin Kumar Kar and Bhim Chandra Mandal – ShikashaiBabosthapona o projuktibidya
8. Gour Das Halder – ShikshanProsangevidyalayasanghatan o shikshanbiggyan
৯. Arun Ghosh - Vidyalaya sanghatan O Paddhatibiggyan
১০. বমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত এবংপ্রদীপ্তরঞ্জনরায়- শিক্ষাব্যবস্থাপনা
১১. দিলিপকুমার চক্রবর্তী- শিক্ষাগতব্যবস্থাপনা ও পরিকল্পনা
১২. তুহিনকুমারকরএবং ভীমচন্দ্র মন্ডল- শিক্ষাব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
১৩. গৌরদাসহালদার- শিক্ষনপ্রসঙ্গে বিদ্যালয়সংগঠন ও শিক্ষনবিজ্ঞান
১৪. অরুন ঘোষ- বিদ্যালয়সংগঠন ও পদ্ধতিবিজ্ঞান
১৫. সুশীলরায়- শিক্ষন ও শিক্ষা প্রসঙ্গ

B.A. Education (Honours)
SEMESTER-IV

EDU-H-DSC-T-10: History of Education in Post-Independence India
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

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

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

Unit-I: Education and Constitution

- a) Preamble and various Articles on Education in Indian Constitution
- b) RTE Act-2009

Unit-II: Education Commission in post Independent India

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d)National Policy on Education (1986)

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- e) Programme of Action (POA)- 1992
 - i) Ramamurti Committee (1990-91)
 - ii) Janardhan Reddy Committee (1992)
- f) Ashoke Mitra Commission (1991-92)

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

- a) SCERT, b) DIET, c) WBUTTEPA

Unit-IV: Human Rights Education

- a) Concept, nature and significance
- b) Human Rights Act 1993
- c) Human Rights Commission: Role and Objectives
- d) UN and Human Rights: Duties and Limitation

Suggested Readings:

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

Bengali Reading:

8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shiksha Bikash
9. Arun Ghosh – Adhunik Bharatiya Shiksha Itishas
10. Ranjit Ghosh – Jugejuge Bharater Shiksha
11. Sushil Roy- Bharater Shiksha o Shiksha Bharatayan
12. Subimal Mishra – Bharatiya Shiksha Itishas .
13. Bhakti Bhushan Bhakta – Bharatiya Shiksha Ruprekha
14. J. P. Banerjee – Bharatiya Shiksha Itihash
১৫. গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
১৬. অরুণ ঘোষ - আধুনিক ভারতীয় শিক্ষার ইতিহাস
১৭. রঞ্জিত ঘোষ- যুগে যুগে ভারতের শিক্ষা
১৮. সুশীল রায় - ভারতের শিক্ষা ও শিক্ষার ভারতীয়
১৯. সুবীমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
২০. ভক্তি ভূষণ ভক্ত- ভারতীয় শিক্ষার রূপরেখা
২১. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

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B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-T-1(B): Community Development

Skill Enhancement Course; Credit-2, (30 Lectures),

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]

Course Objectives:Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

- ☐ Meaning of community and community development
- ☐ Characteristics of community development
- ☐ Principles of community development

Unit: 2 = Community Group Dynamics

- ☐ People's involvement in community group
- ☐ Roles and relationship in community group
- ☐ Factors affecting inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

- ☐ Diversity of communities
- ☐ Impact of social inequality, diversity and injustice on communities
- ☐ Role of learning in community development process

Unit: 4 = Community Development Programme in India

- ☐ Objectives of community development in India
- ☐ Importance of community development programme
- ☐ List of Community Development Programme in India

Practical: Undertaking a community development programme on a literacy programme

Suggested Books:

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Arthur Perry.
4. Community Center Activities : Clarence Arthur Perry.

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OR

B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-2(B): Lesson Planning
Skill Enhancement Course; Credit-2, (30 Lectures),
Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]

Course Objectives:

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

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

Unit-I: Concept of Lesson Planning

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

Unit-II: Different aspects of Lesson Plan

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

Practical:

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

Suggested Books:

1. Sikshan o SikshaProsango: Sushil Roy.
 2. Lesson Plan : Suzanne Garrnberg,
 3. Lesson Planning : Jontsan Savage,
 4. Daily Lesson Plans: A Teacher'sManual, Walter Lowrie Hervey.
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SEMESTER-VI					
Course Code	Course Title	Course wise Class (L+T+P)	Credit	Marks	
EDU-H-DSC-T-13	Curriculum Studies	Core (75L+15T)	6(5L+1T)	75	
EDU-H- DSC -T-14	Educational Research	Core (75L+15T)	6(5L+1T)	75	
EDU-H-DSE-T-3 (Chose any)	A: Guidance and Counselling	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)	75	
	B: Comparative Education				
EDU-H-DSE-T-4 (Chose any)	C: Mental hygiene				
	D: Educational Tour and Project Work*			ET+FS+DS +V.V	Total
				15+15+15+30	75
Total	4 courses	Total	24	300	

B.A. Education (Honours)

SEMESTER-VI

EDU-H-DSC -T-13: Curriculum Studies

Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

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

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

Unit-I: Introduction of Curriculum

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

Unit-II: Concept of Curriculum Framework

- a) Curriculum Framework: Meaning
- b) NCF – 2009
- c) Principles of curriculum construction

Unit-III: Curriculum Evaluation

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

Unit-IV: Curriculum Theories

- a) Definition
- b) Types (only concept)
- c) Technical Model (One Technical Model)

Suggested Readings:

- 1. N. Bhalla- Curriculum Development
- 2. M. Talla- Curriculum Development: Perspectives, Principles
- 3. P. H. Taylor & C. M. An Introduction to Curriculum Studies

Bengali Reading:

- 4. Dibendu Bhattacharjee – Pathacromcharcha o mulayan
- 5. Mihir Chatterjee - Pathacromcharcha
- 6. Pranab Kumar Chakraborty- Pathacromniti o nirman
- 7. দ্ব্যম্ভু ভট্টাচার্য-পাঠক্রম চর্চা ও মূল্যায়ন
- 8. মিহিরচট্টোপাধ্যায়- পাঠক্রম চর্চা
- 9. প্রণবকুমার চক্রবর্তী-পাঠক্রম নীতি ও নির্মান

B.A. Education (Honours)
SEMESTER-VI

EDU-H-DSC -T-14: Educational Research
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

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

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

Unit-I: Research-meaning and nature:

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

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

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

Unit-III: Basic Ideas of Research

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

Unit-IV: Research Data:

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

Suggested Readings:

- 1. L. Koul – Methodology of Educational Research
- 2. S. K. Mangal- Statistics in Education and Psychology
- 3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- 4. J.W.Best&J.V.Kahn – Research in Education
- 5. J.W.Creswell – Educational Research

Bengali Reading:

- ৬. Debashis Paul – GobesonaPaddhati o RashiBiggyanerKoushol
- ৭. Jakir Hossain – Shiksha mulakgobesona
- ৮. দেবশিসপাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
- ৯. মোঃলুৎফুররহমান, শওকতআলী খানএবংস্বপনকুমারদাস- গবেষণা পদ্ধতি ও পরিসংখ্যান
- ১০. জাকির হোসেন- শিক্ষামূলকগবেষণা

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

Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75
Course Objectives:

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

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

Unit- I: Concept of Mental Hygiene

- a) Definition of Mental Hygiene
- b) Aims of Mental Hygiene

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- c) Scope of Mental Hygiene

Unit-II: Concept of Mental Health

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

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

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

Unit-IV: Prevention of Mental Hygiene

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

Suggested Readings:

- 1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
- 2. Mohanty, J. – Abnormal Psychology.
- 3. Sarason & Sarason – The problem of Maladaptive Behavior

Bengali Reading:

- 4. Sengupta, M.- Mano swasthaviggan
- 5. Ghosh, A. – ManashikSwasthaViggan
- 6. মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
- 7. অরুনঘোষ - মানসিকস্বাস্থ্যবিজ্ঞান

OR

B.A. Education (Honours)
SEMESTER-VI

EDU-H-DSE-T-3/4(B): Comparative Education

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

Course Objectives:

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

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

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- Compare Indian Education system with UK

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

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

Unit-II: Factors of Comparative Education:

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

Unit-III: Universalization of Education in UK & USA

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

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

Unit-IV: SAARC Countries (Bangladesh, Nepal, Pakistan) and Indian Education System

- a) Structure of Education
- b) Curriculum
- c) Examination
- d) Education for All

Suggested Readings:

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education

Bengali Reading:

5. Debi Mukhopadhyaya – Tulonamulak Shiksha
6. Md. Abdus Samad - Tulonamulak Shiksha
7. Shyama Prosad Chattaraj – Shiksha deshebideshe.
৮. দেবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
৯. মো: আব্দুসসামাদ- তুলনামূলক শিক্ষা

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১০. শ্যামাপ্রসাদচট্টোপাধ্যায়- শিক্ষা দেশে বিদেশে

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

Course Objectives:

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

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

Unit-I: Concept of Guidance

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

Unit-II: Concept of Counselling

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

Unit-III: Tools and Techniques of Guidance and Counselling

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

Unit-IV: Guidance for Diverse Learners

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

Suggested readings:

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

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- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

- 8) Debashis Paul – Nirdesona o poramorshadan
- 9) Dr. Subir Nag o Gargi Dutta – SangotibidhaneNirdesona o poramorshadan
- 10) Dr. Bhim Chandra Mandal - Nirdesona o poramorshadanerRuprekha
- 11) দেবশিষ পাল- নির্দেশনা ও পরামর্শ
- 12) ড. সুবীরনাগ ও গার্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- 13) ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানেররূপরেখা

OR

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(D): Dissertation/ Project Work
Discipline Specific Elective Course; Credit-6. Full Marks-75
Educational Tour - (Field Study: 15, Note Book: 15, Viva Voce: 30)
Project- (Field Study: 15, Note Book: 15, Viva Voce: 30)

Course objectives:

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

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

Guidelines:

The student can select a topic for project from any field of Education. It can be an empirical work based on either field survey data or secondary data. The project report will be evaluated by the Departmental teachers and 60 marks will be allotted for that. For viva-voce and/or presentation of the project report and for attendance, 10 marks and 05 marks will be allotted respectively. During the viva-voce and/or presentation one external expert from University/Other Colleges will be present along with the Departmental teachers for evaluation. Each student will be placed under a supervisor. Students will be given a list of topics and the concerned teachers will give some

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general guidelines. Students will have to prepare the project reports on their own. There can be some demonstration classes about the use of field survey data or secondary data and methodology of the study. The concerned teacher/teachers can mention in the class some of the sources of these secondary data. In case of field survey, the concerned teacher/teachers can give a guideline for the preparation of questionnaire and can administer the field survey to be done by the students. The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.

Course Contents:

Visit to a place (Educational Tour) of educational importance and writing a report (within 3000 words) on the following and be submitted:

1. Selection of place
2. Objective behind the study
3. Educational Importance of the place
4. Planning for visit
5. Documenting and noting down the visit with important features
6. Recommendations
7. Concluding remarks

The **Project** work will have to be completed according to following points and be submitted:

1. Title of the problem
2. Introduction/ Rational of the Study
3. Statement of the problem
4. Need and Significance
5. Research question (if necessary)
6. Objective of the study
7. Delimitations
8. Methodology
9. Data interpretation and analysis
10. Drawing Recommendation and Inferences
11. Conclusion
12. References

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

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best&J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research

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Bengali Reading:

6. Debashis Paul – Gobesonapaddhati o RashiBiggyanerKoushal
 7. Jakir Hossain- Shiksha mulakGobesona
 ৮. দেবশিসপাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
 ৯. মোঃলুৎফুররহমান, শওকতআলী খানএবংস্বপনকুমারদাস- গবেষণা পদ্ধতি ও পরিসংখ্যান
 ১০. জাকির হোসেন- শিক্ষামূলকগবেষণা
-

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Semester - II
Discipline Specific Core-1 (DSC-1) Paper 2: Psychological foundation of Education
Discipline Specific Core -2 (DSC-2) ## Paper 2:
Language Core Course (LCC-2) Paper-1: English
Ability Enhancement Compulsory Course (AECC-2): English/ MIL Communication

B.A. Education (Programme)

SEMESTER-II

**EDU-P-DSC-1(PAPER-2): Psychological Foundation of Education
Core Course; Credit-6.(72 Lectures), Full Marks-75**

Course Objectives:

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

- Explain the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.

Unit-I: Educational Psychology and Development

- a) 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

- a) Definition and characteristics of 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 memory involved in Memorization; Causes of Forgetting.

Unit-III: Intelligence

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Guilford; Measurement of Intelligence.

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Unit-IV: Personality

- a) Definition, Theories – Types and Trait; Measurement of Personality

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

Bengali Readings:

10. S. Roy – Shiksha Monobidya
11. Arun Ghosh - Shiksha Monobidya
12. PromodhBandhu Sengupta and P. Sarma - Shiksha Monobidya
13. Bijan Sarkar – Shiksha o Shikshan
14. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganicivitti
15. Pranab Kumar Chakraborty – Shiksha Monobiggyanerruprekha
16. Paul, Dhar, Das, Banerjee- Pathadan o ShikhanerManojtatto
17. Bijan Sarkar – Sishu o Bikash
18. সুশীলরায় - শিক্ষা মনোবিদ্যা
19. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
20. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
21. বিজনসরকার - শিখন ও শিক্ষন
22. কম্পনা সেনবরাটএবংকনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
23. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানেররূপরেখা

B.A. Education (Programme)

SEMESTER-II

OTHER-P-DSC-2(PAPER-2):

Core Course; Credit-6.(72 Lectures), Full Marks-75

B.A. Education (Programme)

SEMESTER-II

Language2 Core Course -2(LCC-2)

Paper- 1: English

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Core Course; Credit-6. (72 Lectures), Full Marks-75

COMMON SYLLABUS

**B.A. Education (Programme)
SEMESTER-II
AECC-2 English/ MIL Communication
Core Course; Credit-6. Full Marks-50**

COMMON SYLLABUS

Semester-IV
Discipline Specific Core-1 (DSC-1) Paper 4: Historical foundation of Education
Discipline Specific Core -2 (DSC-2) ## Paper 4:
Language Core Course (LCC-2) Paper-2: English
Skill Enhancement Course (SEC-1) Paper-2: (A) Community Development Or (B) Lesson Planning

**B.A. Education (Programme)
SEMESTER-IV
EDU-P-DSC-1(PAPER-4): Historical Foundation of Education
Core Course; Credit-6.(72 Lectures), Full Marks-75**

Course Objectives:

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

- Explain 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 National Policy on Education and National Education System.
- Explain the Functions of Some Major Educational Organization in India.

Unit-I: Education in 19th Century in India

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- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of 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 20th Century in India (1901-1944)

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

Unit-III: Education in Post Independence India

- a) University Education Commission (1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) 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) Ashoke Mitra Commission (1991-92)
- Recommendations Regarding Primary and Secondary Education.

Unit-IV: National Policy on Education

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

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

Bengali Reading:

- 8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shikshar Bikash
- 9. Arun Ghosh – Adhunik Bharatiya Shikshar Itishas
- 10. Ranjit Ghosh – Jugejuge Bharater Shiksha
- 11. Sushil Roy- Bharater Shiksha o Shikshar Bharatayan
- 12. Subimal Mishra – Bharatiya Shikshar Itishas .
- 13. Bhakti Bhushan Bhakta – Bharatiya Shikshar Ruprekha
- 14. J. P. Banerjee – Bharatiya Shikshar Itihas
- ১৫. গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
- 16. অরুন ঘোষ - আধুনিক ভারতীয় শিক্ষার ইতিহাস
- 17. রঞ্জিত ঘোষ- আধুনিক ভারতীয় শিক্ষার রূপরেখা

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18. সুশীলরায় - ভারতের শিক্ষা ও শিক্ষারভারতায়ন
19. সুবিমল মিশ্র- ভারতীয় শিক্ষারইতিহাস
20. ভক্তি ভূষণ ভট্টা-ভারতীয় শিক্ষাররূপরেখা
21. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষারইতিহাস
22. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- আধুনিকভারতের শিক্ষার বিবর্তন

B.A. Education (Programme)

SEMESTER-IV

OTHER-P-DSC-2(PAPER-4): _____

Core Course; Credit-6.(72 Lectures), Full Marks-75

B.A. Education (Programme)

SEMESTER-IV

: Language Core Course-2 (LCC-2)

Paper- 2 English

Core Course; Credit-6. (72 Lectures), Full Marks-75

COMMON SYLLABUS

B.A. Education (Programme)

SEMESTER-IV

Skill Enhancement Course

Paper- 2

Choose any one

(A)Community Development OR (B) Lesson Planning

(A)EDU-P-SEC-T-2(A): Community Development

Skill Enhancement Course; Credit-2. (30 Lectures),

Full Marks-75 [Theory-40, Practical-20(Spot evaluation:10, Practical Note book:10)]

Course Objectives:

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

- ☐ Meaning of community and community development

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- ☐ Characteristics of community development
- ☐ Principles of community development

Unit: 2 = Community Group Dynamics

- ☐ People's involvement in community group
- ☐ Roles and relationship in community group
- ☐ Factors affecting inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

- ☐ Diversity of communities
- ☐ Impact of social inequality, diversity and injustice on communities
- ☐ Role of learning in community development process

Unit: 4 = Community Development Programme in India

- ☐ Objectives of community development in India
- ☐ Importance of community development programme
- ☐ List of Community Development Programme in India

Practical: Undertaking a community development programme on a literacy programme

Suggested Books:

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Artbur Perry.
4. Community Center Activities : Clarence Artbur Perry.

OR

(B) Lesson Planning

(B)EDU-P-SEC-T-2(B): Lesson Planning

**Skill Enhancement Course; Credit-2. (30 Lectures),
Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]**

Course Objectives:

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

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

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Unit-I: Concept of Lesson Planning

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

Unit-II: Different aspects of Lesson Plan

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

Practical:

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

Suggested Books:

- 1. Sikshan o SikshaProsango: Sushil Roy.
- 2. Lesson Plan : Suzanne Garrnberg,
- 3. Lesson Planning : Jontsan Savage,
- 4. Daily Lesson Plans: A Teacher'sManual, WalaterLowrie Hervey.

Semester-VI
Discipline Specific Elective (DSE-1) Paper-2: (Select any one) (A) Measurement and Evaluation in Education (B) Guidance & Counseling (C) Great Educators
Discipline Specific Elective (DSE-2) ## Paper-2
Generic Elective Course (GE)** Paper-2 (choose from pool of Generic Electives)
Skill Enhancement Course (SEC-2)## Paper-2:

B.A. Education (Programme)

SEMESTER-VI

Discipline Specific Elective (DSE-1)

Paper-2: (Select any one)

(A) Measurement and Evaluation in Educational

(B) Guidance and Counseling

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(C) Great Educators

**EDU-P- DSC -T 2(A) - : Measurement and Evaluation in Educational
Core Course; Credit-6. Full Marks-75**

Course Objectives:

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

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

Unit-I: Measurement and Evaluation in Education

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

Unit-II: Educational Statistics

- a) Concept, Scope and Need of Educational Statistics

Unit-III: Tools and Techniques of Evaluation

- a) Tools:
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Interest Test- Kuder Richardson Test
- b) Techniques:
 - Observation, Interview, Questionnaire
- c) Characteristics of a good test:
 - Validity- Concept Causes of low Validity, Types, Determination.
 - Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.

Unit-IV: Evaluation Process

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

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c) Concept of Gradation and Credit system.

Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication. □

Bengali Reading:

13. Sushil Roy – Mulayan o NitiKoushal
14. Debashis Paul and Bebashis Dhar – ShikshaiParimap o Mulayan
15. PurnenduAcharjee – Shiksha khetreMulayan o Nirdesona
16. Nurul Ishlam - ShikshaiMulayanParimap
17. Arun Ghosh – Monoboiganikparimap o parishankha
18. সুশীলরায় - মূল্যায়ন: নীতি ও কৌশল
19. দেবশিস পালএবং দেবশিস ধর- শিক্ষায়পরিমাপ ও মূল্যায়ন
20. পূর্ণেন্দু আচার্য -শিক্ষাক্ষেত্রেমূল্যায়ন ও নির্দেশনা
21. নূরুলইসলাম- শিক্ষায়মূল্যায়নপরিমাপ

OR

**EDU-P-DSE-T-2(B): Guidance and Counseling
Discipline Specific Elective Course; Credit-6. Full Marks-75**

Course Objectives:

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

- Explain the concept, nature, scope, types & importance of Guidance.

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

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

Unit-I: Concept of Guidance

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

Unit-II: Concept of Counseling

- 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.

Unit-III: Tools and Techniques of Guidance and Counseling

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

Unit-IV: Guidance for Diverse Learners

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

Suggested readings:

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

- 1) Debashis Paul – Nirdesona o poramorshadan
- 2) Dr. Subir Nag o Gargi Dutta – SangotibidhaneNirdesona o poramorshadan

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

- 3) Dr. Bhim Chandra Mandal - Nirdeśona o poramorshadaner Ruprekha
- 4) দেবশিষ্য পাল- নির্দেশনা ও পরামর্শ
- 5) ড. সুবীরনাথ ও গাঙ্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- 6) ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানেররূপরেখা

OR

**EDU-P-DSE-T-2(C): Great Educators
Discipline Specific Elective Course; Credit-6. Full Marks-50**

Course Objectives:

After end of this course learner will able to-

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

Unit – I: Indian Educators:

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

- ShriAurobinda.

Unit - II: Western Educators:

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

- Madam Maria Montessori

Unit - III: Modern Thinkers on Education in India

- a) Annie Besant
- b) A.P.J. Abdul Kalam

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

- a) Viswabharati and Rabindranath Tagore
- b) Basic education and Gandhiji
- c) Laboratory school and John Dewey

SUGGESTED READING:

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

- 1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education
- 2) Mukherjee, K.K. –Some great educators of the world.
- 3) Purkait, B.R. –Great educators
- 4) Mukherjee, K.K. –Principles of education.
- 5) Banerjee, A –Philosophy and principles of education
- 6) Ravi,s-A comprehensive study of Education

Bengali Reading:

- 7) Sushil Ray –ShikshaTatta
- 8) ArunGhosh –Shikshatatta&ShikshaDarshan.
- 9) BihuranjanGuha –ShikshayaPathikrit.
- 10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.
- 11) A.K.Pal –SikshadarshnerRuparekha
- 12) অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
- 13) নিভুরঞ্জন গুহ - শিক্ষায়পথিকৃৎ
- 14) সুশীলরায় - ভারতের শিক্ষা ও শিক্ষারভারতায়ন

**B.A. Education (Programme)
SEMESTER-VI
Discipline Specific Elective (DSE-2) ##
Paper-2
Credit-6 (72 Lectures). Full Marks-75**

**B.A. Education (Programme)
SEMESTER-VI
Generic Elective Course (GE)**
Paper-2
(Choose from pool of Generic Electives)
Credit-6 (72 Lectures). Full Marks-75**

**Generic Elective Courses (GE)
Paper -1
Choose any one**

[A] Yoga Education or [B] Human Rights Education

**[A]Yoga EducationEDU-P-GE-T-2(A)
Full Marks: 75 Credit: 6 (72 Lectures)**

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

Course Objectives:

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

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

Unit-I: Concept of Yoga Education

- a) Meaning and definition of Yoga Education
- b) Nature of Yoga Education
- c) Aims of Yoga Education
- d) Role of teachers in implementing Yoga Education

Unit-II: Different Approaches of Yoga Education

- a) Types of Yoga Education
- b) General guidelines for performing Yoga Education
- c) Significance to Yogic texts in the context of schools of Yoga.

Unit-III: Historical Background of Yoga Education

- a) Historical background of Yoga Education
- b) Yoga Philosophy and Yoga Education
- c) Sankhya Philosophy and Yoga Education
- d) Yoga as reflected in Bhagwat Gita

Unit-IV: Yoga and Health

- a) Concept of health and health related Problems
- b) Need of Yoga for good health
- c) Yogic concept of healthy life style
- d) Yoga for reduction of stress

Suggested Readings:

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

OR

[B] Human Rights Education EDU-P-GE-T-2(B)

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

Full Marks: 75 Credit: 6 (72 Lectures)

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – liberty, equality, justice
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

Suggested Readings:

1. V. C. Pandey, Value Education and Education FOR Human Rights.
2. Sarat C Joshi, Global Trends in Human Rights Education.
3. Surender Kumar, Human Rights Education.
4. Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10th December 2001.
5. C. Naseema, Human Rights Education: Theory and Practice.
6. Jagdish Chand, Education for Human Rights.

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**B.A. Education (Programme)
SEMESTER-VI
Skill Enhancement Course (SEC-2)##
Paper-2**

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

Credit-2 Full Marks-75

B.A. Education (Programme)

Choose any one

(A)Community Development OR (B) Lesson Planning

**(A)EDU-P-SEC-T-2(A): Community Development
Skill Enhancement Course; Credit-2. (30 Lectures),
Full Marks-75 [Theory-40, Practical-20(Spot evaluation:10, Practical Note book:10)]**

Course Objectives:

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

- ☐ Meaning of community and community development
- ☐ Characteristics of community development
- ☐ Principles of community development

Unit: 2 = Community Group Dynamics

- ☐ People's involvement in community group
- ☐ Roles and relationship in community group
- ☐ Factors affecting inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

- ☐ Diversity of communities
- ☐ Impact of social inequality, diversity and injustice on communities
- ☐ Role of learning in community development process

Unit: 4 = Community Development Programme in India

- ☐ Objectives of community development in India
- ☐ Importance of community development programme
- ☐ List of Community Development Programme in India

Practical: Undertaking a community development programme on a literacy programme

Suggested Books:

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Artbur Perry.
4. Community Center Activities : Clarence Artbur Perry.

**University of North Bengal CBCS Curriculum of 2nd, 4th & 6th Sem. B.A. Program in
Education, Truncated Syllabus for 2021**

OR

(B) Lesson Planning

(B)EDU-P-SEC-T-2(B): Lesson Planning

**Skill Enhancement Course; Credit-2. (30 Lectures),
Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:10)]**

Course Objectives:

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

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

Unit-I: Concept of Lesson Planning

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

Unit-II: Different aspects of Lesson Plan

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

Practical:

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

Suggested Books:

1. Sikshan o SikshaProsango: Sushil Roy.
 2. Lesson Plan : Suzanne Garrnberg,
 3. Lesson Planning : Jontsan Savage,
 4. Daily Lesson Plans: A Teacher'sManual, WalaterLowrie Hervey.
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Truncated Syllabus of Generic Elective (GE) of Education

Course structure of Generic Elective (GE) in Programme Course in Semesters VI

And

Generic Elective (GE) for Other Honours Programme Courses (Excluding Education Honours) in Semesters II and IV

Generic Elective (GE): Paper -I	Generic Elective (GE): Paper -II
	[A] Yoga Education
	[B] Human Rights Education

Generic Elective Courses (GE)

Paper -I

Choose any one

[A] Yoga Education or [B] Human Rights Education

[A]Yoga EducationEDU-P-GE-T-2(A)

Full Marks: 75 Credit: 6 (72 Lectures)

Course Objectives:

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

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

Unit-I: Concept of Yoga Education

- a) Meaning and definition of Yoga Education
- b) Nature of Yoga Education
- c) Aims of Yoga Education
- d) Role of teachers in implementing Yoga Education

Unit-II: Different Approaches of Yoga Education

- a) Types of Yoga Education
- b) General guidelines for performing Yoga Education
- c) Significance to Yogic texts in the context of schools of Yoga.

Unit-III: Historical Background of Yoga Education

- a) Historical background of Yoga Education
- b) Yoga Philosophy and Yoga Education
- c) Sankhya Philosophy and Yoga Education
- d) Yoga as reflected in Bhagwad Gita

Unit-IV: Yoga and Health

- a) Concept of health and health related Problems
- b) Need of Yoga for good health
- c) Yogic concept of healthy life style
- d) Yoga for reduction of stress

Suggested Readings:

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

OR

[B] Human Rights Education EDU-P-GE-T-2(B)

Full Marks: 75 Credit: 6 (72 Lectures)

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – liberty, equality, justice
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

Suggested Readings:

1. V. C. Pandey, Value Education and Education FOR Human Rights.
 2. Sarat C Joshi, Global Trends in Human Rights Education.
 3. Surender Kumar, Human Rights Education.
 4. Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10th December 2001.
 5. C. Naseema, Human Rights Education: Theory and Practice.
 6. Jagdish Chand, Education for Human Rights.
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TRUNCATED UG SYLLABUS IN MATHEMATICS PROGRAMME COURSE
UNDER CBCS SYSTEM FOR EVEN (2ND, 4TH AND 6TH) SEMESTERS
2020-2021

Credit Distribution

Sl. No.	Course Type	Total Papers	Credits	Marks
1	Discipline Specific Core (DSC)	12	$(12 \times 5) + (12 \times 1) = 72$	75 (60+10+5)
2	Discipline Specific Elective (DSE)	6	$(6 \times 5) + (6 \times 1) = 36$	75 (60+10+5)
3	Skill Enhancement (SEC)	4	$4 \times 2 = 8$	75 (60+10+5)
4	Ability Enhancement Compulsory Course (AECC)	2	$2 \times 2 = 4$	100 (80+15+5) (AE-I)
				50 (35+10+5) (AE-II)
		24	120	1800

SEMESTER-1

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MAT 14 AE-I	AE-I		Env. Sc.	2
MATP 11 DSC	DSC Paper 1	MATHPDSC1	Calculus and Geometry	5+1
	DSC		Other Department	5+1
	DSC		Other Department	5+1

SEMESTER-2

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 24 AE-I	AE-I		Env. Sc.	2
MATP 21 DSC	DSC Paper 2	MATHPDSC2	Algebra	5+1
	DSC		Other Department	5+1
	DSC		Other Department	5+1

SEMESTER-3

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 31 DSC	DSC Paper 3	MATHPDSC3	Real Analysis	5+1
	DSC		Other Department	5+1
	DSC		Other Department	5+1
MATP 33 SEC	SEC SEM 3 Paper 1	MATHP3SEC1	Logic & Sets/ C++	2

SEMESTER-4

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 41 DSC	DSC Paper 4	MATHPDSC4	D.E & Vector Calculus	5+1
	DSC		Other Department	5+1
	DSC		Other Department	5+1
MATP 43 SEC	SEC SEM 4 Paper 2	MATHP4SEC2	Theory of Equations/ Number Theory	2

SEMESTER-5

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 52 DSE	DSE Paper 1	MATHPDSE1	Mechanics/ Group Theory and Linear Algebra	5+1
	DSE		Other Department	5+1
	DSE		Other Department	5+1
MATP 53 SEC	SEC SEM 5 Paper 1	MATHP5SEC1	Probability and Statistics/ Differential Geometry	2

SEMESTER-6

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 62 DSE	DSE Paper 2	MATHPDSE2	Metric Spaces and Complex Analysis/ Linear Programming	5+1
	DSE		Other Department	5+1
	DSE		Other Department	5+1
MATP 63 SEC	SEC SEM 6 Paper 2	MATHP6SEC2	Graph Theory/ Boolean Algebra and Automata Theory	2

DETAILED SYLLABUS

SEMESTER-2

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 24 AE-I	AE-I		Env. Sc.	2
MATP 21 DSC	DSC Paper 2	MATHPDSC2	Algebra	5+1
	DSC		Other Department	5+1
	DSC		Other Department	5+1

MATP 24 DSC Paper 2 (MATHPDSC2): ALGEBRA

6 Credits

Unit 1

Polar form of complex numbers, n^{th} roots of unity, De Moivre's theorem (statement only) and its applications.

Theory of equations: Relation between roots and coefficients, transformation of equation, Descartes rule of signs, cubic and biquadratic equation.

Inequality: The inequality involving $AM \geq GM \geq HM$, Cauchy-Schwartz inequality (statement) and its application.

Unit 2

Equivalence relations, Functions, Composition of functions, Invertible functions, Congruence relation between integers. Principles of mathematical induction, Statement of Fundamental Theorem of Arithmetic.

Unit 3

Row reduction and echelon forms, Rank of matrix, Eigen values, Eigen vectors, Cayley-Hamilton theorem and its use in finding the inverse of a matrix. Solution of system of linear equations $Ax = b$ by using row reduced echelon form.

Reference Books

- Titu Andreescu and Dorin Andrica, Complex Numbers from A to Z, Birkhauser, 2006
- Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 3rd Ed., Pearson Education (Singapore) P. Ltd., Indian Reprint, 2005.
- David C. Lay, Linear Algebra and its Applications, 3rd Ed., Pearson Education Asia, Indian Reprint, 2007.
- K. B. Dutta, Matrix and linear algebra.
- K. Hoffman, R. Kunze, Linear algebra.
- W. S. Burnstine and A. W. Panton, Theory of equations.

SEMESTER-4

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 41 DSC	DSC Paper 4	MATHPDSC4	D.E & Vector Calculus	5+1
	DSC		Other Department	5+1
	DSC		Other Department	5+1
MATP 43 SEC	SEC SEM 4 Paper 2	MATHP4SEC2	Theory of Equations/ Number Theory	2

MATP 41 DSC PAPER 4 (MATHPDSC4): DE & VECTOR CALCULUS

6 Credits

Unit 1

Lipschitz condition and Picard's Theorem (Statement only), General solution of homogeneous equation of second order, Wronskian, Linear homogeneous and non-homogeneous equations of higher order with constant coefficients, Euler's equation, Method of undetermined coefficients, Method of variation of parameters.

Unit 2

System of linear differential equations, Types of linear systems, Differential operators, An operator method for linear systems with constant coefficients, Homogeneous system of two linear equations with constant coefficients in two unknown functions.

Unit 3

Introduction to vector functions, Operations with vector-valued functions, Limits and continuity of vector functions.

Reference Books

- C. H. Edwards and D. E. Penny, Differential Equations and Boundary Value problems Computing and Modeling, Pearson Education India, 2005.
- S. L. Ross, Differential Equations, 3rd Ed., John Wiley and Sons, India, 2004.
- Martha L Abell, James P Braselton, Differential Equations with MATHEMATICA, 3rd Ed., Elsevier Academic Press, 2004.
- Murray, D., Introductory Course in Differential Equations, Longmans Green and Co.
- Boyce and DiPrima, Elementary Differential equations and boundary Value problems, Wiley.
- G. F. Simmons, Differential Equations, Tata McGraw Hill.
- Marsden, J., and Tromba, Vector Calculus, McGraw Hill.
- Maity, K. C. and Ghosh, R. K. Vector Analysis, New Central Book Agency (P) Ltd. Kolkata.
- M. R. Spiegel, Schaum's outline of Vector Analysis.

MATP 43 SEC Paper 2 (MATHP4SEC2): THEORY OF EQUATIONS

2 Credits

Unit 1

Polynomials, Divisional algorithm (statement only), Process of Synthetic division, Statement of Fundamental Theorem of Algebra, Nature of roots of an equation, Rolle's Theorem (statement only), Descartes' rule of signs, Separation of the roots of equations, Relation between the roots and the coefficients of equations and its application in symmetric function of the roots.

Unit 2

Transformation of equations, Solutions of reciprocal and binomial equations, Algebraic solutions of a cubic equation by Cardon's method and a biquadratic equation by Ferrari's method, Finding the number of real roots of a polynomial in a given interval using Sturm's algorithm.

Reference Books

- W.S. Burnside and A.W. Panton, The Theory of Equations, Dublin University Press, 1954.
- C. C. MacDuffee, Theory of Equations, John Wiley & Sons Inc., 1954.

OR

MATP 43 SEC Paper 2 (MATHP4SEC2): NUMBER THEORY

2 Credits

Unit 1

Diophantine equation, Gaussian integers, Euclidean Algorithm for GCD, linear representation of GCD, primes and factorizations, consequences of unique prime factorization, linear Diophantine equation.

Unit 2

Congruence arithmetic, Linear congruence, Chinese remainder theorem, inverse mod p , Fermat's little Theorem, congruence theorem of Wilson and Lagrange, Divisibility and primes in \mathbb{Z} and $\mathbb{Z}[i]$. Conjugates, division in $\mathbb{Z}[i]$.

Reference Books

- Elements of Number Theory, John Stillwell, Springer, 2003.
- An introduction to theory of numbers, Niven and Zuckerman, Wiley 1991.
- David M. Burton, Elementary Number Theory, 6th Ed., Tata McGraw-Hill (Indian) 2007.
- Neville Robinns, Beginning Number Theory, 2nd Ed., Narosa Publishing House Pvt. Ltd., Delhi, 2007.

SEMESTER-6

Subject Course No.	Syllabus Code	Alpha Numeric Code	Course	Credit
MATP 62 DSE	DSE Paper 2	MATHPDSE2	Metric Spaces and Complex Analysis/ Linear Programming	5+1
	DSE		Other Department	5+1
	DSE		Other Department	5+1
MATP 63 SEC	SEC SEM 6 Paper 2	MATHP6SEC2	Graph Theory / Boolean Algebra and Automata Theory	2

MATP 62 DSE Paper 2 (MATHPDSE2): METRIC SPACES AND COMPLEX ANALYSIS

6 Credits

Unit 1

Metric spaces: Definition and examples, Open and closed balls, neighbourhood, open set, interior of a set, Limit point of a set, closed set, diameter of a set, dense sets, subspaces, separable spaces, Sequences in metric spaces, Cauchy sequences, Complete metric spaces, Cantor's theorem.

Unit 2

Basic properties of complex numbers, Limits, continuity, regions in the complex plane, functions of complex variable, Derivatives, Cauchy-Riemann equations, sufficient conditions for differentiability.

Unit 3

Analytic functions, examples of analytic functions, derivative and integral of functions, Cauchy integral formula (statement only) and its applications.

Reference Books

- S. Kumaresan, Topology of Metric Spaces, 2nd Ed., Narosa Publishing House, 2011.
- G. F. Simmons, Introduction to Topology and Modern Analysis, McGraw-Hill, 2004.
- James Ward Brown and Ruel V. Churchill, Complex Variables and Applications, 8th Ed., McGraw – Hill International Edition, 2009.
- S. Ponnusamy, Foundations of Complex analysis.
- Joseph Bak and Donald J. Newman, Complex Analysis, 2nd Ed., Undergraduate texts in Mathematics, Springer-Verlag New York, Inc., New York, 1997.
- E. M. Stein and R. Shakrachi, Complex Analysis, Princeton University Press.

OR

MATP 62 DSE Paper 2 (MATHPDSE2): LINEAR PROGRAMMING

6 Credits

Unit 1

Introduction to linear programming problem and their formulation. Graphical solution, Optimal solution and unboundedness, Basic feasible solutions, convex sets, Simplex method in tableau format, Big-M method.

Unit 2

Transportation problem and its mathematical formulation, northwest-corner method, least cost method and Vogel approximation method. Assignment problem and its mathematical formulation, Hungarian method for solving assignment problem.

Unit 3

Formulation of two persons zero sum games, solving two persons zero sum games including mixed strategies only.

Reference Books

- Hamdy A. Taha, Operations Research, An Introduction, 8th Ed., Prentice-Hall India, 2006.
- G. Hadley, Linear Programming, Narosa Publishing House, New Delhi, 2002.

MATP 63 SEC Paper 2 (MATHP6SEC2): GRAPH THEORY

2 Credits

Unit 1

Definition, examples and basic properties of graphs, Paths, Shortest paths, Cycles, Tree, Spanning tree, Complete graphs, Bipartite graphs, Isomorphism of graphs.

Unit 2

Representation of a graph by matrix, Adjacency matrix, Incidence matrix, Weighted graph. Eulerian circuits, Eulerian graph, Hamiltonian cycles.

Reference Books

- B.A. Davey and H.A. Priestley, Introduction to Lattices and Order, Cambridge University Press, Cambridge, 1990.
- Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, 2nd Edition, Pearson Education (Singapore) P. Ltd., Indian Reprint 2003.

- Narsingh Deo, Graph Theory with Applications to Engineering and Computer Science, Prentice-Hall of India Ptv. Ltd., New Delhi.
- Reinhard Diestel, Graph Theory, Springer-Verlag, 2000.

OR

MATP 63 SEC PAPER 2 (MATHP6SEC2): BOOLEAN ALGEBRA AND AUTOMATA THEORY

2 Credits

Unit 1

Definition, examples and basic properties of ordered sets, duality principle, lattices as ordered sets, lattices as algebraic structures, sublattices, Modular and distributive lattices.

Unit 2

Boolean algebra, Boolean polynomials, minimal and maximal forms of Boolean polynomials, Karnaugh diagrams, Logic gates, switching circuits and their applications.

Unit 3

Introduction: Alphabets, strings and languages, Finite automata, Regular expressions, Regular languages and their relationship with finite automata.

References Books

- B. A. Davey and H. A. Priestley, Introduction to Lattices and Order, Cambridge University Press, Cambridge 1990.
- Edgar G. Goodaire and Michael M. Parmenter, Discrete Mathematics with Graph Theory, (2nd Ed.), Pearson Education (Singapore) P. Ltd., Indian Reprint 2003.
- J. E. Hopcroft, R. Motwani and J. D. Ullman, Introduction to Automata Theory, Languages and Computation, 2nd Ed., Addison-Wesley, 2001.
- J. A. Anderson, Automata Theory with Modern Appl., Cambridge University Press, 2006.

Dr. Paltu Sarkar

Chairman

UG Board of Studies in Mathematics

North Bengal University

TRUNCATED SYLLABUS
2nd SEMESTER
POLITICAL SCIENCE
UNDER GRADUATE
2021

B.A. HONOURS COURSE

INDIAN GOVERNMENT AND POLITICS
CC-203

1. Framing of Indian Constitution: An outline; Philosophy of the Constitution: The Preamble, Salient features of the Constitution.
2. Fundamental Rights; Fundamental Duties, Directive Principles of State Policy, Amendment of the Constitution.
3. Executive: Union and the State
 - a. President, Prime Minister and the Council of Ministers.
 - b. Governor, Chief Minister and the Council of Ministers.
 - c. Emergency provisions.
4. Legislature: Union and the State.
 - a. Council of States and the House of the People- Law making procedure and Amendment- Speaker.
 - b. State Legislature- Composition and Functions.
5. Judiciary: Supreme Court and the High Courts- Composition and Jurisdiction.

WESTERN POLITICAL THOUGHT
CC-204

1. PLATO
 - a. Theory of Justice
 - b. Philosopher King
2. ARISTOTLE
 - a. State and its Classification
3. MACHIAVELLI
 - a. On Politics and State Craft

4. BODIN
 - a. Views on Sovereignty
5. HOBBS AND LOCKE
 - a. Hobbes: Theory of Sovereignty
 - b. Locke: Social Contract and Theory of Government
6. ROUSSEAU
 - a. Social Contract
 - b. General Will
7. BENTHAM AND J.S. MILL
 - a. Bentham: Theory of Utilitarianism
 - b. J.S. Mill: Views on Liberty
8. KARL MARX
 - a. Dialectical Materialism

READING GANDHI

GE-201

1. Gandhi in its own words: A close reading to Hind Swaraj.
2. Gandhi and modern India
 - a. Nationalism
 - b. Communal Unity
 - c. Untouchability
3. Gandhi's Legacy
 - a. Tolerance: Anti-Racism Movements (Anti-Apartheid and Martin Luther King)
 - b. Gandhigiri: Perceptions in Popular Culture

FEMINISM: THEORY AND PRACTICE

GE- 202

1. Approaches to understanding Patriarchy
 - a. Understanding Patriarchy and Feminism
 - b. Liberal, Socialist, Marxist, radical Feminism, New Feminist Schools/Traditions
2. History of Feminism
 - a. Origins of Feminism in the West: France, Britain and USA
3. The Indian Experience
 - a. Traditional Historiography and Feminist critiques. Social reforms movement and position of women in India. History of women struggle in India.
 - b. Understanding Women's Work and Labour- Sexual division of Labour, Productive and Reproductive Labour, Visible work- Unpaid(reproductive and care), Underpaid and paid work- methods of computing women's work, Female headed Households

B.A. PROGRAMME COURSE

INDIAN GOVERNMENT AND POLITICS

DSC-202

1. Framing OF Indian Constitution: An outline; Philosophy of the Constitution: The Preamble, Salient features of the Constitution.
2. Fundamental Rights; Fundamental Duties, Directive Principles of State Policy, Amendment of the Constitution.
3. Executive: Union and the State
 - a. President, Prime Minister and the Council of Ministers.
 - b. Governor, Chief Minister and the Council of Ministers.
 - c. Emergency provisions.
4. Legislature: Union and the State.
 - a. Council of States and the House of the People- Law making procedure and Amendment- Speaker.
 - b. State Legislature- Composition and Functions.
5. Judiciary: Supreme Court and the High Courts- Composition and Jurisdiction

TRUNCATED SYLLABUS
4th SEMESTER
POLITICAL SCIENCE
UNDER GRADUATE
2021

B.A. HONOURS COURSE

INTRODUCTION TO INTERNATIONAL RELATIONS
CC-408

1. Origin and growth of International Relations- Meaning and Scope.
2. Basic Concepts: National Power; National Interest; Bipolarity and Unipolarity; Neo-colonialism.
3. Major Theories of International Relations: Realist Theory and its variants; Feminist Theory.
4. Diplomacy; Propaganda.
5. Cold War- an outline.
6. Collective Security: Meaning and safeguards, Devices under UN Charter- Basic ideas of NPT, CTBT.
7. Contemporary issues: Globalization; Environment; Energy; Terrorism.

POLITICAL SOCIOLOGY
CC-409

1. Political Sociology: Nature and Development
2. Social Stratification and Politics: Class, Elite, Caste in India
3. Concept of Power: Marx, Weber, Elitist Theory, Pluralist Theory
4. Political Culture: Types, Influence, Political Socialization: Agencies
5. Political Participation: Concepts and Types; Electoral Behaviour in India.

POLITICAL THEORY: CONCEPTS AND DEBATES

CC-410

1. Importance of Freedom
 - a. Negative Freedom: Liberty
 - b. Positive Freedom: Freedom as Emancipation and Development
2. Significance of Equality
 - a. Formal Equality: Equality of Opportunity
 - b. Political Equality
3. Indispensability of Justice
 - a. Procedural Justice
 - b. Distributive Justice
4. The Universality of Rights
 - a. Natural Rights
 - b. Moral and Legal Rights
 - c. Rights and Obligation.

READING GANDHI

GE-401

1. Gandhi in its own words: A close reading to Hind Swaraj.
2. Gandhi and modern India
 - a. Nationalism
 - b. Communal Unity
 - c. Untouchability
3. Gandhi's Legacy
 - a. Tolerance: Anti-Racism Movements (Anti-Apartheid and Martin Luther King)
 - b. Gandhigiri: Perceptions in Popular Culture

FEMINISM: THEORY AND PRACTICE

GE- 402

1. Approaches to understanding Patriarchy
 - a. Understanding Patriarchy and Feminism
 - b. Liberal, Socialist, Marxist, radical Feminism, New Feminist Schools/Traditions
2. History of Feminism
 - a. Origins of Feminism in the West: France, Britain and USA
3. The Indian Experience
 - a. Traditional Historiography and Feminist critiques. Social reforms movement and position of women in India. History of women struggle in India.
 - b. Understanding Women's Work and Labour- Sexual division of Labour, Productive and Reproductive Labour, Visible work- Unpaid(reproductive and care), Underpaid and paid work- methods of computing women's work, Female headed Households

DEMOCRATIC AND LEGAL AWARENESS

SEC-402

1. Outline of the Legal System in India:
 - a. System of Courts/Tribunals and their jurisdiction in India- Criminal and Civil courts, Writ Jurisdiction, Specialized Courts such as Juvenile Courts, Mahila Courts and Tribunals.
 - b. Role of the Police and Executive in Criminal Law Administration.
 - c. Alternate dispute mechanisms such as Lokadalats, non-formal mechanisms.
2. Brief understanding of the laws applicable in India
 - a. Constitution- Fundamental Rights, Fundamental Duties, other Constitutional Rights and their manner of enforcement with emphasis on Public Interest Litigation and the expansion of certain rights under article 21 of the Constitution.
 - b. Laws relating to Criminal Jurisdiction- provisions relating to filing ad FIR, Arrest, Bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian

- Penal Code, offences against women, juvenile justice, prevention of atrocities of Schedule caste and Schedule Tribes, Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt Laws.
- c. Laws relating to Dowry, sexual harassment and violence against Women.
 - d. Laws relating to consumer rights.
 - e. Laws relating to cyber crimes.
3. Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

B.A. PROGRAMME COURSE

INTRODUCTION TO INTERNATIONAL RELATIONS

DSC-404

1. Origin and growth of International Relations- Meaning and Scope.
2. Basic Concepts: National Power; National Interest; Bipolarity and Unipolarity; Neo-colonialism.
3. Major Theories of International Relations: Realist Theory and its variants; Feminist Theory.
4. Diplomacy; Propaganda.
5. Cold War- an outline.
6. Collective Security: Meaning and safeguards, Devices under UN Charter- Basic ideas of NPT, CTBT.
7. Contemporary issues: Globalization; Environment; Energy; Terrorism.

DEMOCRATIC AND LEGAL AWARENESS

SEC-402

1. Outline of the Legal System in India:
 - a. System of Courts/Tribunals and their jurisdiction in India- Criminal and Civil courts, Writ Jurisdiction, Specialized Courts such as Juvenile Courts, Mahila Courts and Tribunals.
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 - b. Laws relating to Criminal Jurisdiction- provisions relating to filing ad FIR, Arrest, Bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities of Schedule caste and Schedule Tribes, Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt Laws.
 - c. Laws relating to Dowry, sexual harassment and violence against Women.
 - d. Laws relating to consumer rights.
 - e. Laws relating to cyber crimes.
3. Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

TRUNCATED SYLLABUS

6th SEMESTER

POLITICAL SCIENCE

UNDER GRADUATE

2021

B.A. HONOURS COURSE

INDIAN'S FOREIGN POLICY IN A GLOBALIZED WORLD

CC-613

1. India's Foreign Policy: The Determinants and Ideological Roots, Evolution of India's Foreign Policy- From a postcolonial State to an Aspiring Global Power.
2. India's engagement with china.
3. India in South Asia: Debating Regional Strategies.
4. India in the Contemporary Multipolar World.

POLITICAL IDEOLOGY

CC-614

1. LIBERALISM
 - a. Meaning and Characteristics of Liberalism
 - b. Development of Liberalism: Negative and Positive
2. THEORIES OF DEMOCRACY
 - a. Classical Liberal Theory of Democracy
 - b. Elite Theory of Democracy
3. MARXISM
 - a. Marxian interpretation of History
 - b. Marxian Theory of Social and Political Change
4. FASCISM
 - a. Fascism: Meaning, Features and Development

INDIA AND HER NEIGHBOURS

DSE-603A

1. INDIA AND PAKISTAN
 - a. Colonial Legacies
 - b. Geographical and Strategic Importance
 - c. Nuclear Policy of India and Pakistan
 - d. Kashmir Questions
2. INDIA AND BANGLADESH
 - a. Colonial Legacies
 - b. Natural Resources
 - c. Development, Democracy and Dictatorship
 - d. Refugee Problem
 - e. Ganga Water Issue
3. INDIA AND SRILANKA
 - a. Geographical and Strategic Importance
 - b. Development and Democracy
 - c. Tamil Questions
 - d. Areas of Cooperation and Conflicts
4. INDIA AND NEPAL
 - a. Historical relations with Nepal
 - b. Geographical and Strategic Importance
 - c. Areas of Cooperation and Conflicts

DEVELOPMENT PROCESS AND SOCIAL MOVEMENTS IN CONTEMPORARY

INDIA

DSE-603B

1. Development Process since Independence
 - a. Liberalization and Reforms
2. Industrial Development Strategy and its impact on the Social Structure
 - a. Mixed Economy, Privatisation, the impact on organised and unorganised labour
3. Agrarian Development Strategy and its impact on the Social Structure
 - a. Agrarian crisis since the 1990s and its impact on farmers
4. Social Movements
 - a. Tribal, Peasant, Dalit and Women's Movement
 - b. Civil Rights Movements

GRASSROOT DEMOCRACY IN INDIA

DSE-604A

1. Historical Backgrounds of Panchayati Raj Institutions (PRIs) in India after Independence, Constitutional recognition of PRIs in India after Independence.
2. Gram Panchayat
 - a. Composition and functions of Gram Panchayat.
3. Panchayat Samiti- Composition and functions
4. Zilla Parishad- Composition and functions
5. Democratic Decentralization in India: Critical Evaluation

EMERGING TRENDS IN INDIAN POLITICS

DSE-604B

1. Casteism: Meaning, Features, Impact of caste in Indian Politics, Communalism and Secularism: Meaning, Features, Causes and Impact on Indian Politics.
Regionalism: Meaning, Causes and Features, Regional Imbalances- Indicators and Impact on Indian Politics.
2. Coalition Politics in India, Coalition Politics in States.
3. Globalization: Meaning, Features and its effect on Indian economy.

PROGRAMME COURSE-6TH SEMESTER

DEMOCRATIC AND LEGAL AWARENESS

SEC-602

1. Outline of the Legal System in India:
 - a. System of Courts/Tribunals and their jurisdiction in India- Criminal and Civil courts, Writ Jurisdiction, Specialized Courts such as Juvenile Courts, Mahila Courts and Tribunals.
 - b. Role of the Police and Executive in Criminal Law Administration.
 - c. Alternate dispute mechanisms such as Lokadalats, non-formal mechanisms.
2. Brief understanding of the laws applicable in India
 - a. Constitution- Fundamental Rights, Fundamental Duties, other Constitutional Rights and their manner of enforcement with emphasis on Public Interest Litigation and the expansion of certain rights under article 21 of the Constitution.
 - b. Laws relating to Criminal Jurisdiction- provisions relating to filing ad FIR, Arrest, Bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities of Schedule caste and Schedule Tribes, Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt Laws.
 - c. Laws relating to Dowry, sexual harassment and violence against Women.

- d. Laws relating to consumer rights.
- e. Laws relating to cyber crimes.
- 3. Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

(DSE: EITHER 604A OR 604B)

GRASSROOT DEMOCRACY IN INDIA

DSE-604A

- 1. Historical Backgrounds of Panchayati Raj Institutions (PRIs) in India after Independence, Constitutional recognition of PRIs in India after Independence.
- 2. Gram Panchayat- Composition and functions of Gram Panchayat.
- 3. Panchayat Samiti- Composition and functions
- 4. Zilla Parishad- Composition and functions
- 5. Democratic Decentralization in India: Critical Evaluation

EMERGING TRENDS IN INDIAN POLITICS

DSE-604B

- 1. Castesim: Meaning, Features, Impact of caste in Indian Politics, Communalism and Secularism: Meaning, Features, Causes and Impact on Indian Politics.
Regionalism: Meaning, Causes and Features, Regional Imbalances- Indicators and Impact on Indian Politics.
- 2. Coalition Politics in India, Coalition Politics in States.
- 3. Globalization: Meaning, Features and its effect on Indian economy.

FEMINISM: THEORY AND PRACTICE

GE- 602

1. Approaches to understanding Patriarchy
 - a. Understanding Patriarchy and Feminism
 - b. Liberal, Socialist, Marxist, radical Feminism, New Feminist Schools/Traditions
2. History of Feminism
 - a. Origins of Feminism in the West: France, Britain and USA
3. The Indian Experience
 - a. Traditional Historiography and Feminist critiques. Social reforms movement and position of women in India. History of women struggle in India.
 - b. Understanding Women's Work and Labour- Sexual division of Labour, Productive and Reproductive Labour, Visible work- Unpaid(reproductive and care), Underpaid and paid work- methods of computing women's work, Female headed Households.

(For recommended readings follow the original reading in the CBCS syllabi)

University of North Bengal

Department of Sanskrit

(Truncated Syllabus for UG part-II & III Hons and Gen)

Part II (Honours)

Paper—III:

Unit—I: वैदिकसाहित्येतिहासः 30 Marks

Unit—II: लौकिकसंस्कृतसाहित्येतिहासः—(रामायणम्, महाभारतम्, पुराणम्, अश्वघोषः, भासः, कालिदासः, भवभूतिः, माघः, भट्टिः, भारविः, गद्यसाहित्यम्, गल्पसाहित्यम्) 35 Marks

Unit—III: प्राचीनसंस्कृतसाहित्येषु विज्ञानप्रयुक्तिविद्येतिहासः (scientific and technical literature-) (आयुर्वेदशास्त्रम्, गणितशास्त्रम्, ज्योतिषशास्त्रम्, वास्तुशास्त्रम्, व्याकरणशास्त्रम्, छन्दःशास्त्रम्, कोशशास्त्रम्) 15 Marks

Unit—IV: आधुनिकसंस्कृतसाहित्यम् (महाकाव्यम्, रूपकम्, कथा) 20 Marks

Paper—IV:

Unit—I: मनुसंहिता द्वितीयाध्यायः (up to verse -175) 30 Marks

Unit—II: याज्ञवल्क्यसंहिता व्यवहाराध्यायः (up to verse-256 साहसप्रकरणम्) 30 Marks

Unit—III: कौटिलीयमर्थशास्त्रम् (प्रथमाधिकरणे अध्यायाः – 1, 2, 3, 4, 6, 7, 8, 13, 14, 15, 16) 25 Marks

Unit—IV: लघुसिद्धान्तकौमुदी (कृत्- कृत्य, तुमुन्, ण्वुल्, तृच्, क, अण्, निष्ठा), (तद्धित- अपत्य, प्राग्दीव्यतीय, मत्वर्थीय) & (स्त्रीप्रत्यय) 25 Marks

Part III (Honours)

Paper—V: अलंकारशास्त्रं महाकाव्यश्च (Sanskrit Poetics and Mahākāvya)

Unit—I: काव्यादर्शः (Chapter-I): (काव्यप्रशंसा, दुष्टकाव्यस्य निन्दा, काव्यप्रयोजनम्, काव्यलक्षणम्, काव्यकारणम्, काव्यभेदाः) 20 Marks

Unit—II: साहित्यदर्पण-दशमपरिच्छेदः—(यमकम्, उपमा, अनन्वयः, रूपकम्, परिणामः, सन्देहः, भ्रान्तिमान्, उल्लेखः, उत्प्रेक्षा, अतिशयोक्तिः, तुल्ययोगिता, दीपकम्, अर्थान्तरन्यासः, दृष्टान्तः, निदर्शना) 30 Marks

Unit—III: भट्टिकाव्यम्, द्वितीयसर्गः (up to verse 36) 30 Marks

Unit—IV: अलंकारशास्त्रेतिहासः—(क्षेमेन्द्रः, आनन्दवर्धनः, धनञ्जयः, जगन्नाथः, रुद्रट्ट, भामहः, वामनः, भरतः) 20 Marks

Paper—VI: भारतीयदर्शनम् तथा पाण्डुलिपिविद्या (Indian Philosophy and Manuscriptology)

Unit—I: तर्कसंग्रहः—(सप्तपदार्थाः, करणम्, कारणम्, प्रत्यक्षः, सन्निकर्षः) 60 Marks

Unit—II: भारतीयदर्शनशास्त्रानां सामान्यपरिचयः—(only आस्तिकदर्शनम्) 30 Marks

Unit—III: पाण्डुलिपिविद्यायाः सामान्यपरिचयः (General acquaintance with manuscriptology)

Short answer type question 10 Marks

Paper—VII: वैदिक-साहित्यम् (Vedic Literature)

Unit—I: Hymns from the R̥gveda—(अग्निसूक्तम् 1.1 and हिरण्यगर्भसूक्तम् X.121) 25Marks

Unit—II: अथर्ववेदः, भूमिसूक्तम् (XII.1.10) 10 Marks

Unit—III: ब्राह्मणसाहित्यम् (ऐतरेयब्राह्मणम्, शुनःशेषकथा VII.3.13-18) 20 Marks

Unit—IV: बृहदारण्यकोपनिषद्, जनक-याज्ञवल्क्यसंवादः (IV.4)

Unit—V: Padapāṭha and essential Vedic grammar — (उपसर्गः, लुङ्, लेट्, तुमुन्, समासः, पदपाठः)
25 Marks

Paper—VIII: पाणिनीयव्याकरणं भाषाविज्ञानं च (Principle of Pāṇinian grammar and Linguistics)

Unit—I: सिद्धान्तकौमुदी—

- | | |
|--------------------------------------|----------|
| (a) कारकम् (upto चतुर्थीविभक्तिः) | 30 Marks |
| (b) समासः (अव्ययीभावः and तत्पुरुषः) | 30 Marks |

Unit—II: Linguistics— A short outline of family of Indo-European Languages, Influence of Non-Aryan Languages on Sanskrit and Prakrit and writing in India
30 Marks

Unit—III: निबन्धलेखनम्— Any one in Sanskrit with Devanagari
10 Marks

Part II (General)

Paper IV: पाणिनिव्याकरण-नीतिकथा-नीतिशास्त्रम्-अनुवादश्च (Principles of Pāṇinīan Grammar, Tales, Ethics and Translation) 50 Marks

Unit-I: लघुसिद्धान्तकौमुदी— प्रत्याहारसूत्रम्, संज्ञा, सन्धिः, कृत्यप्रत्ययः and स्त्रीप्रत्ययः 20 Marks

Unit-II: हितोपदेशः (मित्रलाभः) 10 Marks

Unit-III: Translation from English or mother tongue to Sanskrit 10 Marks

Unit-IV: चाणक्यनीतिः up to verse —30 10 Marks

Paper V: महाकाव्यं-वाच्यम्-अनुवादः अनुच्छेदश्च (Mahākāvya, Vācya, Translation and Comprehension) 50 Marks

Unit-I: रघुवंशम्, सर्गः 1—(Verse 1-50) 20 Marks

Unit-II: वाच्य 10 Marks

Unit-III: Translation from Sanskrit to mother tongue 10 Marks

Unit-IV: Comprehension test 10 Marks

Paper VI: उपनिषद् धर्मशास्त्रं च (Upaniṣad and Dharmaśāstra) 50 Marks

Unit-I: ईशोपनिषद् 25 Marks

Unit-II: मनुसंहिता द्वितीयाध्यायः (up to verse – 175) 25 Marks

Part III (General)

Paper-VII: काव्यशास्त्र-महाकाव्य-सामाजिक-वैज्ञानिक-प्रयुक्तिविद्या-पत्रलेखनं च (Poetics, Social, Scientific and Technical Literature)

Unit-I: साहित्यदर्पण-दशमपरिच्छेदः—(यमकम्, उपमा, रूपकम्, उत्प्रेक्षा, अतिशयोक्तिः, दृष्टान्तः, निदर्शना)
20 Marks

Unit-II: महाभारतम् उद्द्योगपर्व (त्रयस्त्रिंशअध्यायः) Verse— 16-60
30 Marks

Unit-III: General acquaintance with Sanskrit works on Social, Scientific and Technical Literature
40 Marks

Unit-IV: पत्रलेखनम् (संस्कृतभाषया देवनागरीलिप्या च)
10 Marks

Truncated syllabus of Undergraduate Course, 2021

SECOND SEMESTER

GEOGRAPHY HONOURS COURSE

CORE COURSE-CC

HUMAN GEOGRAPHY

COURSECODE:GEO-H-CC-2-03-TH

Full Marks: 40

Credit: 04

1. Defining Human Geography; Scope and content of Human Geography; contemporary relevance;
2. Space and society: cultural regions; race; religion and language;
3. Population growth and distribution with special reference to India; population composition; Demographic Transition Theory; Population Policy of India;

COURSECODE:GEO-H-CC-2-03-PR

Full Marks: 20

Credit: 02

PRACTICAL

1. Diagrammatic data presentation: circles (proportional concentric circle and proportional divided circle);
2. Thematic Mapping Techniques: properties, uses and limitations; Areal Data: Choropleth, Chorochromatic, Dot and Sphere, Proportional Cubes.

Practical Record: A project file covering all practical topics must be prepared.

COURSECODE:GEO-H-CC-2-04-TH

Full Marks: 40

Credit: 04

SETTLEMENT GEOGRAPHY

1. Settlements: Origin and growth of rural and urban settlements;
2. Types, patterns and morphology of rural settlements;
3. Theories of urban land use: Concentric Zone Theory; Sector Theory; Multiple Nuclei Theory.

COURSECODE:GEO-H-CC-2-04-PR

Credit: 02

PRACTICAL

1. Concept of levelling and surveying; Surveying by Prismatic Compass (closed traverse); Levelling by Dumpy Level along a given line by rise and fall and collimation method;
2. Geological Map; Drawing of sections on uniclinal and folded structures depicting unconformity.

Practical Record: A project file covering all practical topics must be prepared.)

Reading List

1. Chandna, R.C. (2010) *Population Geography*, KalyaniPublisher
2. Hassan, M.I. (2005) *Population Geography*, Rawat Publications, Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) *The Geography of Settlement*, Oliver & Boyd, London.
4. Johnston R; Gregory D, Pratt G. et al. (2008) *The Dictionary of Human Geography*, Blackwell Publication.
5. Jordan-Bychkov et al. (2006) *The Human Mosaic: A Thematic Introduction to Cultural Geography*. W. H. Freeman and Company, New York
6. Cuff J. D. and Mattson M. T., 1982: *Thematic Maps: Their Design and Production*, Methuen Young Books
7. Dent B. D., Torguson J. S., and Holder T. W., 2008: *Cartography: Thematic Map Design* (6th Edition), McGraw-Hill Higher Education
8. Gupta K. K. and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
9. Kraak M.-J. and Ormeling F., 2003: *Cartography: Visualization of Geo-Spatial Data*, Prentice-Hall.
10. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
11. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
12. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: *Thematic Cartography and Geovisualization* (3rd Edition), Prentice Hall.
13. Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
14. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-H-CC-2-03: Term Paper

COURSE CODE: GEO-H-CC-2-04: Seminar

Truncated syllabus of Undergraduate Course, 2021

SECOND SEMESTER

GEOGRAPHY PROGRAMME COURSE

DISCIPLINE SPECIFIC CORE COURSE-DSC

COURSECODE:GEO-P-DSC-2-02-TH

Full Marks:40

Credits: 04

HUMAN GEOGRAPHY

1. Introduction: Definition, scope and content of Human Geography;
2. Cultural Regions; Race; religion and language with reference to India;
3. Population growth and distribution with special reference to India;

COURSECODE:GEO-P-DSCC-2-02-PR

Full Marks: 20

Credits: 02

PRACTICAL

1. Thematic Mapping Techniques: Choropleth, Proportional Circles and Proportional Divided Circles

Practical Record: A project file covering all practical topics must be prepared.

References:

1. Aoyama, Y., Murphy, J.T., Hanson, S. 2010. *Key Concepts in Economic Geography*, Sage.
2. Chandna, R.C. 2016. *Geography of Population: Concepts, Determinants and Patterns*, Kalyani Publishers.
3. Coe N. M., Kelly P. F. and Young H. W., 2007: *Economic Geography: A Contemporary Introduction*, Wiley-Blackwell. Fouberg, E.H., Murphy, A.B., de Blij H.J. 2015. *Human Geography: People, Place, and Culture*, 11th ed, Wiley.
4. Ghosh, S. 1998. *Introduction to Settlement Geography*, Sangam Books Ltd.
5. Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. *The Dictionary of Human Geography*, 5th ed, Wiley.
6. Knox, P.L., Marston, S.A. 2014. *Human Geography: Places and Regions in Global Context*, 6th ed, Pearson Education Limited.
7. Knox, P.L., McCarthy, L.M. 2011. *Urbanization: An Introduction to Urban Geography*, 3rd ed, Pearson Education Ltd.
8. Moseley, W.G., Perramond, E., Hapke, H.M., Laris, P. 2013. *An Introduction to Human-Environment Geography: Local Dynamics and Global Processes*, Wiley-Blackwell.
9. Norton, W. 2014. *Human Geography*, 8th ed, Oxford University Press.

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-P-DSC-2-02-CE: Class test

Truncated syllabus of Undergraduate Course, 2021

GENERIC ELECTIVE (GE) COURSE

Course Code: GEO-GE-02-TH: Geography of India

Course Code: GEO-GE-02-PR: Practical

GEOGRAPHY OF INDIA

COURSE CODE: GEO-GE-02-TH F.M-40 Credit-4

1. Physiography, climate, natural vegetation and soil
2. Types of settlements, morphology of rural and urban settlements
3. Intensive farming (rice), plantation farming (tea and rubber), horticulture
4. Growth and distribution of population; demographic characteristics of population.

COURSE CODE: GEO-GE-02-PR PRACTICAL F.M-20 Credit-2

1. Geological map: Uniclinal and folded structure with given dips
2. Topographical maps: Interpretation of topographical map of India; relief, drainage and settlement (plateau region)

Reading List

1. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective.
2. Sharma, T. C. 2003: *India - Economic and Commercial Geography*. Vikas Publ., New Delhi.
3. Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
4. Singh, Jagdish 2003: *India; A Comprehensive & Systematic Geography*, Gyanodaya Prakashan, Gorakhpur.
5. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
6. Tirtha, Ranjit 2002: *Geography of India*, Rawat Publishers, Jaipur & New Delhi.
7. Tiwari, R.C. (2007) *Geography of India*. Prayag Pustak Bhawan, Allahabad
8. Sharma, T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-GE-02-TH: Class Test

University of North Bengal
BA Programme Course in Sociology

Structure of the truncated syllabus for Semester –II, IV & VI (2021)
 in Programme Courses

The UG Board of studies in Sociology has removed the options of papers under the truncated syllabus. Hence, all paper / courses are compulsory as per the structure of the syllabus given below:

BA Programme Course	
Semester-II Programme Course	CORE-02: (DSC-2) :Sociology of India
Semester-IV Programme Course	CORE - 04:(DSC-4)Techniques of Social Research
	SEC-02: (Paper-2) Visual Sociology
Semester-VI Programme Course	DSE-01- (Paper -II) Social Stratification
	GE -01 .: (Paper-II) POPULATION AND SOCIETY
	SEC-01: (Paper-II) Visual Sociology

NB: 1. There are no options in Semester II, IV and VI (BA Programme course)in truncated syllabus. All papers are compulsory

Semester –II [Truncated Syllabus]

B. A. Programme in Sociology (Under CBCS)

Core -2

DSC--02: Sociology of India

Credits: 6

Full Marks: 75

Course Objectives:

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.

Unit-01: India - A plural Society

- Features of Pluralism, Unity in Diversity

UNIT-2: Social Institutions and Practices

- Caste – concept, definition, Characteristics,
- Tribe - Notion, definition, Characteristics, Tribal economy. Problems of tribes

UNIT-3: **Institution** of Family and Kinship

- Family - Definition, Forms, Structural and Functional Change
- Marriage - Definition, Forms, Structural and Functional Change

UNIT- 4: **State and Society:**

- Civil society – Meaning , Feature , Role in contemporary Society
- Communalism – Causes of growth, Impact on contemporary Indian Society
- Secularism - Meaning, concept, Challenges of Secularism in India

Reference:

1. Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) *India and Ceylon: Unity and Diversity*. London:Oxford University Press
2. Stern, Robert W. 2003. *Changing India*. Cambridge: OUP,Introduction.Change, societies of India and Indian Society. pp. 1 – 31.
3. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille(ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.
4. Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
5. Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of 'Developing Societies': South Asia*. London: Macmillan. In John Harriss"*The Formation of Indian society: Ideology and Power*". pp. 126 –133.
6. Haimendorf, C.V.F., 1967, „The Position of Tribal Population in India“, in Philip Mason (ed.), *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9.

Semester –IV [Truncated Syllabus]

BA Programme in Sociology (Under CBCS)

CORE -04

DSC-4: Techniques of Social Research

Credits: 2

Full Marks: 75

Course Objective:

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

UNIT-1. Research Design

- **Social research - meaning , definition, characteristics, significance**
- Quantitative- Definition, types , significance
- Qualitative: Definition, types, significance
- Sampling

UNIT-2. Data Collection

- Primary Sources
- Secondary Sources
- Interview
- Observation
- Questionnaire

UNIT-3. Data Analysis

- Content Analysis
- Narrative Analysis

Reference:

1. Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136
2. Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144
3. Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth
4. Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

Semester-IV` [Truncated Syllabus]
B.A. Programme in Sociology (Under CBCS)

SEC-02: Visual Sociology

Credits: 2
Full Marks: 75

Course Objectives:

This course focuses on doing sociology through forms other than the written in particular Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on social traumas and to study signs and representations. Students utilize digital cameras and other recording technology

Group A

- 1. Visual Sociology as Method of Sociological Enquiry**
 - An Introduction to Visual Sociology
 - Vision, Visuality, Scopic regime, Simulacrum, visual cultures.
- 2. Ways of seeing : John Berger**
- 3. Methodological tools for Visual Sociology.**
 - Site, Production, Image, Photography , Audience,
- 4. Discourse and visual culture.**
 - Discursive formation
 - Power/knowledge

Group B

- 5. Project work:**
 - Documentary Photography
 - Photo journalism
 - Poster design

Reference:

1. Gillian Rose. 2001. Visual Methodologies: An Introduction to interpretation of visual materials'. Sage. New Delhi.
2. Terry Barrett, 2000. 'Criticizing Photographs: An Introduction to Understanding Images'. Mountain View, California: Mayfield Publishing Co., 3rd edition.
3. Catherine Lutz and Jane Collins, 1993.'Reading National Geographic.' Chicago:University of Chicago Press
4. Fred Ritchin,2009. 'After Photography'.WW. Norton Additional Readings:
5. Howard Becker, "Visual Sociology, Documentary Photography and Photojournalism:It's (almost) All A Matter of Context" Visual Sociology 10
<http://home.earthlink.net/~hsbecker/visual.html>

6. Greg Smith, "Gender Advertisements Revisited: A Visual Sociology Classic"
<http://www.sociology.org/content/vol002.001/smith.html>
7. Douglas Harper, 1988, "Visual Sociology: Expanding Sociological Vision", *The American Sociologist*, Spring. Pp.54-70
8. Douglas Harper, "An Argument for Visual Sociology"
<http://books.google.com/books?id=zHYzeCh91mwC&pg=PA24&lpg=PA24&dq=harper+douglas+an+argument+for+visual+sociology&source=web&ots=F0soMEv2xL&sig=r-KZqWnJCuDk-JUOxlprSvrOAs>
9. Marianne Fulton "Mary Ellen Mark: Some Thoughts"
<http://digitaljournalist.org/issue9903/mark01.htm>
10. Streetwise, <http://www.maryellenmark.com/stwise.html>
11. Sebastiao Salgado <http://www.terra.com.br/sebastiaosalgado/>
12. Dianne Hagaman, "Connecting Cultures: Balinese Character and the Computer" <http://home.earthlink.net/~dhagaman/Bali.html>
13. "Without Sanctuary" <http://www.withoutsanctuary.org>
14. Walker Evans <http://xroads.virginia.edu/~UG97/fsa/welcome.html>
15. Shahidul Alam, "The Visual Representation of Developing countries by Developmental Agencies and Western Media"
<http://zonezero.com/magazine/articles/shahidul/shahidul.html>
16. Bell Hooks, 1995. "In Our glory: Photography and Black Life", in bell hooks, *Art on My Mind: Visual Politics*. New York: New Press. Pp. 54-64.
17. "Images of Men: Male Sexuality in Sexual Health Leaflets and Posters for Young People" <http://www.socresonline.org.uk/2/2/6.html>

Semester-VI [Truncated Syllabus]
B.A. Programme in Sociology(Under CBC)

Discipline Specific Elective (DSE)

DSE-01- [Paper II]: Social Stratification

Credits: 6

Full Marks: 75

Course Objectives

The Course introduces the students the various ideas of social inequality and their socio0logical study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

UNIT-1: Social Stratification:

- Concept, Definition , Characteristics and Approaches

UNIT-2: Forms of Social Stratification

- Race: concept nature of inequality,
- Ethnicity: Concept, Definition, characteristics, nature of inequality
- Caste: Concept, Definition, characteristics, nature of inequality

UNIT-3: Gender

- Concept – social and cultural construction, inequality, Gender and exclusion

UNIT-4: Poverty: Concept, Nature of poverty, Factors and forces of poverty in India

- Nature and cause of rural poverty in India
- Social Exclusion: Concepts and Dimensions

UNIT-5: Social mobility

- Meaning, Types Barriers of social mobility, mobility and change.

Reference:

1. Bêteille, A. 1983. 'Introduction in Andre Bêteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp.1- 27
2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.)
3. William, Jutius Wilson 1978, *The Declining Significance of Race Blacks and Changing American Institution*. University of Chicago Press pp. 1 – 23 & 183-188.
4. Joe,R. Feagin 'The Continuing Significance of Race' *American Sociological Review*, 56, (Feb-91) pp 101-116.

5. McClintock, Anne, and George Robertson. 'Soft-soaping Empire Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) *The Visual Culture Reader*: Second Edition. 2002. Routledge Taylor & Francis Group, 304-316
6. Barth, F. (ed), *Ethnic Groups and Boundaries*, Little Brown and Co Boston, 1969, pp-10-16.
7. Immanuel, Maurice Wallerstein, *The Construction of Peoplehood Racism, Nationalism, Ethnicity*, 1991, London Press, pp-71-85.
8. Béteille, A. *Caste, Class and Power* Chapter: 1, Oxford University Press, 1971.
9. Sharma, Ursula. 1999. *Caste*. Open University Press, pp.1-94.
10. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: It Twentieth Century Avatar*, New Delhi: Penguin.
11. Maria Charles and David B. Grusky. *Occupational Ghettos: The Worldwide Separation of Women and Men*, Stanford University Press, 2004p 389-402.
12. Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.
13. Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.
14. Newman, K. S and Victor Tan Chen. 2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp1-10.
15. Breigher, R.L. (ed) 1990. *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
16. Grusky, D.V. 1994. *Social Stratification Perspective*. Boulder: Westview Press, Part I V, pp 245-264.
17. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. USA: Westview Press, pp. 112-136.
18. Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94.
19. Breigher, R.L. (ed) 1990. *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
20. Grusky, D.V. 1994. *Social Stratification Perspective*. Boulder: Westview Press, Part I V, pp 245-264.
21. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. USA: Westview Press, pp. 112-136.
22. Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94

Semester-VI [Truncated Syllabus]

B.A. Programme in Sociology(Under CBC)

G E -01(Paper –II) : **Population and Society****Credits: 6****Full Marks: 75****Course Objective:**

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course content:**Unit-1. Introducing Population Studies:**

- Scope and subject matter of demography

Unit-2: The Theories of population

- Malthusian Theory
- Post-Malthusian
- Marxist

Unit-3: Population, Social Structure and Processes:

- Fertility-Factors of high growth, Reproduction,
- Mortality concept and Causes of High mortality
- Recent Trend of Declining Mortality.

Unit-4: Population Dynamics and Development

- Population Programmes and Policies

References:

1. Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W.D. Halls). New York: The Free Press, pp. 136-137; 188, 203.
2. 1.1.2 Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.
3. Sinha, V.C. and Zachariah E.2007, *Elements of Demography*, Allied Publishers, Pvt Ltd. Ch. 1. Pp1-12, Ch.15. Pp 224-235. New Delhi
4. Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

5. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
6. Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.
7. Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.
8. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.
9. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.
10. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.
11. Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.
12. Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.
13. Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.
14. Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX(25): 2595-2603.
15. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.
16. Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.
17. Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55. 4.2.1
18. Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.
19. Government of India. 2000. *National Population Policy*. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

Semester-VI [Truncated Syllabus]
B.A. Programme in Sociology(Under CBC)

SEC-01: (Paper II): Visual Sociology

**[Credits: 2]
Full Marks: 75**

Course Objectives:

This course focuses on doing sociology through forms other than the written in particular Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on social traumas and to study signs and representations. Students utilize digital cameras and other recording technology

Group A

6. Visual Sociology as Method of Sociological Enquiry

- An Introduction to Visual Sociology
- Vision, Visuality, Scopic regime, Simulacrum, visual cultures.

7. Ways of seeing : John Berger

8. Methodological tools for Visual Sociology.

- Site, Production, Image, Photography , Audience,

9. Discourse and visual culture.

- Discursive formation
- Power/knowledge

Group B

10. Project work:

- Documentary Photography
- Photo journalism
- Poster design

Reference:

1. Gillian Rose. 2001. Visual Methodologies: An Introduction to interpretation of visual materials'. Sage. New Delhi.
2. Terry Barrett, 2000. 'Criticizing Photographs: An Introduction to Understanding Images'. Mountain View, California: Mayfield Publishing Co., 3rd edition.
3. Catherine Lutz and Jane Collins, 1993.'Reading National Geographic.' Chicago:University of Chicago Press
4. Fred Ritchin,2009. 'After Photography'.WW. Norton Additional Readings:

5. Howard Becker, "Visual Sociology, Documentary Photography and Photojournalism: It's (almost) All A Matter of Context" *Visual Sociology* 10
<http://home.earthlink.net/~hsbecker/visual.html>
6. Greg Smith, "Gender Advertisements Revisited: A Visual Sociology Classic"
<http://www.sociology.org/content/vol002.001/smith.html>
7. Douglas Harper, 1988, "Visual Sociology: Expanding Sociological Vision", *The American Sociologist*, Spring. Pp.54-70
8. Douglas Harper, "An Argument for Visual Sociology"
<http://books.google.com/books?id=zHYzeCh91mwC&pg=PA24&lpg=PA24&dq=harper+douglas+an+argument+for+visual+sociology&source=web&ots=F0soMEv2xL&sig=r-KZqWnJCuDk-JUOxlprSvrOAs>
9. Marianne Fulton "Mary Ellen Mark: Some Thoughts"
<http://digitaljournalist.org/issue9903/mark01.htm>
10. Streetwise, <http://www.maryellenmark.com/stwise.html>
11. Sebastiao Salgado <http://www.terra.com.br/sebastiaosalgado/>
12. Dianne Hagaman, "Connecting Cultures: Balinese Character and the Computer" <http://home.earthlink.net/~dhagaman/Bali.html>
13. "Without Sanctuary" <http://www.withoutsanctuary.org>
14. Walker Evans <http://xroads.virginia.edu/~UG97/fsa/welcome.html>
15. Shahidul Alam, "The Visual Representation of Developing countries by Developmental Agencies and Western Media"
<http://zonezero.com/magazine/articles/shahidul/shahidul.html>
16. Bell Hooks, 1995. "In Our glory: Photography and Black Life", in bell hooks, *Art on My Mind: Visual Politics*. New York: New Press. Pp. 54-64.
17. "Images of Men: Male Sexuality in Sexual Health Leaflets and Posters for Young People" <http://www.socresonline.org.uk/2/2/6.html>

UNIVERSITY OF NORTH BENGAL
Structure of the truncated syllabus for Semester –II,
IV&VI
B.A Program Course– 2021
Subject: Physical Education

Semester II Program Course	Core: 02 (DSC-2) Management of Physical Education and Sports
Semester IV Program Course	Core: 04 (DSC-4) Health Education, Physical Fitness and Wellness
	SEC:2 (Paper-2) Track and Field
Semester VI Program Course	DSE: Paper -2 (Any one) <ul style="list-style-type: none"> ➤ Psychology in Physical Education and Sports ➤ Kinesiology And Biomechanics
	SEC:4 (Paper-4) Ball Games (Any Three)

Semester II Honours	GE: 02 Health Education and Tests & Measurements in Physical Education
Semester VI Program Course	GE: 02 Health Education and Tests & Measurements in Physical Education

SEMESTER- 2

CORE PAPER- 2: Management of Physical Education and Sports

Unit- I: Introduction LH - 12

- 1.1. Concept and definition of Sports Management.
- 1.2. Important of Sports Management.
- 1.3. Purpose of Sports Management.

Unit- II: Tournaments LH – 18

- 2.1. Tournaments: Meaning and definition and types of tournaments (Knock-out, League, Combination, Challenge).
- 2.2. Procedure of drawing fixture.
- 2.3. Planning and preparation of Athletic Meet.

Unit- III: Facilities and Equipment's LH - 18

- 3.1 Method of calculation of Athletic Track and field.
- 3.2 Care and maintenance of play ground and gymnasium.
- 3.3 Importance, care and maintenance of sports equipments.

Unit- IV: Leadership LH - 12

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

FIELD PRACTICAL

1. Racket Sports: Badminton, Table Tennis (Any One)
2. Indian Games: Kabaddi, Kho-Kho (Any one).

REFERENCES

1. Broyles, F. J. & Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Louis: The C.V. Mosby Co.
3. Kozman, H.C. Cassidy, R. & Jackson, C. (1960). Methods in Physical Education. London: W.B. Saunders Co.
4. Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depot.
5. Sharma, V.M. & Tiwari, R.H.: (1979). Teaching Methods in Physical Education.

- Amaravati: Shakti Publication.
6. Thomas, J. P. (1967). Organization & administration of Physical Education. Madras: Gyanodayal Press.
 7. Tirunarayanan, C. & Hariharan, S. (1969). Methods in Physical Education. Karaikudi: South India Press.
 8. Voltmer, E. F. & Esslinger, A. A. (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.
 9. Singh, A. et al. (2010) Essential of Physical Education. Kalyani Publishers.

SEMESTER- 4

CORE PAPER- 4: Health Education, Physical Fitness and Wellness

Unit- I: Introduction LH - 18

- 1.1. Concept, definition and dimension of Health.
- 1.2. Aim, objectives and principles of Health Education.
- 1.3. Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO).

Unit- II: Health Problems in India- Prevention and Control LH - 18

- 2.1. Communicable Diseases- AIDS, Hepatitis, STD, Rabies, Gastroenteritis.
- 2.2. Non-communicable Diseases- Obesity, Diabetes, Hypertension and Cardiovascular Diseases.
- 2.3. Nutrition- Nutritional requirements for daily living, Balanced diet, Athletic diet.

Unit- III: Fitness, Nutrition and Wellness LH - 12

- 3.1 Nutrition - Meaning, definition and Importance of nutrition.
- 3.2 Basic Components of Physical nutrition.
- 3.3 Concept of Wellness. Relationship between Physical activities and Wellness.

Unit- IV: Health and First-aid Management LH - 12

- 4.1 First aid- Meaning, definition, importance and CPR.
- 4.2 Management of sports injuries- Sprain, Strain, Fracture and Dislocation.
- 4.4 Management of sports injuries through the application of Exercise and Massage therapy.

LAB PRACTICAL

1. First-aid Practical- Triangular Bandage: Slings (Arm Sling, Collar & Cuff Sling), Roller Bandages: Simple Spiral, Reverse Spiral, Figure of Eight, Spica.
2. Rehabilitation Modalities: Hydro-therapy and Thermo-therapy.

REFERENCES

1. Bucher, Charles A. "Administration of Health and Physical Education Programme".
2. Delbert, Oberteuffer, et. al." The School Health Education".
3. Ghosh, B.N. "Treaties of Hygiene and Public Health".
4. Hanlon, John J. "Principles of Public Health Administration" 2003.
5. Turner, C.E. "The School Health and Health Education".
6. Moss et. al. "Health Education" (National Education Association of U.T.A.).
7. Nemir A. "The School Health Education" (Harber and Brothers, New York).
8. Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
9. Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
10. Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.

SEMESTER- 4

Track and Field (Full Paper: Practical)

Course code: SEC 2

1 . Track Events

- 1.1. Starting Techniques: Standing start and Crouch start (its variations) use of Block.
- 1.2. Acceleration with proper running techniques.
- 1.3. Finishing technique: Run Through, Forward Lunging and Shoulder Shrug.

2. Field events (Two each from Jumping and Throwing Event)

- 1.1 Long Jump: Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing.
- 1.2 High jump: Approach Run, Take-off, Bar Clearance (Straddle) and Landing.

- 1.4 Shot put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique).
- 1.5 Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and Recovery (Rotation in the circle).

3. History, Rules regulation and officiating

3.1 Introduction of Track and Field and historical review with reference to India.

3.2 Rules and regulations of Athletics, use of score sheets and officiating.

REFERENCES

1. Evans DA (1984). Teaching Athletics. Hodder, London.
2. Fox EL (1998). Physiological Basis of Physical Education and Athletics, Brown Pub.
3. Gothi E (2004). Teaching and Coaching Athletics. Sports Pub, New Delhi.
4. Gupta R. (2004). Layout and Marking of Track and Field. Friends Pub. New Delhi
5. Hand Book- Rules and Regulations. International athletics Federation. (2016).
6. Maughan, R. and Gluson, M. (2004). The Biomechanical Basics of Athletic Performance. Oxford University Press, UK

SEMESTER 6 (Any one paper)

Psychology in Physical Education and Sports

Course Code- DSE-2

Unit- I: Introduction LH - 12

- 1.1. Meaning and definition Psychology.
- 1.2. Importance and scope of Psychology.
- 1.4. Need for knowledge of Sports Psychology in the field of Physical Education.

Unit- II: Learning LH - 18

- 2.1. Meaning and definition of learning.
- 2.2. Theories of learning and Laws of learning.
- 2.3. Learning curve: Meaning and Types.

Unit- III: Psychological Factors LH - 18

- 3.1 Motivation- Meaning, definition, type and importance of Motivation in Physical Education and Sports.
- 3.2 Emotion- Meaning, definition, type and importance of Emotion in Physical Education and Sports.
- 3.3 Personality- Meaning, definition and type Personality traits.

Unit- IV: Stress and Anxiety LH - 12

- 4.1 Stress- Meaning, definition and types of Stress.
- 4.2 Causes of Stress.
- 4.3 Anxiety- Meaning, definition and types of Anxiety.

LAB PRACTICAL

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

REFERENCES

1. Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
2. Jain. (2002), Sports Sociology, Heal SahetyKendre Publishers.
3. Jay Coakley. (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed.
4. John D Lauther (2000) Psychology of Coaching. NerJersy: Prenticce Hall Inc.
5. John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.
6. MiroslawVauks& Bryant Cratty (1999). Psychology and the Superior Athlete. London: The Macmillan Co.
7. Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.
8. Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.
9. Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.
10. Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.
11. Whiting, K, Karman., Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

KINESIOLOGY AND BIOMECHANICS

Corse Code- DSE2

UNIT- I: - Introduction LH-12

- 1.1. Meaning, aim and objectives of Kinesiology and Biomechanics in Physical Education and sports.
- 1.2. Fundamental concept: - Centre of gravity, axes and planes of motion,
- 1.3 fundamentals of starting position.

UNIT- II: - Location and action of muscles at various joints. LH-12

- 2.1 Upper Extremity: - Shoulder girdle, shoulder joints, elbow joints.
- 2.2 Neck and trunk -lumbosacral region
- 2.3. Lower Extremity: - Hip joint, knee joint, ankle joint.

UNIT- III: - Linear and Angular Kinematics LH-18

- 4.1. Types of motion, linear motion, and angular motion.
- 4.2. Speed, Velocity, Acceleration, Uniform Accelerated motion and Projectile motion.
- 4.3. Angular speed, angular Velocity, angular acceleration.

UNIT -IV: - Linear kinetics and mechanical principles LH-18

- 1.1. Mass, weight, force, pressure work, power energy.
- 1.2. Impulse, movement, friction impact.
- 1.3. Movement of inertias, conservation of movement, transfer of movement, covers equilibrium.

LAB PRACTICALS:-

- 1. Demonstration of planes and axes of a given movement. (Any One)
 - a) Determination of location of muscles at various joints.
 - b) Shoulder girdle, shoulder joint, elbow joint.
 - c) Hip joint, knee joint, ankle joint
- 2. Muscle analysis of the techniques of game specialization.

REFERENCES

1. Bartlett, R. (2007). Introduction to sports Biomechanics. Routledge Publishers, USA
2. Hay (1993) The Biomechanics of Sports technique. Prentice hall inc New Jersey
3. Blazevich, A. (2007) Sports Biomechanics. A&C Black Publishers, USA
4. McGinnis, P. (2004) Biomechanics of sports & Exercise. Human Kinetics, USA
5. Oatis, C.A. (2008) Kinesiology 2nd Edition Lippincott, Williams & Wilkins, USA.

SEMESTER- 6

Course code: SEC-4

BALL GAMES (Any three)

FOOTBALL

A. Fundamental Skills

1. Kicking: Kicking the ball with inside of the foot, kicking the ball with Full Instep of the foot, kicking the ball with Inner Instep of the foot, kicking the ball with Outer Instep of the foot and Lofted Kick.
2. Trapping: Trapping- the Rolling ball, and the Bouncing ball with sole of the foot.
3. Dribbling: Dribbling the ball with Instep of the foot, dribbling the ball with Inner and Outer Instep of the foot.
4. Heading: In standing, running and jumping condition.

B. Rules and their interpretation and duties of officials.

HANDBALL

A. Fundamental Skills

1. Catching, Throwing and Ball control,
2. Goal Throws: Jump shot, Center shot, Dive shot, Reverse shot.
3. Dribbling: High and low.
4. Attack and counter attack, simple counter attack, counter attack from two wings and center.

5. Blocking, Goalkeeping and Defensive skills.

B. Rules and their interpretation and duties of officials.

BASKETBALL

A. Fundamental Skills

1. Passing: Two hand Chest Pass, Two hands Bounce Pass, One hand Baseball Pass, Side arm Pass, Overhead Pass, Hook Pass.
2. Receiving: Two hand receiving, one hand receiving, Receiving in stationary position, receiving while jumping and Receiving while Running.
3. Dribbling: How to start dribble, drop dribble, High Dribble, Low Dribble, Reverse Dribble, Rolling Dribble.
4. Shooting: Lay-up shot and its variations, one hand set shot, two hands jump shot, Hook shot, Free Throw.
5. Rebounding: Defensive rebound and Offensive rebound.
6. Individual Defense: Guarding the player with the ball and without the ball, pivoting.

B. Rules and their interpretation and duties of officials.

VOLLEYBALL

A. Fundamental skills

1. Service: Under arm service, Side arm service, Tennis service, Floating service.
2. Pass: Under arm pass, Overhead pass.
3. Spiking and Blocking.

B. Rules and their interpretation and duties of officials.

NETBALL

A. Fundamental skills

1. Catching: one handed, two handed, with feet grounded and in flight.
2. Throwing (Different passes and their uses): One hand passes (shoulder, high shoulder, underarm, bounce, lob), two hand passes (Push, overhead and bounce).
3. Footwork: Landing on one foot, landing on two feet, Pivot, Running pass.

4. Shooting: One hand, forward step shot, and backward step shot.
5. Techniques of free dodge and sprint, sudden sprint, sprint and stop, sprinting with change at speed.
6. Defending: Marking the player, marking the ball, blocking, inside the circle, outside the circle. Defending the circle edge against the passing.
7. Intercepting: Pass and shot.

B. Rules and their interpretation and duties of officials.

THROWBALL

A. Fundamental skills:

Overhand service, Side arm service, two hand catching, one hand overhead return, side arm return.

B. Rules and their interpretations and duties of officials.

GE: 2 Health Education and Tests & Measurements in Physical Education

Unit- I: Introduction LH - 18

- 1.1. Concept, definition and dimension of Health.
- 1.2. Definition, aim, objectives and principles of Health Education.
- 1.3. Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO).

Unit- II: Health and First-aid Managements LH - 18

- 2.1. First aid- Meaning, definition, importance and CPR.
- 2.2. Management of sports injuries- Sprain, Strain, Fracture and Dislocation.
- 2.3. Postural deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Knock Knees and Flat Foot.

**Unit-III: Measurement of Body Compositions and Somatotype Assessment
LH - 12**

- 3.1 Body Mass Index (BMI)- Concept and method of measurement.
- 3.2 Body Fat- Concept and method of measurement.
- 3.3 Lean Body Mass (LBM)- Concept and method of measurement.

Unit- IV: Fitness Test LH - 12

- 4.2 AAHPER Youth Fitness Test
- 4.3 Barrow Motor Ability Test
- 4.4 Harvard Step Test

LAB PRACTICAL

- 1. Assessments of BMI (Body Mass Index) and WHR (Waist Hip Ratio) {any one}.
- 2. Assessment of AAHPER Youth Fitness Test, Harvard Step Test (any one).

REFERENCES

- 1. Bucher, Charles A. "Administration of Health and Physical Education Programme".
- 2. Hanlon, John J. "Principles of Public Health Administration" 2003.
- 3. Turner, C.E. "The School Health and Health Education".
- 4. Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
- 5. Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
- 6. Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.
- 7. Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press.
- 8. John Wiley and Sons, Inc Jenson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, MacmillanPublishing Co. Inc.
- 9. Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications.
- 10. Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication.
- 11. Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd Edition, Dallas TX: The Cooper Institute for Aerobics Research.
- 12. Wilmore JH and Costill DL. (2005) Physiology of Sport and Exercise: 3rd Edition. Champaign IL: Human Kinetics.
- 13. Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

Practical content of DSC- 2

1. KABADDI

A. Fundamental skills

- I. Skills in Raiding: Touching with hands, Use of leg-toe touch, squat leg thrust, side kick, mule kick, arrow fly kick, crossing of baulk line. Crossing of Bonus line.
- II. Skills of holding the raider: Various formations, catching from particular position, different catches, catching formation and techniques.
- III. Additional skills in raiding: Escaping from various holds, techniques of escaping from chain formation, offense and defense.

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

OR

KHO-KHO

A. Fundamental skills

- I. Skills in Chasing: Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Hammering, Rectification of foul.
- II. Skills in running: Chain Play, Ring play and Chain & Ring mixed play.

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

AND

2. BADMINTON

A. Fundamental skills

- I. Basic Knowledge: Various parts of the Racket and Grip.
- II. Service: Short service, Long service, Long-high service.
- III. Shots: Over head shot, Defensive clear shot, Attacking clear shot, Drop shot, Net shot, Smash.

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

OR

TABLE TENNIS

A. Fundamental skills

- I. Basic Knowledge: Various parts of the Racket and Grip (Shake Hand & Pen Hold Grip).
- II. Stance: Alternate & Parallel.
- III. Push and Service: Backhand & Forehand.
- IV. Chop: Backhand & Forehand.
- V. Receive: Push and Chop with both Backhand & Forehand.

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

Curtailed Syllabus: Semester VI (Program)

SEC-2A-Basic Instrumentation Skills

2 Credits

Basic of Measurement

Instruments accuracy, precision, sensitivity, resolution range etc. Errors in measurements and loading effects.

Multimeter: Principles of measurement of dc voltage and dc current, ac voltage, ac current and resistance. Specifications of a multimeter and their significance.

Electronic Voltmeter

Advantage over conventional multimeter for voltage measurement with respect to input impedance and sensitivity. Principles of voltage, measurement (block diagram only). Specifications of an electronic Voltmeter/ Multimeter and their significance. AC millivoltmeter: Type of AC millivoltmeters: Amplifier-rectifier, and rectifier- amplifier. Block diagram ac millivoltmeter, specifications and their significance.

Cathode Ray Oscilloscope

~~Block diagram of basic CRO. Construction of CRT, Electron gun, electrostatic focusing and acceleration (Explanation only—no mathematical treatment), brief discussion on screen phosphor, visual persistence & chemical composition. Time base operation, synchronization. Front panel controls. Specifications of a CRO and their significance.~~

Use of CRO for the measurement of voltage (dc and ac frequency, time period. Special features of dual trace, introduction to digital oscilloscope, probes. Digital storage Oscilloscope: Block diagram and principle of working.

Signal Generators and Analysis Instruments

Block diagram, explanation and specifications of low frequency signal generators. Pulse generator, and function generator. ~~Brief idea for testing, specifications. Distortion factor meter, wave analysis.~~

Impedance Bridges & Q-Meters

Block diagram of bridge: working principles of basic (balancing type) RLC bridge. Specifications of RLC bridge. ~~Block diagram & working principles of a Q-Meter. Digital LCR bridges.~~

Digital Instruments

Principle and working of digital meters. Comparison of analog & digital instruments. Characteristics of a digital meter. Working principles of digital voltmeter.

Digital Multimeter

~~Block diagram and working of a digital multimeter. Working principle of time interval, frequency and period measurement using universal counter/ frequency counter, time base stability, accuracy and resolution.~~

The test of lab skills will be of the following test items: (Choose any five)

1. Use of an oscilloscope.
2. CRO as a versatile measuring device.
3. Circuit tracing of Laboratory electronic equipment,
4. Use of Digital multimeter/VTVM for measuring voltages
5. Circuit tracing of Laboratory electronic equipment,
6. Winding a coil / transformer.

7. Study the layout of receiver circuit.
8. Trouble shooting a circuit
9. Balancing of bridges

Laboratory Exercises: (*Choose any five*)

1. To observe the loading effect of a multimeter while measuring voltage across a low resistance and high resistance.
2. To observe the limitations of a multimeter for measuring high frequency voltage and currents.
3. To measure Q of a coil and its dependence on frequency, using a Q- meter.
4. Measurement of voltage, frequency, time period and phase angle using CRO.
5. Measurement of time period, frequency, average period using universal counter/ frequency counter.
6. Measurement of rise, fall and delay times using a CRO.
7. Measurement of distortion of a RF signal generator using distortion factor meter.
8. Measurement of R, L and C using a LCR bridge/ universal bridge.

Open Ended Experiments

1. Using a Dual Trace Oscilloscope
2. Converting the range of a given measuring instrument (voltmeter, ammeter)

SEC2B-Renewable Energy and Energy Harvesting

2 Credits

Fossil fuels and Alternate Sources of energy

Fossil fuels and nuclear energy, their limitation, need of renewable energy, non- conventional energy sources. ~~An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, bio-gas generation, geothermal energy tidal energy, Hydroelectricity.~~

Solar energy

Solar energy, its importance, storage of solar energy, ~~solar pond, non-convective solar pond, applications of solar pond and solar energy,~~ solar water heater, flat plate collector, solar distillation, solar cooker, solar green houses, solar cell, absorption air conditioning. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun tracking systems.

Wind Energy harvesting

Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, ~~Power electronic interfaces, and grid interconnection topologies.~~

Ocean Energy

Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices. ~~Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy, Osmotic Power,~~ Ocean Bio-mass.

Geothermal Energy

Geothermal Resources, Geothermal Technologies

Hydro Energy

Hydropower resources, hydropower technologies, environmental impact of hydro power sources.

Piezoelectric Energy harvesting

Introduction, Physics and characteristics of piezoelectric effect, materials and mathematical description of piezoelectricity, ~~Piezoelectric parameters and modeling piezoelectric generators,~~ Piezoelectric energy harvesting applications, Human power

Electromagnetic Energy Harvesting

1. Linear generators, ~~physics mathematical models,~~ recent applications
2. Carbon captured technologies, cell, batteries, power consumption
3. Environmental issues and Renewable sources of energy, sustainability.

Demonstrations and Experiments (Choose any 2)

1. Demonstration of Training modules on Solar energy, wind energy, etc.
2. Conversion of vibration to voltage using piezoelectric materials
3. Conversion of thermal energy into voltage using thermoelectric modules

DSE-2A: SOLID STATE PHYSICS

4 Credits

Crystal Structure: Solids: Amorphous and Crystalline Materials. Lattice Translation Vectors. Lattice with a Basis —~~Central and Non-Central Elements~~. Unit Cell. Miller Indices. Reciprocal Lattice. Types of Lattices. ~~Brillouin Zones~~. Diffraction of X-rays by Crystals. Bragg's Law. ~~Atomic and Geometrical Factor~~. ~~(12 Lectures)~~

Elementary Lattice Dynamics: Lattice Vibrations and Phonons: Linear Monoatomic and Diatomic Chains. Acoustical and Optical Phonons. ~~Qualitative Description of the Phonon Spectrum in Solids~~. Dulong and Petit's Law, Einstein and Debye theories of specific heat of solids. T^3 law. ~~(10 Lectures)~~

Magnetic Properties of Matter: Dia-, Para-, Ferri- and Ferromagnetic Materials. Classical Langevin Theory of dia – and Paramagnetic Domains. ~~Quantum Mechanical Treatment of Paramagnetism~~. Curie's law, Weiss's Theory of Ferromagnetism and Ferromagnetic Domains. Discussion of B-H Curve. Hysteresis and Energy Loss. ~~(12 Lectures)~~

Dielectric Properties of Materials: Polarization. ~~Local Electric Field at an Atom~~. ~~Depolarization Field~~. Electric Susceptibility. Polarizability. Clausius-Mosotti Equation. ~~Classical Theory of Electric Polarizability~~. ~~Normal and Anomalous Dispersion~~. ~~Cauchy and Sellmeier relations~~. Langevin-Debye equation. Complex Dielectric Constant. Optical Phenomena. Application: Plasma Oscillations, Plasma Frequency, Plasmons. ~~(10 Lectures)~~

Elementary band theory: Kronig-Penney model. Band Gaps. Conductors, Semiconductors and insulators. P and N type Semiconductors. Conductivity of Semiconductors, mobility, Hall Effect, Hall coefficient. ~~(10 Lectures)~~

Superconductivity: Experimental Results. Critical Temperature. Critical magnetic field. Meissner effect. Type I and type II Superconductors, ~~London's Equation and Penetration Depth~~. ~~Isotope effect~~. ~~(6 Lectures)~~

DSE-2A: SOLID STATE PHYSICS LAB

2 Credits

List of experiments (Choose any 6)

1. Measurement of susceptibility of paramagnetic solution (Quinck's Tube Method)
2. To measure the Magnetic susceptibility of Solids.
3. To determine the Coupling Coefficient of a Piezoelectric crystal.
4. To measure the Dielectric Constant of a dielectric Materials with frequency
5. To determine the complex dielectric constant and plasma frequency of metal using Surface Plasmon resonance (SPR)
6. To determine the refractive index of a dielectric layer using SPR
7. To study the PE Hysteresis loop of a Ferroelectric Crystal.
8. To draw the BH curve of iron using a Solenoid and determine the energy loss from Hysteresis.
9. To measure the resistivity of a semiconductor (Ge) crystal with temperature by four- probe method and to determine its band gap.
10. To determine the Hall coefficient of asemiconductor sample.

DSE-2B: QUANTUM MECHANICS

6 Credits

Time dependent Schrodinger equation

Time dependent Schrodinger equation and dynamical evolution of a quantum state; Properties of Wave Function. Interpretation of Wave Function Probability and probability current densities in three dimensions; Conditions for Physical Acceptability of Wave Functions. Normalization. Linearity and Superposition Principles. Eigenvalues and Eigenfunctions. Position, momentum & Energy operators; commutator of position and momentum operators; ~~Expectation values of position and momentum. Wave Function of a Free Particle~~

Time independent Schrodinger equation

Hamiltonian, stationary states and energy eigenvalues; expansion of an arbitrary wavefunction as a linear combination of energy eigenfunctions; General solution of the time dependent Schrodinger equation in terms of linear combinations of stationary states; ~~Application to the spread of Gaussian wavepacket for a free particle in one dimension; wave packets, Fourier transforms and momentum space wavefunction;~~ Position- momentum uncertainty principle.

General discussion of bound states in an arbitrary potential

continuity of wave function, boundary condition and emergence of discrete energy levels; application to one- dimensional problem- square well potential; Quantum mechanics of simple harmonic oscillator- energy levels and energy eigenfunctions using Frobenius method.

Quantum theory of hydrogen-like atoms

~~Radial wave functions; Orbital angular momentum quantum numbers l and m ; s, p, d, ... shells (idea only) (qualitative idea only)~~

Atoms in Electric and Magnetic Fields

Electron Angular Momentum. Space Quantization. Electron Spin and Spin Angular Momentum. Larmor's Theorem. Spin Magnetic Moment. Stern-Gerlach Experiment. Zeeman Effect: Electron Magnetic Moment & Magnetic Energy, Gyromagnetic Ratio & Bohr Magneton.

Atoms in External Magnetic Fields

Normal and Anomalous Zeeman Effect

Many electron atoms

Pauli's Exclusion Principle. ~~Symmetric and Antisymmetric Wave Functions. Periodic table.~~ Fine structure. Spin orbit coupling. Spectral Notations for Atomic States. Total Angular Momentum. Vector Model. Spin-orbit coupling in atoms, L-S and J-J couplings.

Curtailed Syllabus: Semester IV (Program)

DSC-4A: WAVES AND OPTICS

4 Credits

Superposition of Two Collinear Harmonic oscillations: Linearity and Superposition Principle. ~~(1)~~
Oscillations having equal frequencies and ~~(2)~~ Oscillations having different frequencies (Beats). ~~(4 Lectures)~~

Superposition of Two Perpendicular Harmonic Oscillations: Graphical and Analytical Methods.
Lissajous Figures with equal and unequal frequency and their uses. ~~(2 Lectures)~~

Waves Motion- General: Transverse waves on a string. Travelling and standing waves on a string.
~~Normal Modes of a string.~~ Group velocity, Phase velocity. ~~Plane waves. Spherical waves, Wave intensity.~~ ~~(7 Lectures)~~

Fluids: ~~Surface Tension: Synclastic and anticlastic surface—Excess of pressure—Application to spherical and cylindrical drops and bubbles—variation of surface tension with temperature—Jaeger's method.~~

Viscosity: Viscosity - Rate flow of liquid in a capillary tube - Poiseuille's formula - ~~Determination of coefficient of viscosity of a liquid—Variations of viscosity of a liquid with temperature~~ lubrication. Physics of low pressure - production and measurement of low pressure - Rotary pump - Diffusion pump. ~~Molecular pump~~ - Knudsen absolute gauge - ~~penning and~~ Pirani gauge – ~~Detection of leakage.~~ ~~(6 Lectures)~~

Sound: ~~Simple harmonic motion~~ - forced vibrations and resonance – ~~Fourier's Theorem~~
– ~~Application to saw tooth wave and square wave~~ - Intensity and loudness of sound - Decibels - ~~Intensity levels—musical notes—musical scale.~~ Acoustics of buildings: Reverberation and time of reverberation - Absorption coefficient - Sabine's formula - ~~measurement of reverberation time—~~ Acoustical aspects of halls and auditoria. ~~(6 Lectures)~~

Wave Optics: Electromagnetic nature of light. Definition and Properties of wave front. Huygens Principle. ~~(3 Lectures)~~

Interference: Interference: Division of amplitude and division of wavefront. Young's Double Slit experiment. Lloyd's Mirror and Fresnel's Biprism. Phase change on reflection: Stokes' treatment. Interference in Thin Films: parallel ~~and wedge-shaped~~ films. ~~Fringes of equal inclination (Haidinger Fringes); Fringes of equal thickness (Fizeau Fringes).~~ Newton's Rings: measurement of wavelength and refractive index. ~~(10 Lectures)~~

Michelson's Interferometer: Idea of form of fringes (no theory needed), Determination of wavelength, Wavelength difference, Refractive index and Visibility of fringes. ~~(3 Lectures)~~

Diffraction: Fraunhofer diffraction: Single slit; Double Slit. Multiple slits & Diffraction grating. Fresnel Diffraction: Half-period zones. Zone plate. ~~Fresnel Diffraction pattern of a straight edge, a slit and a wire using half period zone analysis.~~ ~~(14 Lectures)~~

Polarization: Transverse nature of light waves. Plane polarized light – production and analysis. Circular ~~and elliptical~~ polarization.

DSC-4A: WAVES AND OPTICS LAB

2 Credits

List of practicals (Choose any 10)

1. To investigate the motion of coupled oscillators
2. To determine the Frequency of an Electrically Maintained Tuning Fork by Melde's Experiment and to verify $\lambda^2 - T$ Law.
3. To study Lissajous Figures
4. Familiarization with Schuster's focussing; determination of angle of prism.
5. To determine the Coefficient of Viscosity of water by Capillary Flow Method (Poiseuille's method).
6. To determine the Refractive Index of the Material of a given Prism using Sodium Light.
7. To determine Dispersive Power of the Material of a given Prism using Mercury Light
8. To determine the value of Cauchy Constants of a material of a prism.
9. To determine the Resolving Power of a Prism.
10. To determine wavelength of sodium light using Fresnel Biprism.
11. To determine wavelength of sodium light using Newton's Rings.
12. To determine the wavelength of Laser light using Diffraction of Single Slit.
13. To determine wavelength of (1) Sodium & (2) spectrum of Mercury light using plane diffraction Grating
14. To determine the Resolving Power of a Plane Diffraction Grating.
15. To measure the intensity using photo-sensor and laser in diffraction patterns of single and double slits.

SEC-2A-Basic Instrumentation Skills

2 Credits

Basic of Measurement

Instruments accuracy, precision, sensitivity, resolution range etc. Errors in measurements and loading effects.

Multimeter: Principles of measurement of dc voltage and dc current, ac voltage, ac current and resistance. Specifications of a multimeter and their significance.

Electronic Voltmeter

Advantage over conventional multimeter for voltage measurement with respect to input impedance and sensitivity. Principles of voltage, measurement (block diagram only). Specifications of an electronic Voltmeter/ Multimeter and their significance. AC millivoltmeter: Type of AC millivoltmeters: Amplifier-rectifier, and rectifier- amplifier. Block diagram ac millivoltmeter, specifications and their significance.

Cathode Ray Oscilloscope

~~Block diagram of basic CRO. Construction of CRT, Electron gun, electrostatic focusing and acceleration (Explanation only—no mathematical treatment), brief discussion on screen phosphor, visual persistence & chemical composition. Time base operation, synchronization. Front panel controls. Specifications of a CRO and their significance.~~

Use of CRO for the measurement of voltage (dc and ac frequency, time period. Special features of dual trace, introduction to digital oscilloscope, probes. Digital storage Oscilloscope: Block diagram and principle of working.

Signal Generators and Analysis Instruments

Block diagram, explanation and specifications of low frequency signal generators. Pulse generator, and function generator. ~~Brief idea for testing, specifications. Distortion factor meter, wave analysis.~~

Impedance Bridges & Q-Meters

Block diagram of bridge: working principles of basic (balancing type) RLC bridge. Specifications of RLC bridge. ~~Block diagram & working principles of a Q- Meter. Digital LCR bridges.~~

Digital Instruments

Principle and working of digital meters. Comparison of analog & digital instruments. Characteristics of a digital meter. Working principles of digital voltmeter.

Digital Multimeter

~~Block diagram and working of a digital multimeter. Working principle of time interval, frequency and period measurement using universal counter/ frequency counter, time base stability, accuracy and resolution.~~

The test of lab skills will be of the following test items: (Choose any five)

1. Use of an oscilloscope.
2. CRO as a versatile measuring device.
3. Circuit tracing of Laboratory electronic equipment,
4. Use of Digital multimeter/VTVM for measuring voltages
5. Circuit tracing of Laboratory electronic equipment,
6. Winding a coil / transformer.
7. Study the layout of receiver circuit.
8. Trouble shooting a circuit
9. Balancing of bridges

Laboratory Exercises: (Choose any five)

1. To observe the loading effect of a multimeter while measuring voltage across a low resistance and high resistance.
2. To observe the limitations of a multimeter for measuring high frequency voltage and currents.
3. To measure Q of a coil and its dependence on frequency, using a Q- meter.
4. Measurement of voltage, frequency, time period and phase angle using CRO.
5. Measurement of time period, frequency, average period using universal counter/ frequency counter.
6. Measurement of rise, fall and delay times using a CRO.
7. Measurement of distortion of a RF signal generator using distortion factor meter.
8. Measurement of R, L and C using a LCR bridge/ universal bridge.

Open Ended Experiments

1. Using a Dual Trace Oscilloscope
2. Converting the range of a given measuring instrument (voltmeter, ammeter)

SEC2B-Renewable Energy and Energy Harvesting

2 Credits

Fossil fuels and Alternate Sources of energy

Fossil fuels and nuclear energy, their limitation, need of renewable energy, non- conventional energy sources. ~~An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, bio-gas generation, geothermal energy tidal energy, Hydroelectricity.~~

Solar energy

Solar energy, its importance, storage of solar energy, ~~solar pond, non-convective solar pond, applications of solar pond and solar energy,~~ solar water heater, flat plate collector, solar distillation, solar cooker, solar green houses, solar cell, absorption air conditioning. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun tracking systems.

Wind Energy harvesting

Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, ~~Power electronic interfaces, and grid interconnection topologies.~~

Ocean Energy

Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices. ~~Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy, Osmotic Power,~~ Ocean Bio-mass.

Geothermal Energy

Geothermal Resources, Geothermal Technologies

Hydro Energy

Hydropower resources, hydropower technologies, environmental impact of hydro power sources.

Piezoelectric Energy harvesting

Introduction, Physics and characteristics of piezoelectric effect, materials and mathematical description of piezoelectricity, ~~Piezoelectric parameters and modeling piezoelectric generators,~~ Piezoelectric energy harvesting applications, Human power

Electromagnetic Energy Harvesting

1. Linear generators, ~~physics mathematical models,~~ recent applications
2. Carbon captured technologies, cell, batteries, power consumption
3. Environmental issues and Renewable sources of energy, sustainability.

Demonstrations and Experiments (Choose any 2)

1. Demonstration of Training modules on Solar energy, wind energy, etc.
2. Conversion of vibration to voltage using piezoelectric materials
3. Conversion of thermal energy into voltage using thermoelectric modules

Curtailed Syllabus: Semester II (Program)

DSC 2A: ELECTRICITY AND MAGNETISM

4 Credits

Vector Analysis: ~~Review of vector algebra (Scalar and Vector product)~~, Gradient, Divergence, Curl and their significance, Vector Integration, Line, surface and volume integrals of Vector fields, Gauss divergence theorem and Stoke's theorem of vectors (statement only). ~~(12 Lectures)~~

Electrostatics: Electrostatic Field, electric flux, Gauss's theorem of electrostatics. Applications of Gauss theorem- Electric field due to ~~point charge, infinite line of charge,~~ uniformly charged spherical shell and solid sphere, ~~plane charged sheet, charged conductor.~~ Electric potential as line integral of electric field; Potential due to ~~a point charge,~~ electric dipole, uniformly charged ~~spherical shell and solid sphere.~~ Calculation of electric field from potential. Capacitance of an isolated spherical conductor. Parallel plate, spherical ~~and cylindrical condenser.~~ Energy per unit volume in electrostatic field. Dielectric medium, Polarisation, Displacement vector. Gauss's theorem in dielectrics. Parallel plate capacitor completely filled with dielectric. ~~(22 Lectures)~~

Magnetism: Magnetostatics: Biot-Savart's law & its applications- straight conductor, solenoid carrying current. ~~Divergence and curl of magnetic field. Magnetic vector potential.~~ Ampere's circuital law. Magnetic properties of materials: Magnetic intensity, magnetic induction, permeability, magnetic susceptibility. Brief introduction of dia-, para- and ferro-magnetic materials. ~~(10 Lectures)~~

Electromagnetic Induction: Faraday's laws of electromagnetic induction, Lenz's law, self and mutual inductance, L of single coil, M of two coils. Energy stored in magnetic field. ~~(6 Lectures)~~

Maxwell's equations and Electromagnetic wave propagation: Equation of continuity of current, Displacement current, Maxwell's equations, Poynting vector, energy density in electromagnetic field, electromagnetic wave propagation through vacuum ~~and isotropic dielectric medium, transverse nature of EM waves, polarization.~~

DSC 2A: ELECTRICITY AND MAGNETISM LAB

2 Credits

List of experiments (Choose any 6)

- 1) To use a Multimeter for measuring (a) Resistances, (b) AC and DC Voltages, (c) DC Current, and (d) checking electrical fuses.
- 2) Ballistic Galvanometer:
 - i) Measurement of charge and current sensitivity
 - ii) Measurement of CDR
 - iii) Determine a high resistance by Leakage Method
 - iv) To determine Self Inductance of a Coil by Rayleigh's Method.
- 3) To compare capacitances using De'Sauty's bridge.
- 4) Measurement of field strength B and its variation in a Solenoid (Determine dB/dx).
- 5) To study the Characteristics of a Series RC Circuit.
- 6) To study the a series LCR circuit and determine its (a) Resonant Frequency, (b) Quality Factor
- 7) To study a parallel LCR circuit and determine its (a) Anti-resonant frequency and (b) Quality factor
- 8) To determine a Low Resistance by Carey Foster's Bridge.
- 9) To verify the Thevenin, Norton and Maximum Power Transfer Theorem

CBCS SYLLABUS
for
B.A. (PROGRAMME) IN
PHILOSOPHY

Proposed to be introduced from the session 2018 and onward



UNIVERSITY OF NORTH BENGAL
RAJA RAMMOHANPUR
DARJEELING
WEST BENGAL
PIN 734013

Detailed Course Structure

Course Components	No. of Courses					
	B.Sc./BCA		B.A.		B.Com./ BBA	
	Honours Program	Program	Honours Program	Program	Honours Program	Program
Discipline Specific Core Course (DSC)	14	12	14	12	14	12
Discipline Specific Elective (DSE) Course	4	6	4	4	4	4
Generic Elective (GE) Course	4	----	4	2	4	2
Ability Enhancement Compulsory Course (AECC)	2	2	2	2	2	2
Skill Enhancement Course (SEC)	2	4	2	4	2	4
Total Courses	26	24	26	24	26	24

Credit Details of B.A./ B.Sc./ B.Com. Program Course under CBCS

Courses		Credits	
		Non-Practical Based Courses	
		Theory + Tutorial	Total
1.	DSC Course (12 Courses)	$(12 \times 5) + (12 \times 1)$	72
2.	Elective Courses (6 courses)		
2A.	DSE (6 Courses for B.Sc./ 4 Courses for B.A and B.Com.)	$(4 \times 5) + (4 \times 1)$	24
2B.	GE (4 Courses)	$(2 \times 5) + (2 \times 1)$	12
3.	Ability Enhancement Courses		
3A.	AECC - 1	(1×2)	2
	AECC - 2	(1×2)	2
3B.	SEC (4 Courses taking 2 courses each from chosen DSC course)	(4×2)	8
TOTAL CREDIT			120

A candidate to be eligible for appearing at any of the Semesters of UNDER-GRADUATE Examination must have minimum 75% attendance of lectures delivered. Award of 05 (five) marks on class attendance shall be given in the following manner:

Attendance of 75% and above but below 80% -- 02 marks

Attendance of 80% and above but below 85% -- 03 marks

Attendance of 85% and above but below 90% -- 04 marks

Attendance of 90% and above -- 05 marks

Scheme for CBCS for B.A. Program in Philosophy

Year	Semester	Discipline specific Core Course (DSC)	Language Core Course (LCC 1)	Language Core Course (LCC 2)	Ability Enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective Course (DSE)	Generic Elective Course (GE)
1	1	Discipline Specific Core 1 (Paper-1)Fundamentals of Indian Philosophy	Bengali / Sanskrit/ Nepali/Hindi (Paper-1)		AECC-1 ENVS			
		Discipline Specific Core 2 (Paper-1) From other discipline						
	2	Discipline Specific Core 1 (Paper-2)Logic (Western)		English (Paper-1)	AECC-2 Communicative English			
		Discipline Specific Core 2 (Paper-2) From other Discipline						
2	3	Discipline Specific Core 1 (Paper-3) Western Epistemology and Metaphysics	Bengali / Sanskrit/ Nepali/Hindi (Paper-2)			SEC 1 Paper-1 Basics of Counselling		
		Discipline Specific Core 2 (Paper-3) From other Discipline						
	4	Discipline Specific Core 1 (Paper-4) Western Ethics		English (Paper-2)		SEC 1 Paper-2 Critical Thinking		
		Discipline Specific Core 2 (Paper-4) From other Discipline						
3	5					SEC 2 Paper-1 From Other discipline	DSE 1 Paper 1 Psychology OR Philosophy of Religion	GE-1 (Paper-1)Fundamentals of Indian Philosophy
							DSE 2 Paper 1 (other Discipline)	
	6					SEC 2 Paper-2 From other Discipline	DSE 1 Paper 2Socio-Political Philosophy or Practical Ethics	GE-1 (Paper-2)Logic (Western)
							DSE 2 Paper 2	

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME COURSE)
DSC-I/II: PAPER II: LOGIC(WESTERN)
SEMESTER-II

DSC-I/II : PAPER II: LOGIC (WESTERN)

Unit I:

Proposition, Categorical Proposition and classes: Quality, Quantity and Distribution.

Unit II:

Traditional Square of Oppositions

Unit III:

Further immediate Inference: Conversion, Obversion and Contraposition.

Unit IV:

Existential Import of Propositions: Boolean Interpretation of Categorical Proposition.

Translating Categorical Propositions into standard forms.

Unit V:

Categorical Syllogism: Figure, Mood, Testing syllogism for validity, Testing arguments by Venn Diagram. .

Unit VI:

Symbolic Logic: The value of special symbols for conjunction, Negation and Disjunction, implications and material implications. Argument Forms and Argument statements. Truth-Table Method for testing arguments.

Unit VII:

Inductive Logic: Deduction & Induction, Analogy

Recommended Readings:

- I.M. Copi :*Introduction to Logic*.
- Rama Prasad Das :*PaschatyaDarsan O Juktivijan*.
- JagadishwarSanyal :*Juktivijan*.
- S Bhattacharjee: *PaschatyaYuktivijnan*
- ShibaniChoudhury: *TarkavijnanerSahaj P*

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME COURSE)
DSC-I/II: PAPER IV: WESTERN ETHICS
SEMESTER-IV

COURSE: -DSC-I/II : PAPER IV: WESTERN ETHICS

1. Nature and Scope of Ethics
2. Moral and Non-moral Actions.
3. Kant's Categorical Imperative.
4. Utilitarianism.
6. Punishment
7. Euthanasia - Active and Passive.

Recommended Readings:

- W. Lillie: *An Introduction to Ethics*
- W.K. Frankena, *Ethics*
- J. S. Mackenzie: *A Manual of Ethics*
- P. Singer: *Practical Ethics* 2nd Ed, Cambridge, 1999
- P. Singer: *Applied Ethics*, OUP, 1986
- Somnath Chakraborty : *NītividyārTattvakathā*
- Somnath Chakraborty : *KathāyKarme Ethics*
- Mrinal Kanti Bhadra: *Nītividyā*
- Santosh Kumar Pal: *Falita Nītiśāstra* (Pratham Khanda)
- Dikshit Gupta: *Nītiśāstra*
- Aurobindo Basu: *FrāmkenārNītidarśan*

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME COURSE)
SKILL ENHANCEMENT COURSE (SEC)
SEMESTER- IV

SEC- I (Paper II): CRITICAL THINKING

UNIT- I

Rashbihari Das: Philosophical Essays, Edited by Ramaprasad Das Ch- 1, 4, 10.

UNIT-II

Vada, Jalpa, Bitanda, Tarka, Samsaya, BisleskaPadhati

Recommended Readings :

Rashbihari Das, Philosophical Essays, edited by Ramaprasad Das, Calcutta University Press,
History of Indian Logic, Satish Chandra Vidyabhusan, MotilalBanarasidass
NyayaParichaya, FanibhusanTarkabaghis, PaschimbangarajyaPustakParsad.

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) GENERIC ELECTIVE PAPER
SEMESTER- IV**

GE-I PAPER II: LOGIC (WESTERN)

Unit I:

Proposition, Categorical Proposition and classes: Quality, Quantity and Distribution.

Unit II:

Traditional Square of Oppositions.

Unit III:

Further immediate Inference: Conversion, Obversion and Contraposition.

Unit IV:

Existential Import of Propositions: Boolean Interpretation of Categorical Proposition. Translating categorical propositions into standard forms.

Unit V:

Categorical Syllogism: Figure, Mood, Testing syllogism for validity, Testing arguments by Venn Diagram. .

Unit VI:

Symbolic Logic: The value of special symbols for conjunction, Negation and Disjunction, implications and material implications. Argument Forms and Argument statements. Truth-Table Method for testing arguments.

Unit VII:

Inductive Logic: Deduction & Induction, Analogy

Recommended Readings:

- I.M. Copi :*Introduction to Logic*.
- Rama Prasad Das :*Paschatya Darsan O Juktivijan*.
- Jagadiswar Sanyal :*Juktivijan*.

- S Bhattacharjee: *PaschatyaYuktivijnan*
- ShibaniChoudhury: *TarkavijnanerSahaj Path*

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (PROGRAMME) DISCIPLINE SPECIFIC ELECTIVE (DSE-I)
SOCIO-POLITICAL PHILOSOPHY
SEMESTER- IV
(CHOOSE ANY ONE FROM PAPER II)

DSE-I : PAPER II : SOCIO-POLITICAL PHILOSOPHY:

- 1.Nature and Scope of Social and Political Philosophy
- 2.Basic Concepts : Society, Community, Social group.
- 3.Social class and Caste; Principles of class and caste.
- 4.Ideas of Freedom, equality, justice.
5. Political Ideas (Forms of Democracy, Meaning and Nature of Secularism, Swaraj and Sarvodaya)

Recommended Readings :

- R. M. MacIver & C. H. Page, *Society*, Rinehart and Co., NY, 1949.
- Morris Ginsberg, *Sociology*, OUP, 1947.
- Tom B. Bottomore, *Sociology*, Routledge, 2010.
- PascualGisbert, *Fundamentals of Sociology*, Orient Longman, 2004.
- SatyabrataChakraborty, *Bhāratbarṣa: Rāṣṭrabhābanā*
- AmalKumarMukhopadhyay, “Secularism in the Present Indian Society” in *Bulletin of the Ramkrishna Mission Institute of Culture*, Vol. No. II
- Donald E.Smith, *India as A Secular State*, Princeton University Press, 1969.
- Krishna Roy (ed.), *Political Philosophy: Eastand West*, Allied Publishers, 2003.
- Krishna Roy and Chhanda Gupta (eds.), *Essays in Social and Political Philosophy*, Allied Publishers, 1989.
- Amal Kumar Mukhopadhyay, *RāṣṭradarśanerDhāra*
- Sandip Das, *Samāj O RājnaitikDarśan*
- Sailesh Kumar Bandyopadehyay, *GāndhiParikramā*
- JaharSen, *GandhipatherDigdarshan*
- Bhikhu Parekh, *Gandhi, A Very Short Introduction*, OUP, 1997.
- Bhikhu Parekh, *Gandhi's Political Philosophy*, Palgrave MacMillan, 1989.
- Samarendra Bhattacharya, *Samājdarśan O Rāṣṭadarśan*
- M.K. Gandhi, *Hindswaraj*
- AndreaVeltman, *Social and Political Philosophy*, OUP, 2008.

- Pannalal Dasgupta, *Gandhi Gobeshana*, Nabapatra, 1986.
- Asoke Kumar Mukhopadhyay, *Bharatiya Rāṣṭracintā Paricaya*
 - *Samajtattva*: Parimal Bhushan Kar (W.B. Book Board).
 - *Samaj Darshan Dipika*: Priti Bhushan Chattapadhyay .
 - *Adhunik Rastra Matabader Bhumika*: Dilip Kumar Chattapadhyay (W.B. Book Board).
 - *Darshan O Tar Proyog*: Dr. P. Roy & Dr. R. N. Ghosh.
 - *Rastra Darsaner Dhara*: Dr. Amal K. Mukhopadhyay (W.B. Book Board).
 - *Man and Technology* : Dr. Pabitra Kumar Roy , Jadavpur University.
 - *Samaj Darsan O Rastra Darsan*: Dr. Samarendra Bhattacharjee.
 - *Rastra*: Sudarshan Roy Choudhury.
 - *Adhunik Rastra Matabader Bhumika*: Dilip Kumar Chattapadhyay.
 - Sengupta, Basu & Ghosh : *Monovidyā Samaj – O Darsan O Rastra darsan*

OR

PRACTICAL ETHICS:

Unit I:

Foundation of applied ethics – problem of applied ethics.

Unit II:

Environmental Ethics- ecology-man-nature relationship.

Unit III:

Medical Ethics- Euthanasia - Voluntary and Non-Voluntary, Suicide, Abortion.

Unit IV:

Human Rights, discrimination on the basis of sex, race, caste, religion.

Unit V:

Feminism – Introduction, historical background, nature of feminist movement.

Recommended Readings:

Practical Ethics Theories : U. N. Ghoshal

Practical Ethics : Peter Singer

A Companion to Ethics : Peter Singer

Applied Ethics, Peter Singer, edt.

Patient-Physician Relationship Edited by RatnaDutta Sharma and Shashinungla, Decent Books, New Delhi, 2007

Quagmires and Quandaries : Exploring Journalism Ethics, Ian Richards

Journalistic Ethics: Moral Responsibility in the media, Dale Jacquette

ByaboharikNitidorshon, BenulalDhar

Byaboharik o TattvikNitividya, SamarendrenathBhattacharjee

Kathay o Karne Ethics, SomnathChakraborty

BharatiyaNitividya(4thedn.), Dipak Kumar Bagchi

CBCS SYLLABUS
for
B.A. (HONOURS) IN
PHILOSOPHY

Proposed to be introduced from the session 2018 and onward



UNIVERSITY OF NORTH BENGAL
RAJA RAMMOHANPUR
DARJEELING
WEST BENGAL
PIN 734013

Detailed Course Structure

Course Components	No. of Courses					
	B.Sc./BCA		B.A.		B.Com./ BBA	
	Honours Program	Program	Honours Program	Program	Honours Program	Program
Discipline Specific Core Course (DSC)	14	12	14	12	14	12
Discipline Specific Elective (DSE) Course	4	6	4	4	4	4
Generic Elective (GE) Course	4	----	4	2	4	2
Ability Enhancement Compulsory Course (AECC)	2	2	2	2	2	2
Skill Enhancement Course (SEC)	2	4	2	4	2	4
Total Courses	26	24	26	24	26	24

Credit Details of the Courses of B.A.Honours Program under CBCS

Sl. No.	Courses	Credits	
		Non-Practical Based Courses	
		Theory + Tutorial	Total
1.	Core Course (14 Courses)	$(14 \times 5) + (14 \times 1)$	84
2.	Elective Courses (8 Courses)		
2.A	DSE (4 Courses)	$(4 \times 5) + (4 \times 1)$	24
2.B	GE (4 Courses)	$(4 \times 5) + (4 \times 1)$	24
3.	Ability Enhancement Courses		
3.A	AECC – 1 (ENVS)	(2×1)	2
	AECC – 2 (Com. Eng./ MIL)	(2×1)	2
3.B	SEC (2 Courses of 2 Credits each)	(2×2)	4
Total Credit			140

An Under-Graduate Degree in Honours Program in a subject is to be awarded if a student successfully completes 14 DSC courses in that subject, 4 courses each from a list of DSE and GE respectively, 2 courses in AECC and 2 courses in SEC as per the provisions envisaged in these regulations.

A candidate to be eligible for appearing at any of the Semesters of UNDER-GRADUATE Examination must have minimum 75% attendance of lectures delivered. Award of 05 (five) marks on class attendance shall be given in the following manner:

Attendance of 75% and above but below 80% -- 02 marks
Attendance of 80% and above but below 85% -- 03 marks
Attendance of 85% and above but below 90% -- 04 marks
Attendance of 90% and above -- 05 marks

Structure of the Syllabus in Philosophy Honours under CBCS:

Semester	Core Course	Ability Enhancement Compulsory Course AECC	Skill Enhancement Course SEC	Elective: Discipline Specific Course DSE	Elective: Generic Course GE- (For other students and our students will choose from other subjects)	Total Credit Point
I	C-1 Indian Philosophy -I	AECC-1 (ENVS)			GE-1 Paper I Indian Philosophy	20
	C-2 Logic-I					
II	C-3 Western Philosophy-I	AECC-2 Communicative English			GE-1 Paper II Logic	20
	C-4 Ethics					
III	C-5 Indian Philosophy -II		SEC-I Paper I Basics of Counselling		GE-2 Paper I	26
	C-6 Western Philosophy-II					
	C-7 Logic -II					
IV	C-8 Psychology		SEC-II Paper - II Critical Thinking		GE-2 Paper II	26
	C-9 Philosophy of Religion					
	C-10 Social and Political Philosophy					
V	C-11 TarkaSangraha			DSE-I Enquiry Concerning Human Understanding or Gita		24
	C-12 Analytic Philosophy -I			DSE-II Philosophy of Mind or Problems of Philosophy		
VI	C-13 Analytic Philosophy-II			DSE-III Introduction to Feminist Philosophy or Phenomenology & Existentialism		24
	C-14 Applied Ethics			DSE-IV Contemporary Indian Philosophy or Aesthetics		

Total Marks Distribution: (except for AECC 1 and AECC 2)

Examination	(Non-Practical Course)	Duration of Exams
Semester End Examination(Theoretical)	60	2 hours
Semester End Examination(Practical's)	-	
Continuing Evaluation/Internal Assessment/Mid Semester Exams(By Colleges)	10	
Attendance	5	
TOTAL	75	

Total Marks Distribution for AECC 1 and AECC 2:

Examination	AECC 1	Duration of Exams	AECC 2	Duration of Exams
Semester End Examination(Theoretical)	80	2.5 hours	35	2 hours
Continuing Evaluation/Internal Assessment/Mid Semester Exams(By Colleges)	15		10	
Attendance	5		5	
TOTAL	100		50	

Question pattern:

For 60 Marks

S.L. No.	Questions to	Out of	Marks of each	Total Marks
	be answered		question	
1.	4	6	3	$4 \times 3 = 12$
2.	4	6	6	$4 \times 6 = 24$
3.	2	4	12	$2 \times 12 = 24$

For 35 Marks

S.L. No.	Questions to	Out of	Marks of each	Total Marks
	be answered		question	
1.	3	5	5	$3 \times 5 = 15$
2.	2	4	10	$2 \times 10 = 20$

.

**CHOICE BASED CREDIT SYSTEM
B.A. (HONS.) PHILOSOPHY**

LIST OF COURSES AND PAPERS.

A. CORE COURSE (14 PAPERS)

SEMESTER – I

C1-PAPER- I – INDIAN PHILOSOPHY-I

C.2-PAPER –II- LOGIC (WESTERN)-I

SEMESTER – II

C.3- PAPER-III- WESTERN PHILOSOPHY-I (SOCRATES, PLATO, ARISTOTLE, DESCARTES SPINOZA, LIBNITZ)

C.4-PAPER-IV- ETHICS

SEMESTER – III

C.5- PAPER – V- INDIAN PHILOSOPHY-II

C.6- PAPER –VI- WESTERN PHILOSOPHY –II (LOCKE, BERKELEY, HUME, KANT)

C.7-PAPER- VII- LOGIC (WESTERN)-II

SEMESTER – IV

C.8- PAPER-VIII-PSYCHOLOGY

C.9- PAPER- IX- PHILOSOPHY OF RELIGION

C.10-PAPER-X- SOCIAL AND POLITICAL PHILOSOPHY

SEMESTER – V

C.11- PAPER- XI- TARKASAMGRAHA

C.12-PAPER XII- ANALYTIC PHILOSOPHY-I

SEMESTER – VI

C.13-- ANALYTIC PHILOSOPHY-II

C.14-- APPLIED ETHICS

B :DISCIPLINE SPECIFIC ELECTIVE-4 (DSE) SUBJECT CENTRIC(ANY FOUR)

DSE-I Enquiry Concerning Human Understanding/Gita

DSE-II Philosophy of Mind/Problems of Philosophy

DSE-III Introduction to Feminist Philosophy/Phenomenology & Existentialism

DSE-IV Contemporary Indian Philosophy/ Aesthetics

C: GENEREIC ELECTIVE (GE)– 4 (INTER DISCIPLINENARY)

GE-1 Paper I

Indian Philosophy

GE-1 Paper II

Logic

**D. Ability Enhancement Compulsory
Course (AECC)**

Semester I: AECC-I: EVS

Semester II: AECC-II: COMMUNICATIVE ENGLISH

E. Skill EnhancementCourse (SEC)

Semester III: SEC-I: Basics of Counselling

Semester IV: SEC-II: Critical Thinking

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORECOURSE)
SEMESTER- II

C3: WESTERN PHILOSOPHY- I

UNIT-I

1. **Socratic philosophy:** Origin and method of knowledge.
2. **Plato:** Justice in state and individual knowledge (Text: *Republic* Books 2: CH-5,11,12,13,14)
3. **Aristotle:** Theory of Form and Matter, Potentiality and Actuality.

UNIT- II

1. **Descartes :**Method of Doubt, Cogito Ergo Sum.
2. **Spinoza:**Intellectual love of God and Substance.
3. **Leibnitz :** Monadology ,Truths of fact and Truths of Reason

Recommended Readings:

- Charlton, W.(1936), *Aristotle's Physics* Bks 1-2, U.S.A, Clarendon
- Cohen, M.S. Curd, P. & Reeve, C.D.C.(ed)(1995) *Readings in Ancient Greek Philosophy*, Hackett: Indianapolis
- Tankha, V. (2012) *Ancient Greek Philosophy: Thales to Socrates*, India, Pearson
- Vlastos, G. (1969) "Justice and psychic harmony in the Republic" in *Journal of Philosophy*. Vol.66(16): pp 505-521
- F. Copleston: *A History of Philosophy*.
- D.J.O.Connor: *A Critical History of Western Philosophy*.
- A.K. Rogers: *A Student's History of Philosophy*.
- W.K.Wright: *A History of Modern Philosophy*.
- W.T.Stace: *A Critical History of Greek Philosophy*.
- Roger Scruton: *A History of Philosophy from Descartes to Wittgenstein*.
- John Cottingham: *The Rationalists*.
- Falkenberg: *A History of Modern Philosophy*.
- Thilly & Wood: *History of Philosophy*.
- J. Barnes: *Early Greek Philosophy*.
- J.Burnet: *Greek Philosophy, Thales to Plato*.
- W.C.K. Guthrie: *History of Greek Philosophy Vol.I & II*.
- Nirad Baron Chakraborty: *Paschatya Darsaner Itihas (Plato, Aristotle)*.
- Chandrodayo Bhattacharya: *Paschatya Darsaner Itihas*.
- R. P. Das & S. P. Chakraborty: *Paschatya Darsaner Ruprekha*.
- Kalyan Chandra Gupta: *Paschatya Darsaner Itihas*.

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORECOURSE)
SEMESTER- II**

C 4: ETHICS

UNIT-I

1. Definition, Nature and scope of Ethics.
2. Moral & Non-moral Actions
3. Postulates of Morality, Problem of Freedom of Will
4. Kant: Good Will, The Categorical Imperative
5. Utilitarianism: Bentham, J.S.Mill
6. Theory of Punishment

Recommended Readings:

- Aristotle. (1926). *Nichomachean Ethics*, Harvard University Press.
- Bilimoria, Purushottama et al. (2007). *Indian Ethics: Classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988). *Ethics*, Prantice Hall of India, Pearson; 2nd edition
- Kant, Immanuel. (1953). *Groundwork of the Metaphysics of Morals*, Trans. H.J Paton, as *The Moral Law*, London: Hutchinson.
- Rachels, J. (1987) *The End of Life: Euthanasia and Morality*, CUP
- Rachel, J. (2003) *The Elements of Moral Philosophy*, McGraw- Hill
- Sharma, I.C.(1962) *Ethical Philosophies of India*, New York, U.S.A. Johnsen Publishing Company
- Warnock Mary. (1962) *J.S Mill Utilitarianism*, Glasgow: Collins.
- NiveditaChakraborty: *FrankenarNitisashtra*
- Samarendra Bhattacharya: *VyavaharikNitividya*

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORE COURSE)
SEMESTER- IV**

C-8 :PSYCHOLOGY

1. Definition and scope of psychology. Methods of psychology – subjective, objective.
2. Sensation: nature , classification and attribute of sensation.
3. Perception : nature of perception and its relation to sensation. Gestalt theory of perception, illusion and hallucination.
4. Percept and image : memory ,its factor and range ,marks of good memory. forgetfulness and its causes.
5. Attention : its nature and types, conditions of attention.
6. Learning : the trial and error theory, the Gestalt theory. Pavlov's
7. Consciousness : conscious, sub – conscious, unconscious – its evidence, Freud's theory of dream.
8. Intelligence : measurement of intelligence; Binet –Simon test.

Recommended readings:

- P.N.Bhattacharye: *Text Books of Psychology*.
- P.N.Bhattacharye: *Monovidyā*.
- Debiprasad Chattopadhyā: *Monovijnāna*.
- J. Sanyal: *Monovidyā*.
- G.D.Boaz: *General Psychology*.
- P.B.Sen Gupta: *Monovidyā*.
- Dr.Samarendra Bhattacharya: *Monovidyā* .
- Sengupta, Basu&Ghosh: *MonovidyāSamaj–O Darsan O Rastradarsan*.
- Dr. Pritibhusan Chattopadhyā&Sandeep Das: *MonovidyāSamaj–O Rastradarsan*.

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORE COURSE)
SEMESTER- IV**

C- 9 :PHILOSOPHY OF RELIGION

- 1.The problem and scope of the philosophy of religion.
- 2.The origin of religion in the light of anthropology.
4. Proofs for existence of God
- 6.Summary of different Religions: Hinduism, Buddhism, Islam, Christianity, Universal Religion
8. Religious Knowledge: Reason, Revelation & Mysticism

Recommended readings:

- *The Philosophy of Religion*: D Miall Edwards.
- *History of Dharmashastra* :P.V.Kane.
- *Dharmadarsana*: Ramesh ch.Munshi.
- *Dharmadarsana*: Rabindranath Das.
- *Dharmadarsana*:Samarendra Bhattacharya.
- *Dharmadarsana*: AurobindaBasu&NiveditaChakraborty

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORECOURSE)
SEMESTER- IV

C-10 :SOCIAL AND POLITICAL PHILOSOPHY:

1. Nature and scope of social philosophy.
2. Basic Concepts : Society, Social group, Community, Association and Institution.
3. Social group : its different forms .
4. Social codes : Custom and law, culture and civilization
5. Social class and caste :principles of class and caste.
6. Political ideals :freedom,equality , justice ,liberty , democracy and its different forms.
7. The concepts of welfare state.
8. Humanism : Rabindranath, Vivekananda

Recommended Readings:

- *Society* : MacIver & Page
- *Problems of Political Philosophy*: D. D. Raphael
- *Fundamentals of Sociology*: P.Gisbert
- *Western Political Thought*: A.K Mukhopadhyaya
- *Introduction to Modern Political Theory*: C.E.M. Joad
- *Hindu Political Theories*:U.N.Ghoshal
- *Samajtattva*: ParimalBhushanKar (W.B.Book Board)
- *SamajDarshanDipika*: PritiBhushanChattapadhyaya
- *AdhunikRastraMatabaderBhumika*: Dilip Kumar Chattapadhyaya (W.B.Book Board)
- *Darshan O Tar Proyog*: Dr.P. Roy &Dr.R.N.Ghosh
- *RastraDarsanerDhara*: Dr.AmalK.Mukhopadhyaya (W.B.Book Board)
- *Man and Technology*: Dr.Pabitra Kumar Roy ,Jadavpur University
- *SamajDarsan O RastraDarsan*: Dr.SamarendraBhattacharjee
- *Rastra*: Sudarshan Roy Choudhury
- *AdhunikRastraMatabaderBhumika*: Dilip Kumar chattapadhyaya
- Sengupta, Basu&Ghosh: *MonovidyaSamaj–O Darsan O Rastradarsan*

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.)
SKILL ENHANCEMENT COURSE (SEC)**

SEMESTER- IV

SEC-(PAPER II): CRITICAL THINKING:

UNIT- I

Rashbihari Das: Philosophical Essays, Edited by Ramaprasad Das Ch- 1, 4, 10

UNIT-II

Vada, Jalpa, Bitanda, Tarka, Samsaya, BisleskaPadhati

Recommended Readings :

Rashbihari Das, Philosophical Essays, edited by Ramaprasad Das, Calcutta University Press,

History of Indian Logic, Satish Chandra Vidyabhusan, MotilalBanarasidass

NyayaParichaya, FanibhusanTarkabaghis, PaschimbangarajyaPustakParsad.

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORECOURSE)
SEMESTER- VI**

C- 13: ANALYTIC PHILOSOPHY - II

Bertrand Russell: *The Problems of philosophy*. (Selected Chapters)

Unit - I:

Chapter I

Unit - II

Chapter 5

Unit - III

Chapter 15

Unit - IV

A. J. Ayer –“ The Elimination of Metaphysics”

Recommended Readings:

- Bertrand Russell: *The Problems of philosophy*. (Selected Chapters)
- Samarendranath Bhattacharya: *DarsanerSamsya*
- DebikaSaha: *DarsanerSamasyabali*
- A.J. Ayer : *Language Truth and logic*

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORE COURSE)
SEMESTER- VI

C-14 APPLIED ETHICS:

UNIT- I

1. Introduction to Applied Ethics
2. Environmental Ethics – Ecology, man – nature relationship'

UNIT-II

1. Medical Ethics – Euthanasia, Suicide, Abortion.
2. Human Rights, Discrimination on the basis of sex, race, caste, religion.

UNIT-III

1. Feminism – Introduction, historical background, nature of feminist movement.

Recommended Readings:

- Practical Ethics, Peter Singer
- A Companion to Ethics, Peter Singer
- Applied Ethics, Peter Singer, ed.
- The Blackwell Companion to Philosophy, Nicolas Bunnin & E.P. Tsui – James
- Patient-Physician Relationship Edited by Ratna Dutta Sharma and Shashinungla, Decent Books, New Delhi, 2007
- Quagmires and Quandaries : Exploring Journalism Ethics, Ian Richards
- Journalistic Ethics: Moral Responsibility in the media, Dale Jacquette
- Byaboharik Nitidorsan, Benulal Dhar
- Byaboharik o Tattvik Nitividya, Samarendrenath Bhattacharjee
- Kathay o Karne Ethics, Somnath Chakraborty
- Bharatiya Nitividya (4th edn.), Dipak Kumar Bagchi

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DEPARTMENT OF PHILOSOPHY B. A. (HONS.)
(DISCIPLINE SPECIFIC COURSE - 3)
SEMESTER -VI**

DSE-3: ANY ONE FROM THE FOLLOWING:

A. FEMINIST PHILOSOPHY

1. Feminism: Liberal and Radical view
2. Morality and Feminism
3. Ecofeminism
4. Transgender Human Rights

Recommended Readings:

- Naitikota O Naribad, ShefaliMoitra
- ByabaharikNitibidya, BenulalDhar, Chapter 8
- Raymond F. Gregory, *Women and Workplace Discrimination: Overcoming Barriers to Gender Equality*, Rutgers University Press, 2003.
- Nancy Elder Walden, *Gender Bias As Related to Women in the Workplace*, Xlibris Corporation, 2000.
- IndraniSen, *Human Rights of Minority and Women's: Transgender human rights (Vol. 2)*, Isha Books, 2005.
- Ladkikyahai, Ladkakyahai, by KamlaBhasin, Jagori, New Delhi,
- FeminnistTought: Androcentrism,Communication and Objectivity, ShefaliMoitra,lal Private Ltd., New Delhi. MunshiramMonohar
- A Vindication of the right of women, Marry Wallstonecraft (Reprint version 1988), London
- Care Ethics, Bidisha Mukherjee
- Patriarchy, V.Geeta
- Staying alive: women, ecology and survival in India, Vandana Shiva

B. PHENOMENOLOGY AND EXISTENTIALISM:

PHENOMENOLOGY

Epoche, Intentionality, Method of reduction.(Husserl)

EXISTENTIALISM

Jean-Paul-Sartre:Existence precedes essence, Being in itself and being for itself, Freedom, Bad faith.

Heidegger: Martin Heidegger. (1977). "The Question Concerning Technology". in *Being and Nothingness*, Part-3, Chap.1 Sec IV. Hazel E. Barnes: New York. Pp . 340-51

Recommended Readings:

- *Existentialism* : Robert Solomon.
- *A Critical Survey of Phenomenology and Existentialism* ;M. K. Bhadra, Allied.
- *Phenomenology and Existentialism: An Introduction*; Debabrata Sinha, Papyrus.
- *Astibadi Darshan*, Swapna Sarkar.
 - *Astibader Marmokatha*: Shailesh Ranjan Bhattacharya, Poschimbongo Rajya Pustak Porsad.
- *Chinta* by Koushik Joardar, Patrakatha, Kolkata (2015)
 - Critchley, Simon, (2001) *Continental Philosophy: A Very Short Introduction*, Oxford: Oxford University Press
 - Glendinning, Simon, (2006) *The Idea of Continental Philosophy*, Edinburgh: Edinburgh University Press.

**CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY B. A. (HONS.)
(DISCIPLINE SPECIFIC COURSE 4)
SEMESTER- VI**

DSE-4ANY ONE FROM THE FOLLOWING:

A. CONTEMPORARY INDIAN PHILOSOPHY:

Swami Vivekananda: Universal Religion,

R.N. Tagore: Religion of Man (Specific chapters: Chapter-I, Chapter-X)

M.K. Gandhi: Swaraj, Non-violence and Satyagraha

Recommended Readings:

- Rabindranath Thakur: The Religion of Man: Bengali Translation by SankarSengupta
- Samaj O Rastradarsan: Samarendra Bhattacharya
- Complete Works of swami Vivekananda, Vol. 2
- Swami Vivekananda's Bani O Rachana Dwitiyakhanda
- ViswaPathik Vivekananda By swami Purnatmananda

B. AESTHETICS:

(A) WESTERN AESTHETICS

1. Nature and Problems of Aesthetics; Definitions of Art – Plato, Croce.
2. Aesthetic Experience: Immanuel Kant: “Disinterested Satisfaction”,

(B) INDIAN AESTHETICS

1. The Theory of Rasa: Bharata's Rasa-Sutra (Natyasastra) , kinds of Rasa.
2. The Theory of Dhvani (Dhanyloka) of Anandavardhana, Abhinavagupta—theory of Aesthetic experience as “Rasa”.

Recommended Readings:

- Melvin Rader(ed), A *Modern Book of Esthetics* (Fifth Edition}, Holt, Rinehart and Winston
- Oswald Hanfling (ed), *Philosophical Aesthetics: An Introduction*, Blackwell, 1992

- F. Coleman, *Contemporary Studies in Aesthetics*
- Ranjan K. Ghosh, *Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom*, SundeepPrakashan (Black and White) Delhi, 2006
- MorrisWeitz, *Problems in Art*
- M.C. Beardsley, *Aesthetics*
- John Hosper, *Introductory Readings in Aesthetics*
- V.C.Aldrich, *Philosophy of Art*
- R. Gnoli, *Aesthetic Experience according to Abhinavagupta*
- AmaladasAnand, *Philosophical Implications of Dhvani*
- Kant, Immanuel, *Critique of Judgement*, Translated by J. H. Bernard, London, 1931
- S. K. Langer, *Feeling and Form*, Routledge and Kegan Paul Ltd., London, 1953
- Ranjan, K. Ghosh, *Aesthetics Theory and Art: A Study in Susanne, K. Langer*, Ajanta Publication, Delhi, 1979
- SaswatiChakraborty, “*Creation of Rasa on Aesthetics experience: The aim of Indian Art*”, Philosophical Papers, in the journal of the department of Philosophy, University of North Bengal, vol.10, March,2014
- Ghosh, Raghunath*ShilpaSatta O Yukti*, Levant (Sarat Book House)
- Ghosh, Raghunath*Language and Aesthetics*, Northern Book Centre

**CHOICE BASED CREDIT SYSTEM OF
DEPARTMENT OF PHILOSOPHY B.A. (HONS.)
GENERIC ELECTIVE COURSE
SEMESTER - II**

GE- I (Paper I): FUNDAMENTALS OF INDIAN PHILOSOPHY

UNIT I: Introduction :

- i. Nature of Indian Philosophy
- ii. Division of Indian Philosophy :Astika and Nastika Systems.

UNIT II: Carvaka: Metaphysics and Ethics.

UNIT III: Bauddha Philosophy:

Four Noble Truths, Theory of Dependent Origination

UNIT IV: Samkhya:

Causation :Prakriti : its constituents, arguments for its existence. Evolution, Purusa : arguments for its existence.

UNIT V: Yoga Philosophy:

Concept of Yoga, Citta and Cittabritti, Astanga Yoga.

UNIT VI:Nyaya Philosophy:

Pramanas: Pratyaksha and Anumana

UNIT VII: Vaisesika Philosophy:

Seven Padarthas

Recommended Readings:

- Dutta and Chatterjee :*An Introduction to Indian Philosophy*.
- Dr. Niradbaran Chakraborty :*Bharatiya Darsan*.
- Dr. Karuna Bhattacharjee :*Nyaya Vaisesika Darsan*.
- Dr. Samarendra Bhattacharya :*Darsan*.
- C.D. Sharma :*A Critical Survey of Indian Philosophy*.
- M. Hiriyana :*Outlines of Indian Philosophy*.
- Swami Vivekananda : *Practical Vedanta*.

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) GENERIC ELECTIVE COURSE
Semester -IV

GE-1 (PAPER II) : LOGIC

Unit I:

Proposition, Categorical Proposition and classes: Quality, Quantity and Distribution.

Unit II:

Traditional Square of Oppositions.

Unit III:

Further immediate Inference: Conversion, Obversion and Contraposition.

Unit IV:

Existential Import of Propositions: Boolean Interpretation of Categorical Proposition. Translating categorical propositions into standard forms.

Unit V:

Categorical Syllogism: Figure, Mood, Testing syllogism for validity, Testing arguments by Venn Diagram. .

Unit VI:

Symbolic Logic: The value of special symbols for conjunction, Negation and Disjunction, implications and material implications. Argument Forms and Argument statements. Truth-Table Method for testing arguments.

Unit VII:

Inductive Logic: Deduction & Induction, Analogy

Recommended Readings:

- I.M. Copi :*Introduction to Logic*.
- Rama Prasad Das :*PaschatyaDarsan O Juktivijan*.
- JagadiswarSanyal :*Juktivijan*.
- S Bhattacharjee: *PaschatyaYuktivijnan*
- ShibaniChoudhury: *TarkavijnanerSahaj Path*

CBCS SYLLABUS
for
B.A. (HONOURS) IN
PHILOSOPHY

Proposed to be introduced from the session 2018 and onward



UNIVERSITY OF NORTH BENGAL
RAJA RAMMOHANPUR
DARJEELING
WEST BENGAL
PIN 734013

Detailed Course Structure

Course Components	No. of Courses					
	B.Sc./BCA		B.A.		B.Com./ BBA	
	Honours Program	Program	Honours Program	Program	Honours Program	Program
Discipline Specific Core Course (DSC)	14	12	14	12	14	12
Discipline Specific Elective (DSE) Course	4	6	4	4	4	4
Generic Elective (GE) Course	4	----	4	2	4	2
Ability Enhancement Compulsory Course (AECC)	2	2	2	2	2	2
Skill Enhancement Course (SEC)	2	4	2	4	2	4
Total Courses	26	24	26	24	26	24

Credit Details of the Courses of B.A.Honours Program under CBCS

Sl. No.	Courses	Credits	
		Non-Practical Based Courses	
		Theory + Tutorial	Total
1.	Core Course (14 Courses)	$(14 \times 5) + (14 \times 1)$	84
2.	Elective Courses (8 Courses)		
2.A	DSE (4 Courses)	$(4 \times 5) + (4 \times 1)$	24
2.B	GE (4 Courses)	$(4 \times 5) + (4 \times 1)$	24
3.	Ability Enhancement Courses		
3.A	AECC – 1 (ENVS)	(2×1)	2
	AECC – 2 (Com. Eng./ MIL)	(2×1)	2
3.B	SEC (2 Courses of 2 Credits each)	(2×2)	4
Total Credit			140

An Under-Graduate Degree in Honours Program in a subject is to be awarded if a student successfully completes 14 DSC courses in that subject, 4 courses each from a list of DSE and GE respectively, 2 courses in AECC and 2 courses in SEC as per the provisions envisaged in these regulations.

A candidate to be eligible for appearing at any of the Semesters of UNDER-GRADUATE Examination must have minimum 75% attendance of lectures delivered. Award of 05 (five) marks on class attendance shall be given in the following manner:

Attendance of 75% and above but below 80% -- 02 marks
Attendance of 80% and above but below 85% -- 03 marks
Attendance of 85% and above but below 90% -- 04 marks
Attendance of 90% and above -- 05 marks

Structure of the Syllabus in Philosophy Honours under CBCS:

Semester	Core Course	Ability Enhancement Compulsory Course AECC	Skill Enhancement Course SEC	Elective: Discipline Specific Course DSE	Elective: Generic Course GE- (For other students and our students will choose from other subjects)	Total Credit Point
I	C-1 Indian Philosophy -I	AECC-1 (ENVS)			GE-1 Paper I Indian Philosophy	20
	C-2 Logic-I					
II	C-3 Western Philosophy-I	AECC-2 Communicative English			GE-1 Paper II Logic	20
	C-4 Ethics					
III	C-5 Indian Philosophy -II		SEC-I Paper I Basics of Counselling		GE-2 Paper I	26
	C-6 Western Philosophy-II					
	C-7 Logic -II					
IV	C-8 Psychology		SEC-II Paper - II Critical Thinking		GE-2 Paper II	26
	C-9 Philosophy of Religion					
	C-10 Social and Political Philosophy					
V	C-11 TarkaSangraha			DSE-I Enquiry Concerning Human Understanding or Gita		24
	C-12 Analytic Philosophy -I			DSE-II Philosophy of Mind or Problems of Philosophy		
VI	C-13 Analytic Philosophy-II			DSE-III Introduction to Feminist Philosophy or Phenomenology & Existentialism		24
	C-14 Applied Ethics			DSE-IV Contemporary Indian Philosophy or Aesthetics		

Total Marks Distribution: (except for AECC 1 and AECC 2)

Examination	(Non-Practical Course)	Duration of Exams
Semester End Examination(Theoretical)	60	2 hours
Semester End Examination(Practical's)	-	
Continuing Evaluation/Internal Assessment/Mid Semester Exams(By Colleges)	10	
Attendance	5	
TOTAL	75	

Total Marks Distribution for AECC 1 and AECC 2:

Examination	AECC 1	Duration of Exams	AECC 2	Duration of Exams
Semester End Examination(Theoretical)	80	2.5 hours	35	2 hours
Continuing Evaluation/Internal Assessment/Mid Semester Exams(By Colleges)	15		10	
Attendance	5		5	
TOTAL	100		50	

Question pattern:

For 60 Marks

S.L. No.	Questions to	Out of	Marks of each	Total Marks
	be answered		question	
1.	4	6	3	$4 \times 3 = 12$
2.	4	6	6	$4 \times 6 = 24$
3.	2	4	12	$2 \times 12 = 24$

For 35 Marks

S.L. No.	Questions to	Out of	Marks of each	Total Marks
	be answered		question	
1.	3	5	5	$3 \times 5 = 15$
2.	2	4	10	$2 \times 10 = 20$

.

**CHOICE BASED CREDIT SYSTEM
B.A. (HONS.) PHILOSOPHY**

LIST OF COURSES AND PAPERS.

A. CORE COURSE (14 PAPERS)

SEMESTER – I

C1-PAPER- I – INDIAN PHILOSOPHY-I

C.2-PAPER –II- LOGIC (WESTERN)-I

SEMESTER – II

C.3- PAPER-III- WESTERN PHILOSOPHY-I (SOCRATES, PLATO, ARISTOTLE, DESCARTES SPINOZA, LIBNITZ)

C.4-PAPER-IV- ETHICS

SEMESTER – III

C.5- PAPER – V- INDIAN PHILOSOPHY-II

C.6- PAPER –VI- WESTERN PHILOSOPHY –II (LOCKE, BERKELEY, HUME, KANT)

C.7-PAPER- VII- LOGIC (WESTERN)-II

SEMESTER – IV

C.8- PAPER-VIII-PSYCHOLOGY

C.9- PAPER- IX- PHILOSOPHY OF RELIGION

C.10-PAPER-X- SOCIAL AND POLITICAL PHILOSOPHY

SEMESTER – V

C.11- PAPER- XI- TARKASAMGRAHA

C.12-PAPER XII- ANALYTIC PHILOSOPHY-I

SEMESTER – VI

C.13-- ANALYTIC PHILOSOPHY-II

C.14-- APPLIED ETHICS

B :DISCIPLINE SPECIFIC ELECTIVE-4 (DSE) SUBJECT CENTRIC(ANY FOUR)

DSE-I Enquiry Concerning Human Understanding/Gita

DSE-II Philosophy of Mind/Problems of Philosophy

DSE-III Introduction to Feminist Philosophy/Phenomenology & Existentialism

DSE-IV Contemporary Indian Philosophy/ Aesthetics

C: GENEREIC ELECTIVE (GE)– 4 (INTER DISCIPLINENARY)

GE-1 Paper I

Indian Philosophy

GE-1 Paper II

Logic

**D. Ability Enhancement Compulsory
Course (AECC)**

Semester I: AECC-I: EVS

Semester II: AECC-II: COMMUNICATIVE ENGLISH

E. Skill EnhancementCourse (SEC)

Semester III: SEC-I: Basics of Counselling

Semester IV: SEC-II: Critical Thinking

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORECOURSE)
SEMESTER- II

C3: WESTERN PHILOSOPHY- I

UNIT-I

1. **Socratic philosophy:** Origin and method of knowledge.
2. **Plato:** Justice in state and individual knowledge (Text: *Republic* Books 2: CH-5,11,12,13,14)
3. **Aristotle:** Theory of Form and Matter, Potentiality and Actuality.

UNIT- II

1. **Descartes :**Method of Doubt, Cogito Ergo Sum.
2. **Spinoza:**Intellectual love of God and Substance.
3. **Leibnitz :** Monadology ,Truths of fact and Truths of Reason

Recommended Readings:

- Charlton, W.(1936), *Aristotle's Physics* Bks 1-2, U.S.A, Clarendon
- Cohen, M.S. Curd, P. & Reeve, C.D.C.(ed)(1995) *Readings in Ancient Greek Philosophy*, Hackett: Indianapolis
- Tankha, V. (2012) *Ancient Greek Philosophy: Thales to Socrates*, India, Pearson
- Vlastos, G. (1969) "Justice and psychic harmony in the Republic" in *Journal of Philosophy*. Vol.66(16): pp 505-521
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- Roger Scruton: *A History of Philosophy from Descartes to Wittgenstein*.
- John Cottingham: *The Rationalists*.
- Falkenberg: *A History of Modern Philosophy*.
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- J. Barnes: *Early Greek Philosophy*.
- J. Burnet: *Greek Philosophy, Thales to Plato*.
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- Chandrodayo Bhattacharya: *Paschatya Darsaner Itihas*.
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- Kalyan Chandra Gupta: *Paschatya Darsaner Itihas*.

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DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORECOURSE)
SEMESTER- II**

C 4: ETHICS

UNIT-I

1. Definition, Nature and scope of Ethics.
2. Moral & Non-moral Actions
3. Postulates of Morality, Problem of Freedom of Will
4. Kant: Good Will, The Categorical Imperative
5. Utilitarianism: Bentham, J.S.Mill
6. Theory of Punishment

Recommended Readings:

- Aristotle. (1926). *Nichomachean Ethics*, Harvard University Press.
- Bilimoria, Purushottama et al. (2007). *Indian Ethics: Classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988). *Ethics*, Prantice Hall of India, Pearson; 2nd edition
- Kant, Immanuel. (1953). *Groundwork of the Metaphysics of Morals*, Trans. H.J Paton, as *The Moral Law*, London: Hutchinson.
- Rachels, J. (1987) *The End of Life: Euthanasia and Morality*, CUP
- Rachel, J. (2003) *The Elements of Moral Philosophy*, McGraw- Hill
- Sharma, I.C.(1962) *Ethical Philosophies of India*, New York, U.S.A. Johnsen Publishing Company
- Warnock Mary. (1962) *J.S Mill Utilitarianism*, Glasgow: Collins.
- NiveditaChakraborty: *FrankenarNitisashtra*
- Samarendra Bhattacharya: *VyavaharikNitividya*

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DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORE COURSE)
SEMESTER- IV**

C-8 :PSYCHOLOGY

1. Definition and scope of psychology. Methods of psychology – subjective, objective.
2. Sensation: nature , classification and attribute of sensation.
3. Perception : nature of perception and its relation to sensation. Gestalt theory of perception, illusion and hallucination.
4. Percept and image : memory ,its factor and range ,marks of good memory. forgetfulness and its causes.
5. Attention : its nature and types, conditions of attention.
6. Learning : the trial and error theory, the Gestalt theory. Pavlov's
7. Consciousness : conscious, sub – conscious, unconscious – its evidence, Freud's theory of dream.
8. Intelligence : measurement of intelligence; Binet –Simon test.

Recommended readings:

- P.N.Bhattacharye: *Text Books of Psychology*.
- P.N.Bhattacharye: *Monovidyā*.
- Debiprasad Chattopadhyā: *Monovijnāna*.
- J. Sanyal: *Monovidyā*.
- G.D.Boaz: *General Psychology*.
- P.B.Sen Gupta: *Monovidyā*.
- Dr.Samarendra Bhattacharya: *Monovidyā* .
- Sengupta, Basu&Ghosh: *MonovidyāSamaj–O Darsan O Rastradarsan*.
- Dr. Pritibhusan Chattopadhyā&Sandeep Das: *MonovidyāSamaj–O Rastradarsan*.

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DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) (CORE COURSE)
SEMESTER- IV**

C- 9 :PHILOSOPHY OF RELIGION

- 1.The problem and scope of the philosophy of religion.
- 2.The origin of religion in the light of anthropology.
4. Proofs for existence of God
- 6.Summary of different Religions: Hinduism, Buddhism, Islam, Christianity, Universal Religion
8. Religious Knowledge: Reason, Revelation & Mysticism

Recommended readings:

- *The Philosophy of Religion*: D Miall Edwards.
- *History of Dharmashastra* :P.V.Kane.
- *Dharmadarsana*: Ramesh ch.Munshi.
- *Dharmadarsana*: Rabindranath Das.
- *Dharmadarsana*:Samarendra Bhattacharya.
- *Dharmadarsana*: AurobindaBasu&NiveditaChakraborty

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B.A. (HONS.) (CORECOURSE)
SEMESTER- IV**

C-10 :SOCIAL AND POLITICAL PHILOSOPHY:

1. Nature and scope of social philosophy.
2. Basic Concepts : Society, Social group, Community, Association and Institution.
3. Social group : its different forms .
4. Social codes : Custom and law, culture and civilization
5. Social class and caste :principles of class and caste.
6. Political ideals :freedom,equality , justice ,liberty , democracy and its different forms.
7. The concepts of welfare state.
8. Humanism : Rabindranath, Vivekananda

Recommended Readings:

- *Society* : MacIver & Page
- *Problems of Political Philosophy*: D. D. Raphael
- *Fundamentals of Sociology*: P.Gisbert
- *Western Political Thought*: A.K Mukhopadhyaya
- *Introduction to Modern Political Theory*: C.E.M. Joad
- *Hindu Political Theories*:U.N.Ghoshal
- *Samajtattva*: ParimalBhushanKar (W.B.Book Board)
- *SamajDarshanDipika*: PritiBhushanChattapadhyaya
- *AdhunikRastraMatabaderBhumika*: Dilip Kumar Chattapadhyaya (W.B.Book Board)
- *Darshan O Tar Proyog*: Dr.P. Roy &Dr.R.N.Ghosh
- *RastraDarsanerDhara*: Dr.AmalK.Mukhopadhyaya (W.B.Book Board)
- *Man and Technology*: Dr.Pabitra Kumar Roy ,Jadavpur University
- *SamajDarsan O RastraDarsan*: Dr.SamarendraBhattacharjee
- *Rastra*: Sudarshan Roy Choudhury
- *AdhunikRastraMatabaderBhumika*: Dilip Kumar chattapadhyaya
- Sengupta, Basu&Ghosh: *MonovidyaSamaj–O Darsan O Rastradarsan*

**CHOICE BASED CREDIT SYSTE
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.)
SKILL ENHANCEMENT COURSE (SEC)**

SEMESTER- IV

SEC-(PAPER II): CRITICAL THINKING:

UNIT- I

Rashbihari Das: Philosophical Essays, Edited by Ramaprasad Das Ch- 1, 4, 10

UNIT-II

Vada, Jalpa, Bitanda, Tarka, Samsaya, BisleskaPadhati

Recommended Readings :

Rashbihari Das, Philosophical Essays, edited by Ramaprasad Das, Calcutta University Press,

History of Indian Logic, Satish Chandra Vidyabhusan, MotilalBanarasidass

NyayaParichaya, FanibhusanTarkabaghis, PaschimbangarajyaPustakParsad.

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B.A. (HONS.) (CORECOURSE)
SEMESTER- VI**

C- 13: ANALYTIC PHILOSOPHY - II

Bertrand Russell: *The Problems of philosophy*. (Selected Chapters)

Unit - I:

Chapter I

Unit - II

Chapter 5

Unit - III

Chapter 15

Unit - IV

A. J. Ayer –“ The Elimination of Metaphysics”

Recommended Readings:

- Bertrand Russell: *The Problems of philosophy*. (Selected Chapters)
- Samarendranath Bhattacharya: *DarsanerSamsya*
- DebikaSaha: *DarsanerSamasyabali*
- A.J. Ayer : *Language Truth and logic*

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SEMESTER- VI

C-14 APPLIED ETHICS:

UNIT- I

1. Introduction to Applied Ethics
2. Environmental Ethics – Ecology, man – nature relationship'

UNIT-II

1. Medical Ethics – Euthanasia, Suicide, Abortion.
2. Human Rights, Discrimination on the basis of sex, race, caste, religion.

UNIT-III

1. Feminism – Introduction, historical background, nature of feminist movement.

Recommended Readings:

- Practical Ethics, Peter Singer
- A Companion to Ethics, Peter Singer
- Applied Ethics, Peter Singer, ed.
- The Blackwell Companion to Philosophy, Nicolas Bunnin & E.P. Tsui – James
- Patient-Physician Relationship Edited by Ratna Dutta Sharma and Shashinungla, Decent Books, New Delhi, 2007
- Quagmires and Quandaries : Exploring Journalism Ethics, Ian Richards
- Journalistic Ethics: Moral Responsibility in the media, Dale Jacquette
- Byaboharik Nitidorsan, Benulal Dhar
- Byaboharik o Tattvik Nitividya, Samarendrenath Bhattacharjee
- Kathay o Karne Ethics, Somnath Chakraborty
- Bharatiya Nitividya (4th edn.), Dipak Kumar Bagchi

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(DISCIPLINE SPECIFIC COURSE - 3)
SEMESTER -VI**

DSE-3: ANY ONE FROM THE FOLLOWING:

A. FEMINIST PHILOSOPHY

1. Feminism: Liberal and Radical view
2. Morality and Feminism
3. Ecofeminism
4. Transgender Human Rights

Recommended Readings:

- Naitikota O Naribad, ShefaliMoitra
- ByabaharikNitibidya, BenulalDhar, Chapter 8
- Raymond F. Gregory, *Women and Workplace Discrimination: Overcoming Barriers to Gender Equality*, Rutgers University Press, 2003.
- Nancy Elder Walden, *Gender Bias As Related to Women in the Workplace*, Xlibris Corporation, 2000.
- IndraniSen, *Human Rights of Minority and Women's: Transgender human rights (Vol. 2)*, Isha Books, 2005.
- Ladkikyahai, Ladkakyahai, by KamlaBhasin, Jagori, New Delhi,
- FeminnistTought: Androcentrism,Communication and Objectivity, ShefaliMoitra,lal Private Ltd., New Delhi. MunshiramMonohar
- A Vindication of the right of women, Marry Wallstonecraft (Reprint version 1988), London
- Care Ethics, Bidisha Mukherjee
- Patriarchy, V.Geeta
- Staying alive: women, ecology and survival in India, Vandana Shiva

B. PHENOMENOLOGY AND EXISTENTIALISM:

PHENOMENOLOGY

Epoche, Intentionality, Method of reduction.(Husserl)

EXISTENTIALISM

Jean-Paul-Sartre:Existence precedes essence, Being in itself and being for itself, Freedom, Bad faith.

Heidegger: Martin Heidegger. (1977). "The Question Concerning Technology". in *Being and Nothingness*, Part-3, Chap.1 Sec IV. Hazel E. Barnes: New York. Pp . 340-51

Recommended Readings:

- *Existentialism* : Robert Solomon.
- *A Critical Survey of Phenomenology and Existentialism* ;M. K. Bhadra, Allied.
- *Phenomenology and Existentialism: An Introduction*; Debabrata Sinha, Papyrus.
- *Astibadi Darshan*, Swapna Sarkar.
 - *Astibader Marmokatha*: Shailesh Ranjan Bhattacharya, Poschimbongo Rajya Pustak Porsad.
- *Chinta* by Koushik Joardar, Patrakatha, Kolkata (2015)
 - Critchley, Simon, (2001) *Continental Philosophy: A Very Short Introduction*, Oxford: Oxford University Press
 - Glendinning, Simon, (2006) *The Idea of Continental Philosophy*, Edinburgh: Edinburgh University Press.

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(DISCIPLINE SPECIFIC COURSE 4)
SEMESTER- VI**

DSE-4ANY ONE FROM THE FOLLOWING:

A. CONTEMPORARY INDIAN PHILOSOPHY:

Swami Vivekananda: Universal Religion,

R.N. Tagore: Religion of Man (Specific chapters: Chapter-I, Chapter-X)

M.K. Gandhi: Swaraj, Non-violence and Satyagraha

Recommended Readings:

- Rabindranath Thakur: The Religion of Man: Bengali Translation by SankarSengupta
- Samaj O Rastradarsan: Samarendra Bhattacharya
- Complete Works of swami Vivekananda, Vol. 2
- Swami Vivekananda's Bani O Rachana Dwitiyakhanda
- ViswaPathik Vivekananda By swami Purnatmananda

B. AESTHETICS:

(A) WESTERN AESTHETICS

1. Nature and Problems of Aesthetics; Definitions of Art – Plato, Croce.
2. Aesthetic Experience: Immanuel Kant: “Disinterested Satisfaction”,

(B) INDIAN AESTHETICS

1. The Theory of Rasa: Bharata's Rasa-Sutra (Natyasastra) , kinds of Rasa.
2. The Theory of Dhvani (Dhanyloka) of Anandavardhana, Abhinavagupta—theory of Aesthetic experience as “Rasa”.

Recommended Readings:

- Melvin Rader(ed), A *Modern Book of Esthetics* (Fifth Edition}, Holt, Rinehart and Winston
- Oswald Hanfling (ed), *Philosophical Aesthetics: An Introduction*, Blackwell, 1992

- F. Coleman, *Contemporary Studies in Aesthetics*
- Ranjan K. Ghosh, *Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom*, SundeepPrakashan (Black and White) Delhi, 2006
- MorrisWeitz, *Problems in Art*
- M.C. Beardsley, *Aesthetics*
- John Hosper, *Introductory Readings in Aesthetics*
- V.C.Aldrich, *Philosophy of Art*
- R. Gnoli, *Aesthetic Experience according to Abhinavagupta*
- AmaladasAnand, *Philosophical Implications of Dhvani*
- Kant, Immanuel, *Critique of Judgement*, Translated by J. H. Bernard, London, 1931
- S. K. Langer, *Feeling and Form*, Routledge and Kegan Paul Ltd., London, 1953
- Ranjan, K. Ghosh, *Aesthetics Theory and Art: A Study in Susanne, K. Langer*, Ajanta Publication, Delhi, 1979
- SaswatiChakraborty, “*Creation of Rasa on Aesthetics experience: The aim of Indian Art*”, Philosophical Papers, in the journal of the department of Philosophy, University of North Bengal, vol.10, March,2014
- Ghosh, Raghunath*ShilpaSatta O Yukti*, Levant (Sarat Book House)
- Ghosh, Raghunath*Language and Aesthetics*, Northern Book Centre

**CHOICE BASED CREDIT SYSTEM OF
DEPARTMENT OF PHILOSOPHY B.A. (HONS.)
GENERIC ELECTIVE COURSE
SEMESTER - II**

GE- I (Paper I): FUNDAMENTALS OF INDIAN PHILOSOPHY

UNIT I: Introduction :

- i. Nature of Indian Philosophy
- ii. Division of Indian Philosophy :Astika and Nastika Systems.

UNIT II: Carvaka: Metaphysics and Ethics.

UNIT III: Bauddha Philosophy:

Four Noble Truths, Theory of Dependent Origination

UNIT IV: Samkhya:

Causation :Prakriti : its constituents, arguments for its existence. Evolution, Purusa : arguments for its existence.

UNIT V: Yoga Philosophy:

Concept of Yoga, Citta and Cittabritti, Astanga Yoga.

UNIT VI:Nyaya Philosophy:

Pramanas: Pratyaksha and Anumana

UNIT VII: Vaisesika Philosophy:

Seven Padarthas

Recommended Readings:

- Dutta and Chatterjee :*An Introduction to Indian Philosophy*.
- Dr. Niradbaran Chakraborty :*Bharatiya Darsan*.
- Dr. Karuna Bhattacharjee :*Nyaya Vaisesika Darsan*.
- Dr. Samarendra Bhattacharya :*Darsan*.
- C.D. Sharma :*A Critical Survey of Indian Philosophy*.
- M. Hiriyana :*Outlines of Indian Philosophy*.
- Swami Vivekananda : *Practical Vedanta*.

CHOICE BASED CREDIT SYSTEM
DEPARTMENT OF PHILOSOPHY
B.A. (HONS.) GENERIC ELECTIVE COURSE
Semester -IV

GE-1 (PAPER II) : LOGIC

Unit I:

Proposition, Categorical Proposition and classes: Quality, Quantity and Distribution.

Unit II:

Traditional Square of Oppositions.

Unit III:

Further immediate Inference: Conversion, Obversion and Contraposition.

Unit IV:

Existential Import of Propositions: Boolean Interpretation of Categorical Proposition. Translating categorical propositions into standard forms.

Unit V:

Categorical Syllogism: Figure, Mood, Testing syllogism for validity, Testing arguments by Venn Diagram. .

Unit VI:

Symbolic Logic: The value of special symbols for conjunction, Negation and Disjunction, implications and material implications. Argument Forms and Argument statements. Truth-Table Method for testing arguments.

Unit VII:

Inductive Logic: Deduction & Induction, Analogy

Recommended Readings:

- I.M. Copi :*Introduction to Logic*.
- Rama Prasad Das :*PaschatyaDarsan O Juktivijan*.
- JagadiswarSanyal :*Juktivijan*.
- S Bhattacharjee: *PaschatyaYuktivijnan*
- ShibaniChoudhury: *TarkavijnanerSahaj Path*

**To
The Secretary
Under Graduate Council
University of North Bengal**

Sub: - Acknowledgement letter

Respected Madam,

With reference to your Letter No. 341/UG-21(9) Dated 22.02.2021, I am honoured to acknowledge the responsibility as a member of Board of Studies in Philosophy and will discharge by duties at my best.

Thanking you,

Regards

**Dr.Dipa Bhattacharya
Assistant Professor,
Department of Philosophy
Siliguri MahilaMahabidyalaya**

Revised Syllabus for G.E. History for Second & Fourth (Honours) GE paper -1 And Sixth Semester GE paper-II.(B.A.Program)

Paper: History of India (1193-1950)

1. BALBAN'S THEORY OF KINGSHIP, IQTA, MANSABDARI
2. ECONOMIC REFORMS OF ALA-UD-DIN KHALJI
3. BHAKTI, SUFISM, RELIGIOUS IDEAS OF AKBAR AND AURANGZEB
4. CHATTRAPATI SHIVAJI.
5. COMPANY'S EXPANSION INTO BENGAL.
6. REVOLT OF 1857
7. RAJA RAM MOHUN ROY, ISWARCHANDRA VIDYASAGAR, JYOTIBA PHULE AND SWAMI VIVEKANANDA
8. GROWTH OF NATIONALISM, INDIAN NATIONAL CONGRESS, SWADESHI MOVEMENT, RISE OF MUSLIM LEAGUE
9. GANDHIAN MOVEMENTS, NETAJI SUBHASCHANDRA BOSE, INDIAN INDEPENDENCE
10. INTEGRATION OF PRINCELY STATES INTO INDIA, AMBEDKAR AND THE INDIAN CONSTITUTION

SECOND SEMESTER HONOURS :

PAPER III: HISTORY OF INDIA II

I. Economy and Society (circa 300 BCE to circa CE 300): [a] Expansion of agrarian economy: production relations. [b] Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage. [c] Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

II. Changing political formations (circa 300 BCE to circa CE 300): [a] The Mauryan Empire [b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana Sanghas.

III. Pallavas, Chalukyas, and Vardhanas,

IV. Religion, philosophy and society (circa 300 BCE- CE 750): (a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.

ESSENTIAL READINGS:

B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.

D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.

D. D. Kosambi, An Introduction to the Study of Indian History, 1975.

S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.

B. P. Sahu (ed.), Land System and Rural Society in Early India, 1997.

K. A. N. Sastri, A History of South India. R. S. Sharma, Indian Feudalism, 1980.

R.S.Sharma, Urban Decay in India,c.300- C1000, Delhi,Munshiram Manohar Lal,1987.

Romila Thapar, Asoka and the Decline of the Mauryas, 1997.

Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

SUGGESTED READINGS: N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents, 2nd ed., 1996. J. C. Harle, The Art and Architecture of the Indian Subcontinent, 1987. P. L. Gupta, Coins, 4th ed., 1996. Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2009. H. P. Ray, Winds of Change, 1994. Romila Thapar, Early India: From the origins to 1300, 2002. 12

PAPER IV: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

I. Roman Republic, Participation and Empire & slave society in ancient Rome: Agrarian economy, urbanization, trade.

II. Crises of the Roman Empire.

III. Economic developments in Europe from the 7th to the 14th centuries: Organization of production, towns and trade, Crisis of feudalism.

IV. Religion and culture in medieval Europe.

V. Societies in Central Islamic Lands: [a] RISE OF ISLAM.

ESSENTIAL READINGS:

Perry Anderson, *Passages from Antiquity to Feudalism*.

Marc Bloch, *Feudal Society*, 2 Vols. *Cambridge History of Islam*, 2 Vols. Georges Duby, *The Early Growth of the European Economy*. Fontana, *Economic History of Europe*, Vol. I (relevant chapters). P. K. Hitti, *History of the Arabs*. P. Garnsey and Saller, *The Roman Empire*.

SUGGESTED READINGS:

S. Ameer Ali, *The Spirit of Islam*.

J. Barrowclough, *The Medieval Papacy*.

Encyclopedia of Islam, 1st ed., 4 vols.

M. G. S. Hodgson, *The Venture of Islam*

SECOND SEMESTER DSC :

PAPER-2: HISTORY OF INDIA FROM. C.300TO1206

I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

II. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda.

III. South India: Polity, Society, and Economy & Culture

IV. Evolution of Political structures of Rashtrakutas, Pala & Pratiharas.

V. Emergence of Rajput States in Northern India: Polity, Economy & Society.

VI. Struggle for power in Northern India & establishment of Sultanate.

REFERENCES: R. S. Sharma: Indian Feudalism. -India's Ancient Past.

B. D. Chattopadhyaya: Making of Early Medieval India.

Derryl N. Maclean: Religion and Society in Arab Sindh.

K. M. Ashraf: Life and Conditions of the People of Hindustan.

M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V.

Tapan Ray Chaudhary and Irfan Habib (ed.): The Cambridge Economic History of India, Vol.I.

Peter Jackson: Delhi Sultanate: A Political and Military History.

Tara Chand: Influence of Islam on Indian Culture.

Satish Chandra: A History of Medieval India, 2 Volumes.

Percy Brown : Islamic Architecture.

FOURTH SEMESTER HONOURS :

PAPER VIII: RISE OF THE MODERN WEST - II

I. 17th century European crisis: economic, social and political dimensions.

II. The English Revolution: major issues; political and intellectual currents.

III. Mercantilism and European economics; 17th and 18th centuries

IV. Political and economic issues in the American Revolution.

V. Preludes to the Industrial Revolution.

ESSENTIAL READINGS: T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate.

H. Butterfield, The Origins of Modern Science.

Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.

Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000-1700. 3rd ed. (1993)

D.C. Coleman (ed.), Revisions in Mercantilism.

Ralph Davis, The Rise of the Atlantic Economics.

Maurice Dobb, Studies in the Development of Capitalism.

J.R. Hale, Renaissance Europe. R. Hall, From Galileo to Newton.

Christopher Hill, A Century of Revolutions.

Rodney Hilton, Transition from Feudalism to Capitalism.

H.G. Koenigsberger and G.L. Mosse, Europe in the Sixteenth Century.

Stephen J. Lee, Aspects of European History, 1494 - 1789.

G. Parker, Europe in Crisis, 1598 - 1648.

G. Parker and L.M. Smith, General Crisis of the Seventeenth Century.

J.H. Parry, The Age of Reconnaissance.

Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

V. Poliensiky, War and Society in Europe. 1618 -48.

Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.

V. Scammell, The First Imperial Age: European Overseas Expansion, 1400-1715.

Jan de Vries, Economy of Europe in an Age of Crisis 1600 - 1750.

SUGGESTED READINGS:

M. S. Anderson, Europe in the Eighteenth Century.

Perry Anderson, The Lineages of the Absolutist State.

Stuart Andrews, Eighteenth Century Europe.

B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 - 1850.

The Cambridge Economic History of Europe. Vol. I - VI.

James B. Collins, The State in Early Modern France, New Approaches to European History.

G. R. Elton, Reformation Europe, 1517 - 1559.

M. P. Gilmore, The World of Humanism. 1453 -1517.

Peter Kriedte, Peasants, Landlords and Merchant Capitalists.

J. Lynch, Spain under the Hapsburgs. Peter Mathias, First Industrial revolution.

Harry Miskimin, The Economy of Later Renaissance Europe: 1460-1600.

Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).

The New Cambridge Modern History of Europe, Vols. I - VII.

L. W. Owie, Seventeenth Century Europe.

D. H. Pennington, Seventeenth Century Europe.

F. Rice, The Foundations of Early Modern Europe

PAPER IX: HISTORY OF INDIA V (c. 1550 - 1605)

I. Sources and Historiography: (a) Persian literary culture; translations. (b) Vernacular literary traditions: BENGALI. (c) Modern Interpretations.

II. Establishment of Mughal rule: (a) India on the eve of Babur's invasion. (b) Fire arms, military technology and warfare. (c) Humayun's struggle for empire. (d) Sher Shah and his administrative and revenue reforms.

III. Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: tactics and technology. (b) Evolution of administrative institutions: Zabt, Mansab, Jagir, Madad-i-Maash. (c) Revolts and resistance.

IV. Political and religious ideals: (a) Inclusive political ideas: theory and practice. (b) Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions. (c) Pressure from the Ulema. 22

SUGGESTED READINGS:

J.N. Sarkar, History of Aurangzeb, New Delhi, Orient Longman.

Shekhar Byandypadhyay, Plassey to Partition, New Delhi, Orient Longman.

Chandra, Satish : History of Medieval India (800-1700) , Orient Longman, 2007.

Essays on Medieval Indian History, OUP, 2003 : State, Society and Culture in Indian History, OUP, 2012

Alam, Muzaffar and Subrahmanyam, Sanjoy: The Mughal State, OUP 2000

Alam, Muzaffar, The Crisis of India in Mughal North India, New Delhi, OUP 2013

Mukhia, H: Perspectives on Medieval India, Delhi 1994 Ali, M, Athar: Mughal India Studies in Polity, Ideas, society and culture, New Delhi, OUP, 2013.

Roy Chudhury T K and HabibIrfan (ed.): The Cambridge Economic History of India Vol. I. Seema Alavi, ed., The Eighteenth Century in India, New Delhi, OUP, 2002. Hasan S N: Religion, State and Society in Medieval India Chudhuri KN: Trade and Civilization in Indian Ocean HabibIrfan: Technology in Medieval India 650-1750. -----: The Agrarian System of Mughal India 1556-1707, OUP, 2014 (third edition) C.A. Bayly, Rulers, Townsmen & Bazaars, New Delhi, OUP, 2012. P.J. Marshall, The Eighteenth Century in Indian History, New Delhi, OUP, 2003.

Richards J F: The Mughul Empire. Tripathi R P: The Rise and Fall of the Mughul Empire. Some Aspects of Muslim administration Bhadra Goutam: MughulJugeKrishiArthaniti O Krishok Bidroha. Chudhury BinoyBhusan: Banglar Krishi Samajer Gathan. Mukhopadhyay Hirendranath: Bharatbarsher Ithihas. Sarkar J N: Mughul Arthanithi: Sangathan Ebong Karjakram.

Roy Anirudha: Mughal Juger ArthanaitikIthihas. Mukhopadhyay S K: MadhyajugerBharater Adhunik Jiban. Kulkarni, A.R :Maharastrain the Age of Shivaji, Pune, 2002. Meheta, J.L: Advanced History of Medieval India 3 Vols Delhi Sterling Publication. Mishra, Satish: Rise of Muslim Power in Gujrat. Khan I A: Gunpowder and Fire Arms: warfare in medieval India.

PAPER X: HISTORY OF INDIA VII (c. 1605 - 1750s)

I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

II. Political Culture under Jahangir and Shah Jahan: (a) Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.

III. Mughal Empire under Aurangzeb: (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and institutions. (b) Conquests and limits of expansion. (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts.

IV. Visual Culture: Paintings and Architecture.

V. Patterns of Regional Politics: (a) Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas. (b) Mughal decline; emergence of successor states. (c) Interpreting eighteenth century India: recent debates.

ESSENTIAL READINGS:

M. Athar Ali, The Mughal Nobility under Aurangzeb.

Muzaffar Alam and Sanjay Subramanian, eds,

The Mughal State, 1526 - 1750.

J.F. Richards, The Mughal Empire.

Satish Chandra, Essays on Medieval Indian History.

Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.

Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 - 1750.

Stewart Gordon, The Marathas 1600 - 1818.

Ebba Koch, Mughal Art and Imperial Ideology.

S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.

K. R. Qanungo, Dara Shikoh.

SUGGESTED READINGS:

S. Nurul Hasan, Religion, State, and Society in Medieval India.

S. Arsaratnam, Maritime India in the Seventeenth Century.

Muzaffar Alam, The Crisis of Empire in Mughal North India.

Catherine Asher, Architecture of Mughal India.

Milo Beach, Mughal and Rajput Paintings.

Satish Chandra, Parties and Politics at the Mughal Court.

Andre Wink, Land and Sovereignty in India.

Harbans Mukhia, The Mughals of India.

J.F. Richards, Mughal Administration in Golconda.

Z.U. Malik, The Reign of Muhammad Shah.

Iqbal Husain, Ruhela Cheiftancies in 18th Century India.

FOURTH SEESTER SEC:

PAPER-II: ART APPRECIATION AN INTRODUCTION TO INDIAN ART

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts

II. Indian Art (c. 600 CE – 1200 CE) : Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons

III. Indian art and architecture (c. 1200 CE – 1800 CE) : Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture

IV. Modern and Contemporary Indian art and Architecture: The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks Popular art forms (folk art traditions)

ESSENTIAL READINGS:

Neumayer, Erwin, Lines of Stone: The pre-historic rock-art of India, South Asia Books, 1993.

Goswamy, B.N., Essence of Indian Art, Asian Art Museum of San Francisco, 1986.

Huntington, Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weatherhill, 1985.

Guha-Thakurta, Tapati, The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.

SUGGESTED READINGS:

Mitter, Partha, Indian Art, Oxford History of Art series, Oxford University Press, 2001. Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi: D.K. Printworld and National Museum Institute (Introduction). Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992. Ray, Niharranjan, An Approach to Indian Art, Calcutta, 1970.

UNDERSTANDING POPULAR CULTURE

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the students use electronic devices to view, record, and document the subject matter.

I. Introduction: Defining popular culture and understanding it historically.

II. Performance: Theatre; music; folk tales/songs/swang and Nautanki: Identifying themes, functionality, anxieties

III. The audio-visual: cinema and television: Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s); Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s); documentary films Expressions of popular culture in television.

IV. Fairs, Festivals and Rituals: Disentangling mythological stories, patronage, regional variations.

V. Popular culture in a globalized world: The impact of the Internet and audiovisual media.

ESSENTIAL READINGS: Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004. John Storey, Cultural Theory and Popular Culture, London, 2001. Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009. Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998.

SUGGESTED READINGS: Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006 (Hindi). Ramanujan, A.K. Folktales from India: A Selection of Oral Tales from TwentyTwo Languages (Only Introduction). Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds.,

From Myths to Markets: Essays on Gender, Shimla, 1999. Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi,

FORTH SEMESTER DSC :

PAPER-4: HISTORY OF INDIA: 1707-1950.

I. Expansion & consolidation of Colonial Power up to 1857.

II. Uprising of 1857: Causes, Nature and Aftermath.

III. Colonial economy: Agriculture, Trade & Industry.

IV. Socio-Religious Movements in the 19th century.

V. Emergence and Growth of Nationalism .

VII. Communalism: Genesis, Growth and partition of India.

REFERENCES:

Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998.

Sekhar Bandyopadhyay, From Plassey to Partition.

Barbara D. Metcalf and T.R. Metcalf, A Concise History of India, Cambridge, 2002.

C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990.

Sumit Sarkar, Modern India 1885 in 1947,

Mamillan, 1983. Mushirul Hasan, John Company to the Republic: A story of Modern India.

R.P. Dutt, India Today. Thomas Metcalf, Ideologies of the Raj.

R. Jeffery and J Masseloss, From Rebellion to the Republic.

Bipan Chandra, Nationalism and Colonialism.

Urvashi Butalia, The Other side of Silence.

Francine Frankel, India's Political Economy 1947- 1977.

Parul Brass, The Politics of India since Independence.

Lloyd and Susan Rudolph, In Pursuit of Laxmi: the Political Economy of the 75 Indian State, Chicago, 1987.

Bipan Chandra, Aditya Mukherjee, India after Independence, Viking, 1999.

Gail Omvedt, Dalits and Democratic Revolution.

Ramachandra Guha, The Fissured Land.

K.G. Subramanian, The Living Tradition: Perspectives on Modern Indian Art.

Radha Kumar, A History of Doing

SIXTH SEMESTER HONOURS :

PAPER XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

- I. Cultures changes and Social and Religious Reform Movements: [a] The advent of printing and its implications. [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. [c] Debates around gender.
- II. Nationalism: Trends up to 1919: [a] Political ideology and organizations, formation of INC. [b] Moderates and extremists. [c] Swadesi movement. [d] Revolutionaries .
- III. Gandhian nationalism after 1919: Ideas and Movements: [a] Mahatma Gandhi: his Perspectives and Methods. [b] (i) Impact of the First World War; (ii) Rowlett Satyagraha and Jallianwala Bagh; (iii) Non-Cooperative and Civil Disobedience; (iv) Provincial Autonomy, Quit India and INA.
- IV. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.
- V. Independence and Partition: [a] Negotiations for independence, and partition. [b] Popular movements. [c] Partition riots.
- VI. Emergence of a New State: [a] Making of the Constitution. [b] Integration of princely states. [c] Land reform and beginnings of planning.

ESSENTIAL READINGS:

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India. Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth. Ranajit Guha, ed., A Subaltern Studies Reader. Peter Hardy, Muslims of British India. Mushirul Hasan, ed., India's Partition, Oxford in India Readings. D.A. Low, ed., Congress and the Raj. John R. McLane, Indian Nationalism and the Early Congress. Jawaharlal Nehru, An Autobiography. Gyanendra Pandey, The Construction of Communalism in colonial north India. Sumit Sarkar, Modern India, 1885-1947. Anil Seal, Emergence of Indian Nationalism. Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas. Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.

SUGGESTED READINGS:

Judith Brown, Gandhi: (et al) A Prisoner of Hope. Bipan Chandra, Communalism in Modern India, 2nd ed., 1987. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence. A.R. Desai, Social Background of Indian Nationalism. A.R. Desai, Peasant Struggles in India. Francine Frankel, India's Political Economy, 1947-77. Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies. Charles Heimsath, Indian Nationalism and Hindu Social Reform. F. Hutchins, Illusion of Permanence. F. Hutchins, Spontaneous Revolution. V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India. J.Krishnamurti, Women in Colonial India.

PAPER XIV: HISTORY OF MODERN EUROPE II (c. 1780 - 1939)

I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries: [a] The struggle for parliamentary democracy and civil liberties in Britain. [b] Forms of protest during early capitalism: food riots in France and England [c] Early socialist thought; Marxian Socialism û the First and the Second International. [d] German Social Democracy, Politics and Culture.

II. The Bolshevik Revolution of 1917

III. Imperialism, War, and Crisis: c. 1880 û-1939: 33 [a] Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918 [b] The post 1919 World Order: economic crises, the Great Depression and Recovery. [c] Fascism and Nazism. [d] The Spanish Civil War. [e] Origins of the Second World War.

ESSENTIAL READINGS: Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War. C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution. Norman Davies, Europe. J. Evans: The Foundations of a Modern State in 19th Century Europe. T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871]. E.J. Hobsbawm : The Age of Revolution. Lynn Hunt: Politics, Culture and Class in the French Revolution. James Joll, Europe since 1870. David Landes: Prometheus Unbound. 34 George Lefebvre, Coming of the French Revolution. George Lichtheim: A Short History of Socialism. Peter Mathias, First Industrial Revolution. Alec Nove: An Economic History of the USSR. Andrew Porter, European Imperialism, 18760 -1914 (1994). Anthony Wood, History of Europe, 1815 û 1960 (1983). Stuart Woolf: History of Italy, 1700 û 1860.

SUGGESTED READINGS:

G. Barrowclough, *An Introduction to Contemporary History*. Fernand Braudel, *History and the Social Science* in M. Aymard and H. Mukhia eds. *French Studies in History*, Vol. I (1989). Maurice Dobb: *Soviet Economic Development since 1917*. M. Perrot and G. Duby [eds.]: *A History of Women in the West*, Volumes 4 and 5. H.J. Hanham; *Nineteenth Century Constitution, 1815 û 1914*. E.J. Hobsbawm, *Nations and Nationalism*. Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*. James Joll, *Origins of the First World war* (1989). Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*. David lowenthal, *The Past is a Foreign Country*. Colin Lucas: *The French Revolution and the Making of Modern Political Culture*, Volume 2. Nicholas Mansergh: *The Irish Question, 1840 - 1921*. K.O. Morgan: *Oxford Illustrated History of Britain*, Volume 3 [1789 - 1983]. R.P. Morgan: *German Social Democracy and the First International*. N.V. Riasanovsky: *A History of Russia*. J.M. Robert, *Europe 1880 - 1985*. J.J. Roth (ed.), *World War I: A Turning Point in Modern History*. Albert Soboul: *History of the French Revolution* (in two volumes). Lawrence Stone, *History and the Social Sciences in the Twentieth Century, The Past and the Present* (1981). Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*. E.P. Thompson: *Making of the English Working Class*. Michel Vovelle, *fall of the French Monarchy* (1984). H. Seton Watson: *The Russian Empire*. Raymond Williams: *Culture and Society*.

SIXTH SEMESTER HONOURS DSE :

PAPER V: HISTORY OF AFRICA (c1500-1960s)

I. Patterns of Colonization: [a] Informal empire in the 19th century. [b] European imperialism and the partition of Africa.

II. Structures of Colonial Control: [a] The French in the Maghreb and West Africa. [b] The British in East, West and Southern Africa. [c] The Belgians in Congo.

III. Economic Transformations: [a] Agriculture and forests. [b] Mining.

IV. Emergence of New Identities: [a] Islam, Christianity and indigenous religious. [b] Race and class in colonial South Africa. [c] Language, education and cultural forms.

V. Popular Protests, Rebellions and National Liberation Movements: [a] Peasants. [b] Labour. [c] Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa.

ESSENTIAL READINGS:

F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.

Ralph Austen, African Economic History. Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (1980-95), relevant Chapters.

A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), 43 relevant sections only. Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984). Basil Davidson, Africa in Modern History (1978). E. Flint (ed.), Cambridge History of Africa, Vol. V (1976), relevant sections only. Charles Gibson Frank, Capitalism and Underdevelopment in Latin America (1969). Andre Gunder Frank, Capitalism and Underdevelopment in Latin America (1969). A.G. Hopkins, An Economic History of West Africa. A. Mazrui (ed.), UNESCO General History of Africa Vol. VIII (1993), relevant sections only. Rodolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America (1970). Bob Sutcliffe and Roger Owen (eds.), Studies in the Theory of Imperialism (1972). Rene Tana and Nicolas Spadacini (ed.), Amerindian Images and the Legacy of Columbus (1992). A.J. Temu and B. Swai (eds.), Historians and Africanist History: A Critique (1981). Jan Vansina, Paths in the Rainforest - Toward a History of Political Tradition in Equatorial Africa (1990). Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes (1977). John Womack, Zapata and the Mexican Revolution (1972).

SUGGESTED READINGS:

Martinez Alier, Haciendas, Plantations and Collective Farms (1977).

Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).

Donald Crummy (ed.), Banditry, Rebellion and Social Protest in Africa (1986).

Johannes Fabian, Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 - 1938 (1989). Nancy Fariss, Maya Society under Colonial Rule (1984). 44 Bill Freund, The Making of Contemporary Africa (1984). Bill Freund, The African Worker (1989). Celso Furtado, The Economic Development of Latin America (1973). Andre Gunder Frank, Lumpen Bourgeoisie, Lumpen

Development (1972). Karen Spalding Huarachiri, An Andean Society under Inca and Spanish Rule (1984). Gerrit Huizer, Peasant Rebellion in Latin America (1973). Hill (ed.), Rethinking History and Myth : Indigenous South American Perspectives on the Past (1998). Bernard Magubane, Political Economy of Race and Class in South Africa (1979). A.D. Robert (ed.), Cambridge History of Africa, Vol. VII (1986). Teodor Shanin, Peasants and Peasant Societies, (2nd ed., 1987), relevant sections only. Endre Sik, The History of Black Africa, 2 Vols. (1966), relevant sections only. Oliver and G.N. Sanderson (ed.), Cambridge History of Africa, Vol. VI (1985), relevant sections only. Paul Sweezy and Harry Magdoff , Revolution Counter û Revolution in Chile (1974). E.F. Penrose (ed.), European Imperialism and the Partition of Africa (1975). Michael T. Taussig, The Devil and Commodity Fetishism in South America (1980). Robert Vicar Turrel, Capital and Labour on the Kimberley Diamond Fields, 1871 – 90 (1989). Megan Vaughan, The Story of an African Famine: Gender and Famine in Twentieth Century Malawi (1989). Eric van Young, Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 û 1820 (1981).

HISTORY OF NORTH BENGAL - I

Physical and Historical Geography: Physical Aspects, North Bengal in Holy Writ, the Historic Period: Gauda, Pundra and Varendri, Pundravardhana-Bhukti,

Cities in Ancient North Bengal. The Legendary Period, Early History from 326 B.C. to 320 A.D.

Rise of Gauda (320-650 A.D.): North Bengal under the Imperial Guptas, Rise of Gauda -.Sasanka. Political Disintegration after Sasanka: Kingdom of Gauda.

The Palas: Origin and Early History of the Palas, The Pala Empire, Disintegration and Temporary Revival, The End of the Pala Empire,

The Senas. Religion: Religious Thought and Practice – Brahmanical, Jainism and Buddhism. Iconography: Vaisnava, Saiva, Sakti, Surya, Miscellaneous, Jaina and Buddhist images. Architecture and Sculpture: Stupa,

Monastic and temple Architecture. Sculpture: Introduction, Kushana Affiliation, The Gupta Idiom, Paharpur, Pala and Sena Sculpture. Society: Ethnological Background, Aryanisation of North Bengal.

Ilyas Shahi Dynasty, Dinajpur Raj: Raja Ganesha, Hindu Kings of Bengal, Hussain Shahi Dynasty, Gour-Pandua and Adina, The Mughals in north Bengal Khen Dyansty, Kamata-Koch Dynasty up to 1773.

SUGGESTED READINGS:

R. C., Majumder (Ed.) , The Delhi Sultanate, Bharatiya Bidya Bhavan. R.C. Majumdar (Ed.), The History of Bengal, Dacca, 1943.

J.N. Sarkar, History of Bengal, Vol. 2. Ray, Niharranjan, Bangalir Itihas, Adiparva. 46 History of the Bengali People (Ancient Period), Tr. By John W. Hood, Calcutta: Orient Longman, 1994. Dinesh Chandra Sen, Brihat Banga. Rakhaldas Bandopadhyay, Bangalar Itihas, 1928. Shanara Hussian, Every Day Life in Pala Empire. D.C Sicar, Pala Juger Bangshanucharit. D.C Sicar, Sanskritik Itihaser Prasanga. Aniruddha Roy, Madhya Juger Bangla (1200-1765), 2012. Mohammad Mohar Ali, History of the Muslims of Bengal , Vol - 1, 1988 Abdul Karim, Banglar Itihas (Sultani Amol), 2007.

M.A. Rahim, *Social and Cultural History of Bengal (1203-1576)*, Vol. 1.

Md. Akhtaruzzaman, *Society and Urbanization in Medieval Bengal*, Dhaka, 2009.

Mosharraf Hossain Mahasthan, Anecdote to History, 2006. Mukhlesur Rahaman, Sculpture in the Varendra Research Museum: A descriptive Catalogue, Rajshahi, 1998. Enamul Haque, Bengal Sculptures: Hindu Iconography up to c. 1250 A.D., Dhaka, 1992. Bijoy Kumar Sarkar, Sun Cult in Prachyadesa: History, Religion and Iconography, Delhi, 2010. Rajani Kanta Chakrabarty, Gouder Itihas. Khan Sahib M. Abid Ali, Memoirs of Gour and Pandua , 1931. Mukherjee,

B.N. & Bhattacharya, P. K., Early Historical Perspective of North Bengal,

Darjeeling: University of North Bengal, 1987. Choudhury, Kamal (Ed.),

Uttar Bangor Itihās O Sanskriti (in Bengali), Kolkata, 2011. Anita Bagchi & Dahlia Bhattacharya, (Edited), Omnibus of North Bengal (Vol- I & II) Selected Articles. Ichhimuddin Sarkar, Aitihya o Itihase Uttarbanga, 2002. Sailen Debnath, An Unexplored History of Eastern India (650-1498), 2015. D. Nath, History of the Koch Kingdom, C. 1515-1615, 1989. Khan Choudhury Amanatullah Ahmed, Koch Bihar Itihās. Swapan Kumar Roy, Prachin Koch Bihar Sampurna Itibritta. ভাস্কর চট্টোপাধ্যায়, উট্গৌড়বট্ের আতি□□ □ □ □ংস্কৃতি, (প্রথম খণ্ড - ২০০৩), (তিিীয় খণ্ড – ২০০৫), প্প্রাট্েত□ভ পাবত□লা□স, ক□কািা রূপশ্রী চট্টোপাধ্যায়, প্গৌট্ের ঐতি□াত□ক ভু ট্গা□ঃ প্রাক্ মধ্যযুগ, ফামসা প্ক. এ□. এম. ক□কািা, ১৯৯৯ □ক্ষয় কুমার মমএ, প্গৌট্ের কথা, □াত□িষট□াক, ক□কািা, ১৩৯০ বোর্ড

HISTORY OF LATIN AMERICA (c. 1500-1960s)

I. Conquest of America and its Repercussions, with special reference to Mexico and Peru.

II.[a] Economic Transformations: [a] Mining. [b] Trade. [c] Agriculture and forests.

III. Social Transformation: [a] Decimation of indigenous peoples. [b] Demographic changes. [c] Emergence of new social classes.

IV. Transformations: [a] Christianity and indigenous religions. [b] Mestizo cultures.

V. Bolivar's Vision and the Emergence of New States in the first half of the 19th Century.

VI. Assertion of the U.S. Hegemony in the Twentieth Century.

ESSENTIAL READINGS:

F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI, 1989, relevant sections only.

Ralph Austen, African Economic History.

Leslie Bethell, ed., Cambridge History of Latin America, 10Vols.1984-95, relevant chapters.

Boahen, ed., Cambridge History of Latin America, 10 Vol. VII, 1985, relevant sections only. Michael Crowder, ed., Cambridge History of Africa, Vol. VIII, 1984 Basil Davidson, Africa in Modern History (1978) 48 E. Flint (ed.), Cambridge History of Africa, Vol. V,1976, relevant sections only. Charles Gibson, The Aztecs under Spanish Rule, 1964. Andre Gunder Frank, Capitalism and Underdevelopment in Latin America, 1969. A.G. Hopkins, An Economic History of West Africa. A. Mazrui (ed.), UNESCO General History of Africa, Vol. VIII, 1993, relevant sections only. Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America, 1970. Bob Sutcliffe and Roger Owen, eds., Studies in the Theory of Imperialism, 1972. Rene Tana and Nicolas Spadacini, ed., Amerindian Images and the Legacy of Columbus (1992). A.J. Temu and B. Swai, eds., Historians and Africanist History: A Critique, 1981. Jan Vansina, Paths in the Rainforest û Toward a History of Political Tradition in Equatorial Africa, 1990. Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes, 1977. John Womack, Zapata and the Mexican Revolution, 1972.

SUGGESTED READINGS:

Martinez Alier, *Haciendas, Plantations and Collective Farms* (1977). Hugo Blanco, *Land or Death: The Peasant Struggles in Peru* (1972). Donald Crummy (ed.), *Banditry, Rebellion and Social Protest in Africa* (1986). Johannes Fabian, *Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 - 1938* (1989). Nancy Fariss, *Maya Society under Colonial Rule* (1984). Bill Freund, *The Making of Contemporary Africa* (1984). Bill Freund, *The African Worker* (1989). Celso Furtado, *The Economic Development of Latin America* (1973). Andre Gunder Frank, *Lumpen Bourgeoisie, Lumpen Development* (1972). Karen Spalding Huarachiri, *An Andean Society under Inca and Spanish Rule* (1984). Gerrit Huizer, *Peasant Rebellion in Latin America* (1973). Hill (ed.), *Rethinking History and Myth: Indigenous South American Perspectives on the Past* (1998). Bernard Magubane, *Political Economy of Race and Class in South Africa* (1979). A.D. Robert (ed.), *Cambridge History of Africa, Vol. VII* (1986). Teodor Shanin, *Peasants and Peasant Societies*, (2nd ed., 1987), relevant sections only. Endre Sik, *The History of Black Africa, 2 Vols.* (1966), relevant sections only. Oliver and G.N. Sanderson (ed.), *Cambridge History of Africa, Vol. VI* (1985), relevant sections only. Paul Sweezy and Harry Magdoff, *Revolutions and Counter Revolution in Chile* (1974). E.F. Penrose (ed.), *European Imperialism and the Partition of Africa* (1975). Michael T. Taussig, *The Devil and Commodity Fetishism in South America* (1980). Robert Vicar Turrel, *Capital and Labour on the Kimberley Diamond Fields, 1871 - 1900* (1989). Megan Vaughan, *The Story of an African Famine: Gender and Famine in Twentieth Century Malawi* (1989). Eric van Young, *Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 - 1820* (1981).

HISTORY OF NORTH BENGAL - II

Conquest and expansion of British rule in North Bengal.

Growth of District towns, Hill stations and process of urbanization.

Expansion of economy: commercialization of agriculture (Tobacco, Jute and Rice), plantation economy, trade and commerce, Trade, Transport and Communication; Land Revenue System of North Bengal.

Demographic changes till the end of colonial rule, Business Community (European and Indian) People's participation in the anti-colonial movement in the districts of North Bengal, Swadeshi Movement, Quit India Movement.

Peasant movements with special reference to Sannyasi-Fakir, Indigo, Santhal (Jitu Santhal) and Tebhaga Movement.

Caste movements with special emphasis on Rajbanshi Khatriya Movement and role of Rai Saheb Panchanan Barma.

Merger of Cooch Behar after Indian independence.

SUGGESTED READINGS:

R. C. Majumdar, History of Bengal (Modern Age), 1978.

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The Sannyasi Rebellion: The Sociology and Economics of a Conflicts in Sub-Himalayan Bengal, University of North Bengal, 1985. Sarit Kumar Bhoomik, Tebhaga Movements in Dooars, EPW, Vol- XXI, 1986. W.W. Hunter, A Statistical Account of Bengal Vol. X, Turner & Co. Landon, 1876. E.C. Dozey, A Concise History of Darjeeling Since 1835, N.L. Publishers, Siliguri, 2011 (reprint). Sailen Debnath, Social and Political Tensio, in North Bengal. Atis Dasgupta, The Fakir and Sannyasi Uprisings , Calcutta 1992. Ashok, Gangopaghyay, Banglar Cha Shilpo o Sromik Abostha. Rup Kumar Barman, From Tribalism to State: Reflections on the Emergence of Koch kingdom. Kamalesh Goswami, Bidroho o Andolone Uttarbanga. Malay Sankar Bhattacharya, Studies in Microhistory: Political Movements in some parts of India and Bangladesh (1857-1947). 52 Dipak Kumar Roy, Manishi Panchanan Barman Analochita Adhyay. Upendra Nath Barman, Panchanan Barman Jibancharit. Also English translation by Binay Barman. ঊতর্জি প্ঘা, উতিল ঊ তবল লিট্‌কর উত্তরবট্‌রে ঊ থসনিতিক জীবিধ্‌রা ঊ ঊ িযা িষ প্রবন্ধ, তরো ঊ স ঊ াতভস ঊ, ক ঊ কা িা, ২০১৫ শ্রী ঊ তরট্‌মা ঊ ি লা িযা, দারতজত ঊ ট্‌রে আতি ঊ া, ঊ ম্পাদি - আছামুদী ি ঊ রকার, তমএম্, ক ঊ কা িা, ২০০৫। ঊ ঊ ন্না ি দা, ঊ তবভক্ত বাং ঊ ার ক ঊ ক ঊ ং ঊ াম, িক্ষএ, ক ঊ কা িা, ২০১২। অিন্দট্‌গাপা ঊ প্ঘা ঊ ং ঊ ি ঊ া ং শু প্লখর দা, উত্তরবট্‌রে আতি ঊ া ঊ ঊ ঊ মাজ, দীপাত ঊ পাবত ঊ লা ঊ স, তলত ঊ গুতড়, ২০০৯। অিন্দট্‌গাপা ঊ প্ঘা ঊ ং ঊ ি ঊ া ং শু প্লখর দা (ঊ ম্পাদি), ঊ িযা ঊ ি প্‌থট্‌ক ত ঊ পাত ঊ তবট্‌রা ঊ ং প্র ঊ ং উত্তরবে, ঊ ং ট্‌দি, মা ঊ দা, ২০১১। অিন্দট্‌গাপা ঊ প্ঘা ঊ, উত্তরবে ঊ া ট্‌মর ঊ ং কা ট্‌ি, ঐ. ঐ. পাবত ঊ লা ঊ স, তলত ঊ গুতড়, ২০০৬। শ্রী তিমস ঊ চন্দ্র প্‌টো ধ্‌রী, রায়কি বংল ঊ ি া া া া ট্‌দর রাট্‌জযর ঊ ং তক্ষপ্ত তববরণ, উত্তরবে আতি ঊ া ঊ পতর ঊ দ, জ ঊ পাআগুতড়, ২০০৫।

আন্দ্রতজৎ চক্রবী □ □ুভাতল□ গুপ্ত, তদিজপুৰ, ১৭৫৭-১৯৪৭, ক□কািা, ২০১৪। ধ্িঞ্জয় রায়, তদিজপুৰ প্জ□াৰ আতি□া□, প্ৰ.তপ. বাগতচ., ক□কািা, ২০০৬। ধ্িঞ্জয় রায় (□ম্পাতদি) , উত্তৰবট্ৰেৰ অতদয়ার তবট্ৰা□ □ প্ৰিভাগা অট্ৰন্দা□ি, বাট্ৰিন্দ □াত□িষ পতৰ□দ,মা□দা, ১৯৯৪। ম□য় লঙ্কৰ ভটাচাষসমা□দ□ চচস □া, বীয় প্রকালক, মা□দা, ২০১১ □তজট্ৰিল ভটাচাষস(□ম্পাতদি) , মধ্ুপনী, তবট্ৰল□ প্ৰকাচতব□াৰ প্জ□া □ংখ্যা, ১৯৯০। □তজট্ৰিল ভটাচাষস(□ম্পাতদি) ,মধ্ুপনী, তবট্ৰল□ জ□পাআগুতড় প্জ□া □ংখ্যা, ১৯৮৭। □তজট্ৰিল ভটাচাষস(□ম্পাতদি) , মধ্ুপনী, পতিম তদিজপুৰ প্জ□া □ংখ্যা, ১৩৯৯ বো। □তজট্ৰিল ভটাচাষস(□ম্পাতদি) ,মধ্ুপনী, তবট্ৰল□ দাতজস ত□ং প্জ□া □ংখ্যা, ১৯... আছামুদ্দীি □রকার (□ম্পাদি),ঐতিট্ৰয □ আতি□াট্ৰ উত্তৰবে, অ□াম, ২০০২। চাৰুচন্দ্র □ািযা□, জ□পাআগুতড় প্জ□া লি-বাত□সকী স্মারক েস্থ ১৮৬৯-১৯৬৮, জ□পাআগুতড়

SIXTH SEMESTER DSE:

SOCIETY &ECONOMY OF MODERN EUROPE: 15TH – 18 CENTURY

- I. European Reformation: Genesis, nature & Impact.
- II. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic.
- III. Transition from Feudalism to Capitalism: Industrial Revolution in England

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শ্রীতরটমা়ি লািযা়, দারতজত়ট়ের আতি়া়, াম্পাদি - আছামুদী়ি ারকার, তমএম্, ক়কা়ি়া, ২০০৫। াুন্না়ি দা়, াতবভক্ত বাং়ার ক়ক াং়োম, িক্ষএ, ক়কা়ি়া, ২০১২। অিন্দট্গাপা় প্ঘা় এবং িী়াংশু প্লখর দা় (়াম্পাদি), ািযা়ী প্খট্ক ত়পাত় তবট্রা়ঃ প্র়ে উত্তরবে, াংট্দি, মা়দা, ২০১১। অিন্দট্গাপা় প্ঘা়, উত্তরবে িাট্মর াট্টি, ি. এ়. পাবত়লা়স, তলত়গুতড়, ২০০৬। শ্রী তিমস়চন্দ্র প্চৌধুরী, রায়কি বংল া়া়াট্দের রাট্জয়র াংতক্ষপ্ত তববরণ, উত্তরবে আতি়া় পতর়দ, জ়পাআগুতড়, ২০০৫। আন্দ্রতজৎ চক্রাবী া়ুভাতল় গুপ্ত, তদিজপুর, ১৭৫৭-১৯৪৭, ক়কা়ি়া, ২০১৪। ধ্িজয় রায়, তদিজপুর প্জ়ার আতি়া়, প্ক.তপ. বাগতচ., ক়কা়ি়া, ২০০৬। ধ্িজয় রায় (়াম্পাতদি), উত্তরবট্ের অতদয়ার তবট্রা় া়্ভাগা অট্ন্দা়ি, বাট্ন্দ্র াত়িয পতর়দ, মা়দা, ১৯৯৪। ম়য় লঙ্কর ভটাচাযসমা়দ় চচস া, বীয় প্রকালক, মা়দা, ২০১১। াুতজি প্ঘা়, উতিল া তবল লিট্কর উত্তরবট্ের াথসনিতিক জীবিধ়ারা া়িযা়িয প্রবন্ধ, তরো়স়াতভস়, ক়কা়ি়া, ২০১৬। াতজট্িল ভটাচাযস(়াম্পাতদি), মধু়পনী, তবট্ল় প্কাচতব়ার প্জ়া় াংখযা, ১৯৯০। াতজট্িল ভটাচাযস(়াম্পাতদি), মধু়পনী, তবট্ল় জ়পাআগুতড় প্জ়া় াংখযা, ১৯৮৭। াতজট্িল ভটাচাযস(়াম্পাতদি), মধু়পনী, পতিম তদিজপুর প্জ়া় াংখযা, ১৩৯৯ বো। াতজট্িল ভটাচাযস(়াম্পাতদি), মধু়পনী, তবট্ল় দাতজস ত়ং প্জ়া় াংখযা। আছামুদী়ি ারকার (়াম্পাদি), ঐতিট্য় া় আতি়াট্ উত্তরবে, অ়াম, ২০০২। চারুচন্দ্র া়িযা়, জ়পাআগুতড় প্জ়া় লি-বাত়সকী স্মারক েস্থ ১৮৬৯-১৯৬৮, জ়পাআগুতড়

SECOND SEMESTER HONOURS :

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I. Economy and Society (circa 300 BCE to circa CE 300): [a] Expansion of agrarian economy: production relations. [b] Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage. [c] Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

II. Changing political formations (circa 300 BCE to circa CE 300): [a] The Mauryan Empire [b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana Sanghas.

III. Pallavas, Chalukyas, and Vardhanas,

IV. Religion, philosophy and society (circa 300 BCE- CE 750): (a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.

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PAPER IV: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

I. Roman Republic, Participate and Empire & slave society in ancient Rome: Agrarian economy, urbanization, trade.

II. Crises of the Roman Empire.

III. Economic developments in Europe from the 7th to the 14th centuries: Organization of production, towns and trade, Crisis of feudalism.

IV. Religion and culture in medieval Europe.

V. Societies in Central Islamic Lands: [a] RISE OF ISLAM.

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SECOND SEMESTER DSC :

PAPER-2: HISTORY OF INDIA FROM. C.300TO1206

I. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

II. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda.

III. South India: Polity, Society, and Economy & Culture

IV. Evolution of Political structures of Rashtrakutas, Pala & Pratiharas.

V. Emergence of Rajput States in Northern India: Polity, Economy & Society.

VI. Struggle for power in Northern India & establishment of Sultanate.

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FOURTH SEMESTER HONOURS :

PAPER VIII: RISE OF THE MODERN WEST - II

- I. 17th century European crisis: economic, social and political dimensions.
- II. The English Revolution: major issues; political and intellectual currents.
- III. Mercantilism and European economics; 17th and 18th centuries
- IV. Political and economic issues in the American Revolution.
- V. Preludes to the Industrial Revolution.

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H.G. Koenigsberger and G.L. Mosse, Europe in the Sixteenth Century.

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V. Poliensiky, War and Society in Europe. 1618 -48.

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Peter Kriedte, Peasants, Landlords and Merchant Capitalists.

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L. W. Owie, Seventeenth Century Europe.

D. H. Pennington, Seventeenth Century Europe.

F. Rice, The Foundations of Early Modern Europe

PAPER IX: HISTORY OF INDIA V (c. 1550 - 1605)

I. Sources and Historiography: (a) Persian literary culture; translations. (b) Vernacular literary traditions: BENGALI. (c) Modern Interpretations.

II. Establishment of Mughal rule: (a) India on the eve of Babur's invasion. (b) Fire arms, military technology and warfare. (c) Humayun's struggle for empire. (d) Sher Shah and his administrative and revenue reforms.

III. Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: tactics and technology. (b) Evolution of administrative institutions: Zabt, Mansab, Jagir, Madad-i-Maash. (c) Revolts and resistance.

IV. Political and religious ideals: (a) Inclusive political ideas: theory and practice. (b) Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions. (c) Pressure from the Ulema. 22

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Richards J F: The Mughul Empire. Tripathi R P: The Rise and Fall of the Mughul Empire. Some Aspects of Muslim administration Bhadra Goutam: MughulJugeKrishiArthaniti O Krishok Bidroha. Chudhury BinoyBhusan: Banglar Krishi Samajer Gathan. Mukhopadhyay Hirendranath: Bharatbarsher Ithihas. Sarkar J N: Mughul Arthanithi: Sangathan Ebong Karjakram.

Roy Anirudha: Mughal Juger ArthanaitikIthihas. Mukhopadhyay S K: MadhyajugerBharater Adhunik Jiban. Kulkarni, A.R :Maharastrain the Age of Shivaji, Pune, 2002. Meheta, J.L: Advanced History of Medieval India 3 Vols Delhi Sterling Publication. Mishra, Satish: Rise of Muslim Power in Gujrat. Khan I A: Gunpowder and Fire Arms: warfare in medieval India.

PAPER X: HISTORY OF INDIA VII (c. 1605 - 1750s)

I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

II. Political Culture under Jahangir and Shah Jahan: (a) Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.

III. Mughal Empire under Aurangzeb: (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and institutions. (b) Conquests and limits of expansion. (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts.

IV. Visual Culture: Paintings and Architecture.

V. Patterns of Regional Politics: (a) Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas. (b) Mughal decline; emergence of successor states. (c) Interpreting eighteenth century India: recent debates.

ESSENTIAL READINGS:

M. Athar Ali, The Mughal Nobility under Aurangzeb.

Muzaffar Alam and Sanjay Subramanian, eds,

The Mughal State, 1526 - 1750.

J.F. Richards, The Mughal Empire.

Satish Chandra, Essays on Medieval Indian History.

Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.

Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 - 1750.

Stewart Gordon, The Marathas 1600 - 1818.

Ebba Koch, Mughal Art and Imperial Ideology.

S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.

K. R. Qanungo, Dara Shikoh.

SUGGESTED READINGS:

S. Nurul Hasan, Religion, State, and Society in Medieval India.

S. Arsaratnam, Maritime India in the Seventeenth Century.

Muzaffar Alam, The Crisis of Empire in Mughal North India.

Catherine Asher, Architecture of Mughal India.

Milo Beach, Mughal and Rajput Paintings.

Satish Chandra, Parties and Politics at the Mughal Court.

Andre Wink, Land and Sovereignty in India.

Harbans Mukhia, The Mughals of India.

J.F. Richards, Mughal Administration in Golconda.

Z.U. Malik, The Reign of Muhammad Shah.

Iqbal Husain, Ruhela Cheiftancies in 18th Century India.

FOURTH SEESTER SEC:

PAPER-II: ART APPRECIATION AN INTRODUCTION TO INDIAN ART

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts

II. Indian Art (c. 600 CE – 1200 CE) : Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons

III. Indian art and architecture (c. 1200 CE – 1800 CE) : Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture

IV. Modern and Contemporary Indian art and Architecture: The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks Popular art forms (folk art traditions)

ESSENTIAL READINGS:

Neumayer, Erwin, Lines of Stone: The pre-historic rock-art of India, South Asia Books, 1993.

Goswamy, B.N., Essence of Indian Art, Asian Art Museum of San Francisco, 1986.

Huntington, Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weatherhill, 1985.

Guha-Thakurta, Tapati, The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.

SUGGESTED READINGS:

Mitter, Partha, Indian Art, Oxford History of Art series, Oxford University Press, 2001. Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi: D.K. Printworld and National Museum Institute (Introduction). Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992. Ray, Niharranjan, An Approach to Indian Art, Calcutta, 1970.

UNDERSTANDING POPULAR CULTURE

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the students use electronic devices to view, record, and document the subject matter.

I. Introduction: Defining popular culture and understanding it historically.

II. Performance: Theatre; music; folk tales/songs/swang and Nautanki: Identifying themes, functionality, anxieties

III. The audio-visual: cinema and television: Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s); Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s); documentary films Expressions of popular culture in television.

IV. Fairs, Festivals and Rituals: Disentangling mythological stories, patronage, regional variations.

V. Popular culture in a globalized world: The impact of the Internet and audiovisual media.

ESSENTIAL READINGS: Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004. John Storey, Cultural Theory and Popular Culture, London, 2001. Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009. Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998.

SUGGESTED READINGS: Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006 (Hindi). Ramanujan, A.K. Folktales from India: A Selection of Oral Tales from TwentyTwo Languages (Only Introduction). Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds.,

From Myths to Markets: Essays on Gender, Shimla, 1999. Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi,

FORTH SEMESTER DSC :

PAPER-4: HISTORY OF INDIA: 1707-1950.

I. Expansion & consolidation of Colonial Power up to 1857.

II. Uprising of 1857: Causes, Nature and Aftermath.

III. Colonial economy: Agriculture, Trade & Industry.

IV. Socio-Religious Movements in the 19th century.

V. Emergence and Growth of Nationalism .

VII. Communalism: Genesis, Growth and partition of India.

REFERENCES:

Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998.

Sekhar Bandyopadhyay, From Plassey to Partition.

Barbara D. Metcalf and T.R. Metcalf, A Concise History of India, Cambridge, 2002.

C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990.

Sumit Sarkar, Modern India 1885 in 1947,

Mamillan, 1983. Mushirul Hasan, John Company to the Republic: A story of Modern India.

R.P. Dutt, India Today. Thomas Metcalf, Ideologies of the Raj.

R. Jeffery and J Masseloss, From Rebellion to the Republic.

Bipan Chandra, Nationalism and Colonialism.

Urvashi Butalia, The Other side of Silence.

Francine Frankel, India's Political Economy 1947- 1977.

Parul Brass, The Politics of India since Independence.

Lloyd and Susan Rudolph, In Pursuit of Laxmi: the Political Economy of the 75 Indian State, Chicago, 1987.

Bipan Chandra, Aditya Mukherjee, India after Independence, Viking, 1999.

Gail Omvedt, Dalits and Democratic Revolution.

Ramachandra Guha, The Fissured Land.

K.G. Subramanian, The Living Tradition: Perspectives on Modern Indian Art.

Radha Kumar, A History of Doing

SIXTH SEMESTER HONOURS :

PAPER XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

I. Cultures changes and Social and Religious Reform Movements: [a] The advent of printing and its implications. [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. [c] Debates around gender.

II. Nationalism: Trends up to 1919: [a] Political ideology and organizations, formation of INC. [b] Moderates and extremists. [c] Swadesi movement. [d] Revolutionaries .

III. Gandhian nationalism after 1919: Ideas and Movements: [a] Mahatma Gandhi: his Perspectives and Methods. [b] (i) Impact of the First World War; (ii) Rowlett Satyagraha and Jallianwala Bagh; (iii) Non-Cooperative and Civil Disobedience; (iv) Provincial Autonomy, Quit India and INA.

IV. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

V. Independence and Partition: [a] Negotiations for independence, and partition. [b] Popular movements. [c] Partition riots.

VI. Emergence of a New State: [a] Making of the Constitution. [b] Integration of princely states. [c] Land reform and beginnings of planning.

ESSENTIAL READINGS:

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India. Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth. Ranajit Guha, ed., A Subaltern Studies Reader. Peter Hardy, Muslims of British India. Mushirul Hasan, ed., India's Partition, Oxford in India Readings. D.A. Low, ed., Congress and the Raj. John R. McLane, Indian Nationalism and the Early Congress. Jawaharlal Nehru, An Autobiography. Gyanendra Pandey, The Construction of Communalism in colonial north India. Sumit Sarkar, Modern India, 1885-1947. Anil Seal, Emergence of Indian Nationalism. Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas. Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.

SUGGESTED READINGS:

Judith Brown, Gandhi: (et al) A Prisoner of Hope. Bipan Chandra, Communalism in Modern India, 2nd ed., 1987. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence. A.R. Desai, Social Background of Indian Nationalism. A.R. Desai, Peasant Struggles in India. Francine Frankel, India's Political Economy, 1947-77. Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies. Charles Heimsath, Indian Nationalism and Hindu Social Reform. F. Hutchins, Illusion of Permanence. F. Hutchins, Spontaneous Revolution. V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India. J.Krishnamurti, Women in Colonial India.

PAPER XIV: HISTORY OF MODERN EUROPE II (c. 1780 - 1939)

I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries: [a] The struggle for parliamentary democracy and civil liberties in Britain. [b] Forms of protest during early capitalism: food riots in France and England [c] Early socialist thought; Marxian Socialism - the First and the Second International. [d] German Social Democracy, Politics and Culture.

II. The Bolshevik Revolution of 1917

III. Imperialism, War, and Crisis: c. 1880 - 1939: 33 [a] Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918 [b] The post 1919 World Order: economic crises, the Great Depression and Recovery. [c] Fascism and Nazism. [d] The Spanish Civil War. [e] Origins of the Second World War.

ESSENTIAL READINGS: Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War. C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution. Norman Davies, Europe. J. Evans: The Foundations of a Modern State in 19th Century Europe. T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871]. E.J. Hobsbawm : The Age of Revolution. Lynn Hunt: Politics, Culture and Class in the French Revolution. James Joll, Europe since 1870. David Landes: Prometheus Unbound. 34 George Lefebvre, Coming of the French Revolution. George Lichtheim: A Short History of Socialism. Peter Mathias, First Industrial Revolution. Alec Nove: An Economic History of the USSR. Andrew Porter, European Imperialism, 18760 -1914 (1994). Anthony Wood, History of Europe, 1815 - 1960 (1983). Stuart Woolf: History of Italy, 1700 - 1860.

SUGGESTED READINGS:

G. Barrowclough, *An Introduction to Contemporary History*. Fernand Braudel, *History and the Social Science* in M. Aymard and H. Mukhia eds. *French Studies in History*, Vol. I (1989). Maurice Dobb: *Soviet Economic Development since 1917*. M. Perrot and G. Duby [eds.]: *A History of Women in the West*, Volumes 4 and 5. H.J. Hanham; *Nineteenth Century Constitution, 1815 û 1914*. E.J. Hobsbawm, *Nations and Nationalism*. Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*. James Joll, *Origins of the First World war* (1989). Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*. David lowenthal, *The Past is a Foreign Country*. Colin Licas: *The French Revolution and the Making of Modern Political Culture*, Volume 2. Nicholas Mansergh: *The Irish Question, 1840 - 1921*. K.O. Morgan: *Oxford Illustrated History of Britain*, Volume 3 [1789 - 1983]. R.P. Morgan: *German Social Democracy and the First International*. N.V. Riasanovsky: *A History of Russia*. J.M. Robert, *Europe 1880 - 1985*. J.J. Roth (ed.), *World War I: A Turning Point in Modern History*. Albert Soboul: *History of the French Revolution* (in two volumes). Lawrence Stone, *History and the Social Sciences in the Twentieth Century, The Past and the Present* (1981). Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*. E.P. Thompson: *Making of the English Working Class*. Michel Vovelle, *fall of the French Monarchy* (1984). H. Seton Watson: *The Russian Empire*. Raymond Williams: *Culture and Society*.

SIXTH SEMESTER HONOURS DSE :

PAPER V: HISTORY OF AFRICA (c1500-1960s)

I. Patterns of Colonization: [a] Informal empire in the 19th century. [b] European imperialism and the partition of Africa.

II. Structures of Colonial Control: [a] The French in the Maghreb and West Africa. [b] The British in East, West and Southern Africa. [c] The Belgians in Congo.

III. Economic Transformations: [a] Agriculture and forests. [b] Mining.

IV. Emergence of New Identities: [a] Islam, Christianity and indigenous religious. [b] Race and class in colonial South Africa. [c] Language, education and cultural forms.

V. Popular Protests, Rebellions and National Liberation Movements: [a] Peasants. [b] Labour. [c] Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa.

ESSENTIAL READINGS:

F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.

Ralph Austen, African Economic History. Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (1980-95), relevant Chapters.

A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), 43 relevant sections only. Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984). Basil Davidson, Africa in Modern History (1978). E. Flint (ed.), Cambridge History of Africa, Vol. V (1976), relevant sections only. Charles Gibson Frank, Capitalism and Underdevelopment in Latin America (1969). Andre Gunder Frank, Capitalism and Underdevelopment in Latin America (1969). A.G. Hopkins, An Economic History of West Africa. A. Mazrui (ed.), UNESCO General History of Africa Vol. VIII (1993), relevant sections only. Rodolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America (1970). Bob Sutcliffe and Roger Owen (eds.), Studies in the Theory of Imperialism (1972). Rene Tana and Nicolas Spadacini (ed.), Amerindian Images and the Legacy of Columbus (1992). A.J. Temu and B. Swai (eds.), Historians and Africanist History: A Critique (1981). Jan Vansina, Paths in the Rainforest - Toward a History of Political Tradition in Equatorial Africa (1990). Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes (1977). John Womack, Zapata and the Mexican Revolution (1972).

SUGGESTED READINGS:

Martinez Alier, Haciendas, Plantations and Collective Farms (1977).

Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).

Donald Crummy (ed.), Banditry, Rebellion and Social Protest in Africa (1986).

Johannes Fabian, Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 - 1938 (1989). Nancy Fariss, Maya Society under Colonial Rule (1984). 44 Bill Freund, The Making of Contemporary Africa (1984). Bill Freund, The African Worker (1989). Celso Furtado, The Economic Development of Latin America (1973). Andre Gunder Frank, Lumpen Bourgeoisie, Lumpen

Development (1972). Karen Spalding Huarachiri, An Andean Society under Inca and Spanish Rule (1984). Gerrit Huizer, Peasant Rebellion in Latin America (1973). Hill (ed.), Rethinking History and Myth : Indigenous South American Perspectives on the Past (1998). Bernard Magubane, Political Economy of Race and Class in South Africa (1979). A.D. Robert (ed.), Cambridge History of Africa, Vol. VII (1986). Teodor Shanin, Peasants and Peasant Societies, (2nd ed., 1987), relevant sections only. Endre Sik, The History of Black Africa, 2 Vols. (1966), relevant sections only. Oliver and G.N. Sanderson (ed.), Cambridge History of Africa, Vol. VI (1985), relevant sections only. Paul Sweezy and Harry Magdoff , Revolution Counter û Revolution in Chile (1974). E.F. Penrose (ed.), European Imperialism and the Partition of Africa (1975). Michael T. Taussig, The Devil and Commodity Fetishism in South America (1980). Robert Vicar Turrel, Capital and Labour on the Kimberley Diamond Fields, 1871 – 90 (1989). Megan Vaughan, The Story of an African Famine: Gender and Famine in Twentieth Century Malawi (1989). Eric van Young, Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 û 1820 (1981).

HISTORY OF NORTH BENGAL - I

Physical and Historical Geography: Physical Aspects, North Bengal in Holy Writ, the Historic Period: Gauda, Pundra and Varendri, Pundravardhana-Bhukti,

Cities in Ancient North Bengal. The Legendary Period, Early History from 326 B.C. to 320 A.D.

Rise of Gauda (320-650 A.D.): North Bengal under the Imperial Guptas, Rise of Gauda -.Sasanka. Political Disintegration after Sasanka: Kingdom of Gauda.

The Palas: Origin and Early History of the Palas, The Pala Empire, Disintegration and Temporary Revival, The End of the Pala Empire,

The Senas. Religion: Religious Thought and Practice – Brahmanical, Jainism and Buddhism. Iconography: Vaisnava, Saiva, Sakti, Surya, Miscellaneous, Jaina and Buddhist images. Architecture and Sculpture: Stupa,

Monastic and temple Architecture. Sculpture: Introduction, Kushana Affiliation, The Gupta Idiom, Paharpur, Pala and Sena Sculpture. Society: Ethnological Background, Aryanisation of North Bengal.

Ilyas Shahi Dynasty, Dinajpur Raj: Raja Ganesha, Hindu Kings of Bengal, Hussain Shahi Dynasty, Gour-Pandua and Adina, The Mughals in north Bengal Khen Dyansty, Kamata-Koch Dynasty up to 1773.

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R. C., Majumder (Ed.) , The Delhi Sultanate, Bharatiya Bidya Bhavan. R.C. Majumdar (Ed.), The History of Bengal, Dacca, 1943.

J.N. Sarkar, History of Bengal, Vol. 2. Ray, Niharranjan, Bangalir Itihas, Adiparva. 46 History of the Bengali People (Ancient Period), Tr. By John W. Hood, Calcutta: Orient Longman, 1994. Dinesh Chandra Sen, Brihat Banga. Rakhal Das Bandopadhyay, Bangalar Itihas, 1928. Shanara Hussian, Every Day Life in Pala Empire. D.C. Sircar, Pala Jugar Bangshanucharit. D.C. Sircar, Sanskritik Itihaser Prasanga. Aniruddha Roy, Madhya Jugar Bangla (1200-1765), 2012. Mohammad Mohar Ali, History of the Muslims of Bengal , Vol - 1, 1988 Abdul Karim, Banglar Itihas (Sultani Amol), 2007.

M.A. Rahim, Social and Cultural History of Bengal (1203-1576), Vol. 1.

Md. Akhtaruzzaman, Society and Urbanization in Medieval Bengal, Dhaka, 2009.

Mosharraf Hossain Mahasthan, Anecdote to History, 2006. Mukhlesur Rahaman, Sculpture in the Varendra Research Museum: A descriptive Catalogue, Rajshahi, 1998. Enamul Haque, Bengal Sculptures: Hindu Iconography up to c. 1250 A.D., Dhaka, 1992. Bijoy Kumar Sarkar, Sun Cult in Prachyadesa: History, Religion and Iconography, Delhi, 2010. Rajani Kanta Chakrabarty, Gouder Itihas. Khan Sahib M. Abid Ali, Memoirs of Gour and Pandua , 1931. Mukherjee,

B.N. & Bhattacharya, P. K., Early Historical Perspective of North Bengal,

Darjeeling: University of North Bengal, 1987. Choudhury, Kamal (Ed.),

Uttar Banger Itihas O Sanskriti (in Bengali), Kolkata, 2011. Anita Bagchi & Dahlia Bhattacharya, (Edited), Omnibus of North Bengal (Vol- I & II) Selected Articles. Ichhimuddin Sarkar, Aitihya o Itihase Uttarbanga, 2002. Sailen Debnath, An Unexplored History of Eastern India (650-1498), 2015. D. Nath, History of the Koch Kingdom, C. 1515-1615, 1989. Khan Choudhury Amanatullah Ahmed, Koch Biharar Itihas. Swapan Kumar Roy, Prachin Koch Biharar Sampurna Itibritta. ভাস্কর চট্টোপাধ্যায়, উত্তরগৌড়বর্টের আতিথ্য ঐতিহ্য ঐতিহ্য (প্রথম খণ্ড - ২০০৩), (তিনিীয় খণ্ড - ২০০৫), প্রপ্রাট্টেতত্ত্ব পাবতলাস, ককাকািা রূপশ্রী চট্টোপাধ্যায়, প্গৌট্টের ঐতিহ্যতত্ত্ব ক ভূ ট্গাঃ প্রাক্ মধ্যযুগ, ফামসা প্ক. এ. এম. ককাকািা, ১৯৯৯ ঐক্ষয় কুমার মমএ, প্গৌট্টের কথা, ঐতিহ্য ঐতিহ্যতত্ত্ব ক, ককাকািা, ১৩৯০ বোব্দ

HISTORY OF LATIN AMERICA (c. 1500-1960s)

I. Conquest of America and its Repercussions, with special reference to Mexico and Peru.

II.[a] Economic Transformations: [a] Mining. [b] Trade. [c] Agriculture and forests.

III. Social Transformation: [a] Decimation of indigenous peoples. [b] Demographic changes. [c] Emergence of new social classes.

IV. Transformations: [a] Christianity and indigenous religions. [b] Mestizo cultures.

V. Bolivar's Vision and the Emergence of New States in the first half of the 19th Century.

VI. Assertion of the U.S. Hegemony in the Twentieth Century.

ESSENTIAL READINGS:

F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI, 1989, relevant sections only.

Ralph Austen, African Economic History.

Leslie Bethell, ed., Cambridge History of Latin America, 10Vols.1984-95, relevant chapters.

Boahen, ed., Cambridge History of Latin America, 10 Vol. VII, 1985, relevant sections only. Michael Crowder, ed., Cambridge History of Africa, Vol. VIII, 1984 Basil Davidson, Africa in Modern History (1978) 48 E. Flint (ed.), Cambridge History of Africa, Vol. V,1976, relevant sections only. Charles Gibson, The Aztecs under Spanish Rule, 1964. Andre Gunder Frank, Capitalism and Underdevelopment in Latin America, 1969. A.G. Hopkins, An Economic History of West Africa. A. Mazrui (ed.), UNESCO General History of Africa, Vol. VIII, 1993, relevant sections only. Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America, 1970. Bob Sutcliffe and Roger Owen, eds., Studies in the Theory of Imperialism, 1972. Rene Tana and Nicolas Spadacini, ed., Amerindian Images and the Legacy of Columbus (1992). A.J. Temu and B. Swai, eds., Historians and Africanist History: A Critique, 1981. Jan Vansina, Paths in the Rainforest û Toward a History of Political Tradition in Equatorial Africa, 1990. Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes, 1977. John Womack, Zapata and the Mexican Revolution, 1972.

SUGGESTED READINGS:

Martinez Alier, *Haciendas, Plantations and Collective Farms* (1977). Hugo Blanco, *Land or Death: The Peasant Struggles in Peru* (1972). Donald Crummy (ed.), *Banditry, Rebellion and Social Protest in Africa* (1986). Johannes Fabian, *Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 - 1938* (1989). Nancy Fariss, *Maya Society under Colonial Rule* (1984). Bill Freund, *The Making of Contemporary Africa* (1984). Bill Freund, *The African Worker* (1989). Celso Furtado, *The Economic Development of Latin America* (1973). Andre Gunder Frank, *Lumpen Bourgeoisie, Lumpen Development* (1972). Karen Spalding Huarachiri, *An Andean Society under Inca and Spanish Rule* (1984). Gerrit Huizer, *Peasant Rebellion in Latin America* (1973). Hill (ed.), *Rethinking History and Myth: Indigenous South American Perspectives on the Past* (1998). Bernard Magubane, *Political Economy of Race and Class in South Africa* (1979). A.D. Robert (ed.), *Cambridge History of Africa, Vol. VII* (1986). Teodor Shanin, *Peasants and Peasant Societies*, (2nd ed., 1987), relevant sections only. Endre Sik, *The History of Black Africa, 2 Vols.* (1966), relevant sections only. Oliver and G.N. Sanderson (ed.), *Cambridge History of Africa, Vol. VI* (1985), relevant sections only. Paul Sweezy and Harry Magdoff, *Revolutions and Counter Revolution in Chile* (1974). E.F. Penrose (ed.), *European Imperialism and the Partition of Africa* (1975). Michael T. Taussig, *The Devil and Commodity Fetishism in South America* (1980). Robert Vicar Turrel, *Capital and Labour on the Kimberley Diamond Fields, 1871 - 1900* (1989). Megan Vaughan, *The Story of an African Famine: Gender and Famine in Twentieth Century Malawi* (1989). Eric van Young, *Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 - 1820* (1981).

HISTORY OF NORTH BENGAL - II

Conquest and expansion of British rule in North Bengal.

Growth of District towns, Hill stations and process of urbanization.

Expansion of economy: commercialization of agriculture (Tobacco, Jute and Rice), plantation economy, trade and commerce, Trade, Transport and Communication; Land Revenue System of North Bengal.

Demographic changes till the end of colonial rule, Business Community (European and Indian) People's participation in the anti-colonial movement in the districts of North Bengal, Swadeshi Movement, Quit India Movement.

Peasant movements with special reference to Sannyasi-Fakir, Indigo, Santhal (Jitu Santhal) and Tebhaga Movement.

Caste movements with special emphasis on Rajbanshi Khatriya Movement and role of Rai Saheb Panchanan Barma.

Merger of Cooch Behar after Indian independence.

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Paschimbanga Anchalik Itihas O Loksanskriti Charcha Kendra ,Kolkata, 2016

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Uttar Sarani Sahitya Chakra, Jalpaiguri, 1997 & 2005 Partha Pratim Mallick Edited – Charka, Uttarbanga Bharat Charo Andalon Bishes Sankha, Kolkata, 2018.

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Ranajit Das Gupta, Economy, Society and Politics in Bengal:Jalpaiguri, 1869- 1947, Oxford, New Delhi, 1992.

Swaraj Basu, Dynamics of a Caste Movement: The Rajbansis of North Bengal, 1910-1947,

Monohar, Delhi, 2003. Sugata Bose, Agrarian Bengal: Economy, Social Structure and Politics 1919-1947, CUP, 1986.

Manas Dasgupta, Economic History of North Bengal, University of North Bengal, Siliguri, 2010.

S.C. Ghosal (ed.) A History of Cooch Bihar, Cooch Bihar State Press, 1942.

B.C.Ghosh, The Development of Tea History in The District of Jalpaigiri 1869- 1968, Newmans Printers, Kalkata, 1970.

Charu Chandra Sanyal, The Rajbansis of North Bengal,

The Asiatic Society, Kolkata, 2002. B. P. Misra,

The Sannyasi Rebellion: The Sociology and Economics of a Conflicts in Sub-Himalayan Bengal, University of North Bengal, 1985. Sarit Kumar Bhoomik, Tebhaga Movements in Dooars, EPW, Vol- XXI, 1986. W.W. Hunter, A Statistical Account of Bengal Vol. X, Turner & Co. Landon, 1876. E.C. Dozey, A Concise History of Darjeeling Since 1835, N.L. Publishers, Siliguri, 2011 (reprint). Sailen Debnath, Social and Political Tensio, in North Bengal. Atis Dasgupta, The Fakir and Sannyasi Uprisings , Calcutta 1992. Ashok, Gangopaghyay, Banglar Cha Shilpo o Sromik Abostha. Rup Kumar Barman, From Tribalism to State: Reflections on the Emergence of Koch kingdom. Kamalesh Goswami, Bidroho o Andolone Uttarbanga. Malay Sankar Bhattacharya, Studies in Microhistory: Political Movements in some parts of India and Bangladesh (1857-1947). 52 Dipak Kumar Roy, Manishi Panchanan Barman Analochita Adhyay. Upendra Nath Barman, Panchanan Barman Jibancharit. Also English translation by Binay Barman. ঊতজি প্ঘা, উতিল া তবল লিট্ৰকর উত্তরবট্ের াথসনিতিক জীবিধ্াৰা া ািযািষ প্রবন্ধ, তরোাসাতভস া, কক্কািা, ২০১৫ শ্ৰীতরট্মাি লািযা, দারতজতট্ের আতিা, াম্পাদি - আছামুদীি ারকার, তমএম্, কক্কািা, ২০০৫। াুন্নাি দা, াতবভক্ত বাংার ক্কা াংোম, িক্ষএ, কক্কািা, ২০১২। অিন্দট্গাপা প্ঘা াং ািীাংশু প্লথর দা, উত্তরবট্ের আতিা া ামাজ, দীপাত াবতলাস, তলতগুতড়, ২০০৯। অিন্দট্গাপা প্ঘা াং ািীাংশু প্লথর দা (াম্পাদি), ািযাী প্থট্ক তপাত তবট্াঃ প্রে উত্তরবে, াংট্দি, মা দা, ২০১১। অিন্দট্গাপা প্ঘা, উত্তরবে াট্মর াকাট্ি, াি. া. াবতলাস, তলতগুতড়, ২০০৬। শ্ৰী তিমসচন্দ্র প্চৌধুরী, রায়কি বংল া াাঁাট্দর রাট্জযর াংতক্ষপ্ত তববরণ, উত্তরবে আতিা পতরদ, জপাআগুতড়, ২০০৫।

আন্দ্রতজৎ চক্রবী □ □ুভাতল□ গুপ্ত, তদিজপুৰ, ১৭৫৭-১৯৪৭, ক□কাৰ্িা, ২০১৪। ধ্ৰিঞ্জয় ৰায়, তদিজপুৰ প্ৰজ□াৰ আতি□া□, প্ৰক.তপ. বাগতচ., ক□কাৰ্িা, ২০০৬। ধ্ৰিঞ্জয় ৰায় (□স্পাতদি) , উত্তৰবট্ৰেৰ অতদয়াৰ তবট্ৰা□ □ প্ৰিভাগা অট্ৰন্দা□ি, বাট্ৰিন্দ্র □াত□িষ পতৰ□দ,মা□দা, ১৯৯৪। ম□য় লঙ্কৰ ভটাচাষসমা□দ□ চচস□া, বীয় প্ৰকালক, মা□দা, ২০১১ □তজট্ৰিল ভটাচাষস(□স্পাতদি) , মধ্ুপনী, তবট্ৰল□ প্ৰকাচতব□াৰ প্ৰজ□া □ংখ্যা, ১৯৯০। □তজট্ৰিল ভটাচাষস(□স্পাতদি) ,মধ্ুপনী, তবট্ৰল□ জ□পাআগুতড় প্ৰজ□া □ংখ্যা, ১৯৮৭। □তজট্ৰিল ভটাচাষস(□স্পাতদি) , মধ্ুপনী, পতিম তদিজপুৰ প্ৰজ□া □ংখ্যা, ১৩৯৯ বো। □তজট্ৰিল ভটাচাষস(□স্পাতদি) ,মধ্ুপনী, তবট্ৰল□ দাতজস ত□ং প্ৰজ□া □ংখ্যা, ১৯... আছামুদ্দীি □ৰকাৰ (□স্পাদি),ঐতিট্ৰয □ আতি□াট্ৰ উত্তৰবে, অ□াম, ২০০২। চাৰুচন্দ্র □াৰ্িয়া□, জ□পাআগুতড় প্ৰজ□া লি-বাত□সকী স্মাৰক েস্থ ১৮৬৯-১৯৬৮, জ□পাআগুতড়

SIXTH SEMESTER DSE:

SOCIETY &ECONOMY OF MODERN EUROPE: 15TH – 18 CENTURY

- I. European Reformation: Genesis, nature & Impact.
- II. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic.
- III. Transition from Feudalism to Capitalism: Industrial Revolution in England

REFERENCES: P S Gupta, Aadhunik Paschim Ka Uday, Delhi.

J H Plumb, The Pelican Book of the Renaissance, Penguin, 1982.

G. R. Elton, Reformation Europe 1517, 1559, Wiley, 1999.

Ralph Davis, The Rise of the Atlantic Economies, New York, 1973.

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Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.

Fernand Braudel, Civilization and Capitalism, Vols. I, II, III, California, 1992.

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HISTORY OF NORTH BENGAL – II

Conquest and expansion of British rule in North Bengal.

Growth of District towns, Hill stations and process of urbanization.

Expansion of economy: commercialization of agriculture (Tobacco, Jute and Rice), plantation economy, trade and commerce.

Land Revenue System of North Bengal. Demographic changes till the end of colonial rule.

People's participation in the anti-colonial movement in the districts of North Bengal, Swadeshi Movement, Quit India Movement.

Peasant movements with special reference to Sannyasi-Fakir, Indigo, Santhal (Jitu Santhal) and Tebhaga Movement.

Caste movements with special emphasis on Rajbanshi Khatriya Movement and role of Rai Saheb Panchanan Barma.

Merger of Cooch Behar after Indian independence.

SUGGESTED READINGS: R. C. Majumdar, History of Bengal (Modern Age), 1978. Subhajyoti Ray, Transformations on the Bengal Frontier, Routledge, London, 2002. 80 Ranajit Das Gupta, Economy, Society and Politics in Bengal: Jalpaiguri, 1869- 1947, Oxford, New Delhi, 1992. Swaraj Basu, Dynamics of a Caste Movement: The Rajbansis of North Bengal, 1910-1947, Monohar, Delhi, 2003. Sugata Bose, Agrarian Bengal: Economy, Social Structure and Politics 1919-1947, CUP, 1986. Manas Dasgupta, Economic History of North Bengal, University of North Bengal, Siliguri, 2010. S.C. Ghosal (ed.), A History of Cooch Bihar, Cooch Bihar State Press, 1942. B.C. Ghosh, The Development of Tea History in The

District of Jalpaigiri 1869- 1968, Newmans Printers, Kalkata, 1970. Charu Chandra Sanyal, The Rajbansis of North Bengal, The Asiatic Society, Kolkata, 2002. B. P. Misra, The Sannyasi Rebellion: The Sociology and Economics of a Conflicts in Sub-Himalayan Bengal, University of North Bengal, 1985. Sarit Kumar Bhoomik, Tebhaga Movements in Dooars, EPW, Vol- XXI, 1986. W.W. Hunter, A Statistical Account of Bengal Vol. X, Turner & Co. Landon, 1876. E.C. Dozey, A Concise History of Darjeeling Since 1835, N.L. Publishers, Siliguri, 2011 (reprint). Sailen Debnath, Social and Political Tensio, in North Bengal. Atis Dasgupta, The Fakir and Sannyasi Uprisings, Calcutta 1992. Ashok, Gangopaghyay, Banglar Cha Shilpo o Sromik Abostha. Rup Kumar Barman, From Tribalism to State: Reflections on the Emergence of koch Kingdom. Kamalesh Goswami, Bidroho o Andolone Uttarbanga. Malay Sankar Bhattacharya, Nationalist Movement and Freedom Struggle in some selected areas of North Bengal, Unpublished Thesis, NBU, 1986.

শ্রীতরটমাণি লািষা, দারতজতটের আতিা, ংস্পাদি - আছামুদীি ংরকার, তমএম, ককািা, ২০০৫। ংুন্নাি দা, ংতবভক্ত বাংার কৃক ংংোম, িক্ষএ, ককািা, ২০১২।
 ংিন্দট্গাপা প্ঘা এবং ংিীাংশু প্লখর দা (ংস্পাদি), ংিযাী প্খট্ক তপাত তবট্রাঃ
 প্রে উত্তরবে, ংংট্দি, মাদা, ২০১১। ংিন্দট্গাপা প্ঘা, উত্তরবে ংিট্মর ংকাট্ি, ংি. এ.
 পাবতলাস, তলতগুতড়, ২০০৬। শ্রী তিমসচন্দ্র প্চৌধুরী, রায়কি বংল ংিাাঁট্দের
 রাট্জয়র ংংতক্ষপ্ত তববরণ, উত্তরবে আতিা পতরদ, জপাআগুতড়, ২০০৫। ংান্দ্রতজৎ
 চক্রাবী ংুভাতল গুপ্ত, তদিজপুর, ১৭৫৭-১৯৪৭, ককািা, ২০১৪। ধ্িঞ্জয় রায়, তদিজপুর
 প্জার আতিা, প্ক.তপ. বাগতচ., ককািা, ২০০৬। ধ্িঞ্জয় রায় (ংস্পাতদি), উত্তরবটের
 অতদয়ার তবট্রা ং প্িভাগা অট্ন্দাি, বাট্ন্দ্র ংাতিয পতরদ, মাদা, ১৯৯৪। ময় লঙ্কর
 ভটাচাযসমাদ চচসা, বীয় প্রকালক, মাদা, ২০১১। ংুতজি প্ঘা, উতিল তবল লিট্কর
 উত্তরবটের ংথসনিতিক জীবধ্ারা ংিযািয প্রবন্ধ, তরোসাতভস, ককািা, ২০১৬।
 ংতজট্িল ভটাচাযস(ংস্পাতদি), মধুপনী, তবট্ল প্কাচতবার প্জা ংংখযা, ১৯৯০।
 ংতজট্িল ভটাচাযস(ংস্পাতদি), মধুপনী, তবট্ল জপাআগুতড় প্জা ংংখযা, ১৯৮৭।
 ংতজট্িল ভটাচাযস(ংস্পাতদি), মধুপনী, পতিম তদিজপুর প্জা ংংখযা, ১৩৯৯ বো। ংতজট্িল
 ভটাচাযস(ংস্পাতদি), মধুপনী, তবট্ল দাতজস তং প্জা ংংখযা। আছামুদীি ংরকার
 (ংস্পাদি), ংিতিট্ য আতিাট্ উত্তরবে, ংাম, ২০০২। চারুচন্দ্র ংিযা, জপাআগুতড়
 প্জা লি-বাতসকী স্মারক েস্থ ১৮৬৯-১৯৬৮, জপাআগুতড়

Truncated syllabus of Undergraduate Course, 2021

B.A/B.Sc. Part-II (1+1+1 system)

Geography Honours

Paper-V

Geography of Economic Activities Marks: 50

Economic activities: meaning & sectoral classification; industrial classification of workers (Census of India)

Farming in humid tropics- subsistence rice farming in South East Asia; Mountain environment- terrace farming in South Asia; Horticulture- European Mediterranean region and Dairy industry in New Zealand and Australia, Plantation- Rubber in South East Asia.

Industrial occupation: factors affecting the location of industries, theories of Weber and Losch.

Paper VI

Population Geography

Marks: 50

Population Geography: nature, scope and content (2), spatial pattern of distribution (3), density of population (3), determinants of world distribution of population (3),

Growth of world population (1), Demographic Transition Theory (3); concept of overpopulation, under population and optimum population, population explosion(5).

Migration: definition, classification (I), determinants and consequences of migration; world migration patterns since World War II (3),

Paper VII

Settlement & Political Geography Marks: 50

Settlement Geography: scope and content (1), origin and growth of rural settlement (2); characteristics of rural settlements: effects of physical and cultural environment on location, morphology and pattern with special reference to India (5); types of rural settlements in India (2); hierarchy of settlements: Central Place Theory (3); urban agglomeration (2); urban morphology (2). Environmental problems of rural and urban settlements in India (2).

Political Geography: scope and content of Political Geography (2); world political blocks (2); concept of State, Frontier and Boundary (2); geo-strategic ideas of Ratzel (2) & Mackinder (2).

Paper VIII
Practical Total Marks: 50

Surveying: concept of surveying and map making, Prismatic compass survey (closed traverse); determination of height of an object with accessible and inaccessible base in the same vertical plane by Theodolite (transit). **(20marks)**

Geological maps: drawing of sections and interpretations of the relief and structure of the geological maps showing: a) horizontal uniclinal beds, b) folded, c) faulted. **(15 marks)**

Identification of the following rocks and minerals (megascopic study): granite, basalt, dolerite, pegmatite, sandstone, limestone, conglomerate, shale, quartzite, schist, gneiss, slate, phyllite, quartz, feldspar, marble, mica, talc, graphite, magnetite, hematite, chalcopyrite, bauxite, calcite and galena.

(10 marks)

Laboratory Note Book and Viva Voce

(5 marks)

Truncated syllabus of Undergraduate Course, 2021

B.A/B.Sc. Part-II (1+1+1 system)

Geography General

Paper-IV

Human Geography Marks: 50

Human Geography: Scope and contents of human geography; Man's adaptations of the environment: cold region (Eskimos), hot region (Bushman), Plateau (Masai), mountains (Gujjars).

Population: World population distribution and factors responsible for uneven distribution, growth of world population and related problems.

Social geography: Scope and content of social geography; race: characteristics and distribution.

Paper-V

Economic Geography Marks: 50

Economic Geography: scope and content of Economic geography; concept of economic activities: primary, secondary and tertiary.

Agriculture: concept, cultivation and their association with different natural and human conditions of the following cereal crops: wheat, rice, and plantation crops: rubber; agricultural systems of the world: commercial grazing- cattle and sheep rearing.

Power resources: coal and petroleum.

Industry: factors affecting localization of industries: study of iron and steel and aluminum industry.

Paper-VI

Practical

Marks: 50

Enlargement and Reduction of maps (graphical method)

5 marks

Surveying: Prismatic Compass Survey (closed traverse).

15 marks

Remote Sensing: concept of remote sensing, aerial photo interpretation with the help of pocket stereoscope **10 marks**

Field Report: to be prepared on the basis of primary/secondary data. Field work would cover social-economic aspects of one rural Mouza or an urban ward. A handwritten report should be prepared by individual student under the supervision of guide teacher (is to be authenticated and signed by the teacher concerned) within 5000 words and same should be submitted on the day of practical examination. **20 marks**

Truncated syllabus of Undergraduate Course, 2021

B.A/B.Sc. Part-III (1+1+1 system)

Geography Honours

Paper IX

Climatology

Marks: 50

Composition and structure of the atmosphere (1); insolation (2), terrestrial heat balance (1), horizontal and vertical distribution of temperature (2), inversion of temperature (1); importance of the ozone layer and greenhouse effect (3).

Atmospheric pressure: horizontal and vertical distribution of pressure (2); planetary and periodic wind with special reference to monsoons (4).

Atmospheric moisture, processes and forms of condensation, mechanism & types of precipitation (4),

Classification of Climate: basis and nature of Koppen's & Thorntwaite's climatic classification (4).

Paper X

Pedology & Biogeography Marks: 50

Definition, scope and content of Pedology (2), soil formation; factors affecting soil formation (2); processes of eluviation and illuviation (2); soil profile development (2).

Soil composition: physical (texture & structure) (2) and chemical (acidity and alkalinity) (2) and organic matter (2).

Soil classification: genetic classification of soils (2); U.S.D.A. soil taxonomy (3). Soil erosion and conservation (3); soil fertility: macro & micronutrients (2).

Biogeography: definition, scope, and significance of Biogeography (2); factors affecting the growth and distribution of natural vegetation (2).

Ecosystem: meaning, types, component parts and their functions; bio-energy cycle in the terrestrial ecosystem; trophic levels and food chain (6),

Concept of Biome (1): ecotone and community (1), types — tropical evergreen and Savannah (2);

Biodiversity: Concept of bio-diversity and its importance (2).

Paper XI
Geography of India

Marks: 50

The Land: major physiographic divisions of India (1); origin and geomorphologic characteristics of the Himalayas (2), the Indo-Gangetic plain (2) and the peninsular India (2).

Climate: climate controls; pressure, temperature, wind (2); rainfall (2); origin and characteristics of Indian monsoon (2)

Soil: soil zones of India, nature and distribution (2).

Natural Vegetation: nature, distribution and classification by Champion & Seth (2), deforestation and conservation (2).

The people: distribution (1), density (1) and variation of population (1951- 2001 census period) (1), population problems (1), India's population policy since Independence (2).

The economy: A) globalization and Indian economy (2), new agricultural policy (2); general character of Indian agriculture (1), agrarian problems (1) and agricultural regions of India (1);

Paper XII
Nature & Methodology in Geography

Marks: 50

Geographical Thoughts: definition, scope and evolution of geography as a discipline (3); a short view of geographical thoughts—deterministic, possibilistic and ecological approach (4).

Approaches to Geographical Study: regional vs systematic (3).

Role of field work in geography. Types & sources of data (2); primary and secondary data (2); methods of data collection: schedule (2), questionnaire (2) and sampling technique (2); preparation of model questionnaire/schedule for (a) socio-economic survey.

Paper XIII
Social & Cultural Geography

Marks-50

Scope and content of social and cultural geography (3);

Concepts: culture, community, society (2); Languages, religions and races of the world (6).

Social processes: different elements of social processes (1); social space (2); social groups (1), social distance (1); intra-urban mobility (2); indicators of social well-being and quality of life (2); social inequality in the world and in India (2);

Cultural landscape: social set-up in Indian villages (2), caste and religion as determinants of social groups in India (3); emergence of regions as social entities (4)

Paper XIV
Optional Paper

Option I: Agricultural Geography **Marks: 50**

Scope and content of agricultural geography (2); approaches of agricultural geography: ecological, economic and regional (3).

Factors of agricultural production (2): Location of agriculture and related activities, models of Von Thunen's (2) and Sinclair (2); agricultural regions of India (2); characteristics of Indian agriculture (2), problems and development of agriculture during the plan periods (2)

Whittlesey's classification of world agriculture: physical, economic and institutional characteristics of agricultural types: a) shifting cultivation (2); b) intensive agriculture in developing countries (2); c) plantation farming with particular reference to tea and coffee in India (3) and d) horticulture (2).

Agricultural land use: land capability assessment (USDA & FAO methods) (4),

Option II: Population Geography **Marks: 50**

Scope and content of population geography (2), sources of population data (1); Composition of population: age, sex, marital status, family & households, economic composition, nationality, language, religion and ethnic (8).

Population growth: global trends and patterns, population transition theory (3); measures and determinants of fertility & mortality (2); different measures of population density and their implication (2); factors governing world distribution of population (2).

Economic characteristics of population: concept of economically active, & inactive people; working & non-working and dependent people; occupational structure (6).

Population migration: major theories (2); international migration: history, types & causes (2); internal migration: rural to urban; urban to rural, seasonal migration, commutation and forced migration (4).

Option III: River Geography **Marks: 50**

Definition, scope, development and modern content of river geography (3)

Hydrology: definition, hydrological cycle (2)

Fluvial processes: erosional processes & landform development - valley development, valley widening, river terraces (5), and depositional processes d: landform development - alluvial fan, flood plain and delta (6).

River profiles: longitudinal and transverse profiles (4)

Channel patterns: origin, development and characteristics of meander, braided and straight channel (6).

Drainage basin as a geomorphic unit: definition, function, and characteristics; drainage basin network and morphometric variables (4).

Option IV: Urban Geography

Marks: 50

Definition, scope and content of urban geography (2); definition of towns and cities Indian and world perspectives (2);

History of urbanization in the world and its growth (3); urbanization in the developed and developing world (4), concept of primate cities (2), rank size rule (1).

Characteristics of Urban settlement: Classification of towns (2), internal structure of cities and morphology (3), Concentric Zone theory (2), Sector theory (2), multiple nuclei theory (2), decay of urban core (2).

Urbanization and environment problems in urban area with particular examples from India (3).

Option V: Regional Planning

Marks: 50

Concept, scope and objectives of regional planning; principles and techniques of regional planning.

Spatial organization and economic development: location theories: Von Thunen, Christaller, Losch and Growth Pole Theory. Geographer's role in regional planning: character and programme content with Indian National, State, and District. Metropolitan and Block level planning. Regional imbalances in India, backward area development plans.

Major problems of rural development in West Bengal and experience of decentralized *development* under Panchayat Raj.

Option VI: Cartography

Marks: 50

Nature scope and history of Cartography

Methods of triangulation for determination of height and distance of objects by transit theodolite

Solution of computational problems connected with surveying by prismatic compass, dumpy level

Properties, advantages, limitations and construction of following projections: Polar Zenithal Equal Area, Polar Zenithal Equidistant, Polar Zenithal Gnomonic, Orthographic, Conical with Two standard parallels, Bonne's Projection, Mercator's Projection

Principles of photogrammetry: methods of acquiring aerial photographs, their optical and geometric properties; principles of visual interpretation of aerial photograph.

Option VII: Environmental Geography

Marks: 50

Scope and concept of environmental Geography; meaning of environment and associated terminology; concept of holistic environment (4).

Components of environment: physical component (geology, soil, relief, hydrology, climate, flora and fauna) and socio-cultural environment (food & nutrition shelter, health, education, social stability & leisure) (6).

Resource utilization and environment: environmental definition and classification of resources and resource processes (land, water, mineral and energy) (5).

Energy and Environment: Energy flow in ecosystem, biomass and energy, exchanges of organic and inorganic elements in ecosystem.

Environmental hazards: definition, classification and different approaches, general principles of hazard assessment and mitigation.

Selected global & regional hazard: global warming, flood in North Bengal, arsenic contamination in West Bengal.

Paper-XV
Practical (Total Marks: 50)

Meteorological Instruments: Maximum & Minimum thermometers and Hygrometer. **(5 marks)**

Interpretation of the Indian daily weather Reports (summer and winter cases). Representation of climate data by climographs and hythergraphs. **(10 marks)**

Statistical techniques: variables, sampling techniques; tabulation of statistical data, Frequency distributions, graphic presentation of frequency distributions; histogram, frequency polygon, frequency curve, ogive; Measures of central tendency: arithmetic mean, median and mode. Measures of dispersions, range, quartile deviation, mean deviation, standard deviation, variance, and relation between the quartile deviations, mean deviations and standard deviations. Measures of inequalities: Lorenz curve & Gini Coefficient. **(15 marks)**

Remote Sensing and GIS: definition, aerial photogrammetry and satellite remote sensing (2); basic principles and characteristics (2); identification of broad, physical and cultural features from aerial photographs (using pocket stereoscope); concept and application of GIS. **(15 Marks)**

Laboratory Note Book & Viva Voce **(5 marks)**

Paper-XVI

Practical

Full Marks: 50

Cartograms: representation of population data by choropleth, dot & spheres; representation of agriculture and socio-economic data by pie-graph, proportional divided circle, representation of traffic & transport data by flowchart. **(15 marks)**

Field Report: Field Report (handwritten) is to be prepared for an area (C.D. block/P.S. / Mouza/G.P. / municipality/drainage basin) on the basis of the study of any given/ selected area. Questionnaire/scheduled to be prepared for collection of primary data collected from the field are to be analyzed / processed and represented by suitable methods; report should contain adequate number of tables, diagrams and maps. Field report is to be authenticated by the concerned supervisor(s). Participation and preparation of field work is compulsory.

OR

Field report is to be prepared for a topic given by the guide teacher based on secondary data source. Field report is to be authenticated by the concerned supervisor(s). Participation and preparation of field report is compulsory.

(Report: 15 marks + Viva Voce: 15 = 30 Marks)

Truncated syllabus of Undergraduate Course, 2021

B.A/B.Sc. Part-III (1+1+1 system)

Geography General

Paper VII

Regional Geography of India

Full Marks: 50

Physical: relief, drainage, Climate, soil, natural vegetation- types, characteristics and distribution; deforestation and conservation of forest.

Agriculture: salient features, problems & remedial measures, agricultural regions.

Power resources: Coal, petroleum, nuclear, hydroelectric

Population: growth, distribution and migration.

Ethnic composition: castes, tribes, (Santal, Naga & Bhil), race and religion.

Paper-VIII

Practical

Full Marks:50

Statistical methods: preparation of frequency distribution tables, histogram, frequency curve; frequency, frequency polygon, cumulative frequency curve; Measures of central tendency: mean (arithmetic), median and mode. **(Marks: 20)**

Cartograms: choropleth, proportional circles, pie graph and proportional divided circle. **(Marks:15)**

Meteorological instruments: study of maximum and minimum thermometers, dry and wet bulb thermometers. **(Marks:10)**

Laboratory Note Book and Viva voce(Marks: 5)

Truncated syllabus of Undergraduate Course, 2021

Geography

STRUCTURE OF SIXTH SEMESTER (HONOURS)

Core Course (CC)

13. Course Code: GEO-H-CC-6-13-TH - Evolution of Geographical Thoughts
Course Code: GEO-H-CCC-6-13-PR-Practicals

14. Course Code: GEO-H-CC-6-14-TH - Disaster Management Course
Code: GEO-H-CC-6-14-PRPractical

Discipline Specific Elective Course - DSE

(Students will have to choose any two courses, from Advanced Cartography or Political Geography and Hydrology & Oceanography or Social Geography)

3. Course Code: GEO-H-DSE-6-03-TH: Advanced Cartography
Course Code: GEO-H-DSE-6-03-PR: AdvancedCartography

Course Code: GEO-H-DSE-6-03-TH: Political Geography
Course Code: GEO-H-DSE-6-03-PR: Political Geography

4. Course Code: GEO-H-DSE-6-04-TH: Hydrology and Oceanography
Course Code: GEO-H-DSE-6-04-PR: Hydrology andOceanography

Course Code: GEO-H-DSE-6-04-TH: Social Geography
Course Code: GEO-H-DSE-6-04-PR: Social Geography

GEOGRAPHY HONOURS COURSE (Sixth Semester)
DISCIPLINE SPECIFIC CORE COURSE -CC

EVOLUTION OF GEOGRAPHICAL THOUGHTS

COURSE CODE: GEO-H-CC-6-13-TH Full Marks:40 Credit: 04

1. Development of geographical thought: Pre-modern, early origins of geographical thinking with reference to the classical and medieval periods;
2. Modern: evolution of geographical thinking and disciplinary trends in Germany, France, Britain, United States of America.
3. Debates: Environmental Determinism and Possibilism, Systematic and Regional

COURSE CODE: GEO-H-CC-6-13-PR Full Marks: 20 Credit: 02

PRACTICALS

1. Quantitative techniques in geography: Chi square, ranking coefficient by Kendall
2. Crop combination by Weber and Rafiulla

Practical Record: A project file covering all practical topics must be prepared.

Reading List

1. Arentsen M., Stam R. and Thuijss R., 2000: *Post-modern Approaches to Space*, ebook.
2. Bhat, L.S. (2009) *Geography in India (Selected Themes)*. Pearson
3. Bonnett A., 2008: *What is Geography?* Sage.
4. Dikshit R. D., 1997: *Geographical Thought: A Contextual History of Ideas*, Prentice– Hall India.
5. Hartshorn R., 1959: *Perspectives of Nature of Geography*, Rand MacNally and Co.
6. Holt-Jensen A., 2011: *Geography: History and Its Concepts: A Students Guide*, SAGE.
7. Johnston R. J., (Ed.): *Dictionary of Human Geography*, Routledge.
8. Johnston R. J., 1997: *Geography and Geographers, Anglo-American Human Geography since 1945*, Arnold, London.
9. Kapur A., 2001: *Indian Geography Voice of Concern*, Concept Publications.
10. Martin Geoffrey J., 2005: *All Possible Worlds: A History of Geographical Ideas*, Oxford.
11. Soja, Edward 1989. *Post-modern Geographies*, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.

DISASTERMANAGEMENT

COURSECODE:GEO-H-CC-6-14-TH

Full Marks: 40 Credit: 04

1. Definition, classification of hazards and disasters;
2. Approaches to hazard study: Risk perception and vulnerabilityassessment
3. Factors, consequences and management of earthquake, landslide, flood and riverbank erosion

COURSECODE:GEO-H-CC-6-14-PR Full Marks:20

Credit: 02

PRACTICALS

Project report based on any one field based case study from the following disaster will be prepared:

- b) Flood
- c) Landslide
- d) Earthquake

Project Report

1. Each student will prepare an individual project report based on primary and secondary data collected from localarea.
2. The word count of the report should be about 4000 to 6000 excluding figures, tables, photographs, maps, references andappendices.
3. One typed copy of the report on A 4 size paper should be submitted in softbinding

ReadingList

1. *Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government ofIndia.*
2. *Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.*
3. *Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan,Delhi.*
4. *Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3*
5. *Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.*
6. *Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, NewDelhi.*
7. *Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications.Dordrecht.*
8. *Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25,Green Park Extension, Uphaar Cinema Market, New Delhi, India(www.ikbooks.com).*

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-H-CC-6-13: Seminar COURSE

CODE: GEO-H-CC-6-14: Class Test

DISCIPLINE SPECIFIC ELECTIVE - DSE

(Students will have to choose any two course, from Advanced Cartography or Political Geography and Hydrology & Oceanography or Social Geography)

ADVANCED CARTOGRAPHY

THEORY: COURSECODE:GEO-H-DSE-6-03-TH Full Marks: 40 Credit: 04

1. Fundamentals of cartography: Nature, scope and history
2. Determination of height and distance by Transit Theodolite (accessible and inaccessible base);
3. Map Projection: Properties, advantages, limitations and derivation of Polar Zenithal Equal Area, Polar Zenithal Equidistant, Polar Zenithal Gnomonic;
4. Remote Sensing and GIS: Concept, principles and components of Remote sensing, Techniques of digital image processing, Application of GIS

COURSECODE:GEO-H-DSE-6-03-PR Full Marks: 20 Credit: 02
ADVANCED CARTOGRAPHY(PRACTICAL)

1. Determination of height and distance by transit Theodolite (accessible and inaccessible base)
2. Construction of Polar Zenithal Equal Area, Polar Zenithal Equidistant, Polar Zenithal Gnomonic.

Reading List

1. Hinks, A. R.: *Map Projections*, Cambridge University Press, Cambridge, UK, 1st Edition, 1921.
2. Kellaway, George P.: *Map Projections*, Methuen & Co. Ltd., London, 2nd Edition, 1949.
3. Krack Menno-Jan and Brown Allan: *Web Cartography: developments and prospects*, Taylor & Francis, London, 1st Edition, 2001.
4. Mailing, D.H.: *The Terminology of Map Projections*, International year Book of Cartography VIII, George Philip & Sons Ltd., London, 1st Edition, 1968.
5. Mainwaring, James: *An Introduction to the study of Map Projection*, McMillan & Co., NY 1960
6. Robinson, Arthur H., Morison, Joel L., Muehrcke, Philip C., Kimerling, A. Jon and Guptill, Stephen C.: *Elements of Cartography*, John Wiley & Sons, Inc., N.Y., 6th Edition, 1995.
7. Raisz Erwin.: *Principles of Cartography*, International Student Edition, McGraw-Hill Book Co. Inc., Tokyo, Japan, 1st Edition, 1962.
8. Raisz, Erwin.: *General Cartography*, McGraw Hill Book Co., New York, 1938.
9. Richardus, Peter and Adler, Ron K.: *Map Projections*, North-Holland Publishing Company, Amsterdam, 1st Edition, 1972.
10. Roy, P.: *An Analytical Study of Map Projections*, Applied and Mathematical Geographic Studies, Calcutta, 1st Edition, 1988.
11. Sarkar, Ashis: *Practical Geography – A Systematic Approach*, Orient Longman, Calcutta, 1st Edition, 1991.
12. Sarkar, Ashis and Roy, P., 1983: *Some selected Map Projection for India – their relative efficiencies*, *Geographical Review of India*, Kolkata, Vol. 43, No.2.
13. Singh, R. L.: *Elements of Practical Geography*, Kalyani Publishers, New Delhi, 1st Edition, 1979.
14. Snyder, John P.: *Flattening the Earth-Two thousand years of Map Projections*, The University of Chicago Press, Chicago, 1st Edition, 1997.

POLITICAL GEOGRAPHY)

THEORY: COURSECODE:GEO-H-DSE-6-03-TH

Full Marks: 40 Credit: 04

1. Introduction: Concepts, nature and scope.
2. State, Nation and Nation State: Concept of Nation and State, Attributes of state: frontiers, boundaries, shape, size, territory and sovereignty, concept of nation state; geopolitics; theories (Heartland and Rimland)
3. Political Geography of resource conflicts: water sharing disputes, disputes and conflicts related to forest rights and minerals.

COURSECODE:GEO-H-DSE-6-03-PR

Full Marks: 20

Credit: 02

POLITICAL GEOGRAPHY(PRACTICAL)

1. Preparation of spatial distribution maps of India: gender, caste, religion; Analysis of migration data: (a) rural to urban and (b) urban to urban migration

Reading List

1. Agnew J., 2002: *Making Political Geography*, Arnold.
2. Agnew J., Mitchell K. and Toal G., 2003: *A Companion to Political Geography*, Blackwell.
3. Cox K. R., Low M. and Robinson J., 2008: *The Sage Handbook of Political Geography*, Sage Publications.
4. Cox K., 2002: *Political Geography: Territory, State and Society*, Wiley-Blackwell
5. Gallaher C., et al, 2009: *Key Concepts in Political Geography*, Sage Publications.
6. Glassner M., 1993: *Political Geography*, Wiley.
7. Jones M., 2004: *An Introduction to Political Geography: Space, Place and Politics*, Routledge
8. Mathur H M and M MCernea (eds.) *Development, Displacement and Resettlement – Focus on Asian Experience*, Vikas, Delhi
9. Painter J. and Jeffrey A., 2009: *Political Geography*, Sage Publications.
10. Taylor P. and Flint C., 2000: *Political Geography*, Pearson Education.
11. Verma M K (2004): *Development, Displacement and Resettlement*, Rawat Publications, Delhi
12. Hodder Dick, Sarah J Lloyd and Keith S McLachlan (1998), *Land Locked States of Africa and Asia* (vo.2), Frank Cass

HYDROLOGY AND OCEANOGRAPHY

THEORY COURSECODE:GEO-H-DSE-6-04-TH

Full marks: 40

Credit: 04

1. Hydrological Cycle: Systems approach in hydrology, human impact on the hydrological cycle; precipitation, interception, evaporation, evapo-transpiration, infiltration, ground-water, run off and over land flow; Hydrological input and output.
2. River Basin and problems of regional hydrology: Characteristics of river basins, basin surface run-off, measurement of river discharge; floods and droughts.
3. Ocean floor topography and oceanic movements: Waves, currents and tides, ocean salinity and temperature – distribution and determinants.

HYDROLOGY AND OCEANOGRAPHY (PRACTICAL)

COURSECODE:GEO-H-DSE-6-04-PR Full Marks: 20

Credit: 02

1. Morphometric analysis of any river basin from topographical map

Reading List

1. Andrew. D. Ward and Stanley, Trimble (2004): *Environmental Hydrology*, 2nd edition, Lewis Publishers, CRC Press.
2. Karanth, K.R., 1988 : *Ground Water: Exploration, Assessment and Development*, Tata-McGraw Hill, New Delhi.
3. Ramaswamy, C. (1985): *Review of floods in India during the past 75 years: A Perspective*. Indian National Science Academy, New Delhi.
4. Rao, K.L., 1982 : *India's Water Wealth* 2nd edition, Orient Longman, Delhi.
5. Singh, Vijay P. (1995): *Environmental Hydrology*. Kluwer Academic Publications, The Netherlands.
6. Garrison T., 1998: *Oceanography*, Wordsworth Company, Belmont.
7. Kershaw S., 2000: *Oceanography: An Earth Science Perspective*, Stanley Thornes, UK.
8. Pinet P. R., 2008: *Invitation to Oceanography (Fifth Edition)*, Jones and Barlett Publishers, USA, UK and Canada.
9. Sharma R. C. and Vatal M., 1980: *Oceanography for Geographers*, Chaitanya Publishing House, Allahabad.
10. Sverdrup K. A. and Armbrust, E. V., 2008: *An Introduction to the World Ocean*, McGraw Hill, Boston.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Landscape ecology and water management. Proceedings of IGU Rohtak Conference, Volume 2. Advances in Geographical and Environmental Studies*, Springer

SOCIAL GEOGRAPHY

THEORY: COURSECODE:GEO-H-DSE-6-04-TH

Full Marks: 40 Credit: 04

1. Social Geography: concept, origin, nature and scope.
2. Social categories: caste, class, religion, race and gender and their spatial distribution
3. Geographies of welfare and wellbeing: concept and components – healthcare, housing and education, social geographies of inclusion and exclusion, slums

COURSECODE:GEO-H-DSE-6-04-PR

Full Marks: 20

Credit: 02

SOCIAL GEOGRAPHY (PRACTICAL)

1. Flow chart to show migration trends
2. Spatial distribution of caste and gender in India using proportional circles and proportional divided circles

STRUCTURE OF SIXTH SEMESTER (PROGRAMME)

Discipline Specific Elective Course (DSE)

(Students will choose either Climate Change: Vulnerability and Adaptation or Rural Development)

1. **Course Code: GEO-P-DSE-6-02-TH: Climate Change: Vulnerability and Adaptation**
Course Code: GEO-P-DSE-6-02-PR: Practical

or

2. **Course Code: GEO-P-DSE-6-02-TH: Rural Development**
Course Code: GEO-P-DSE-6-02-PR: Practical

Skill Enhancement Course (SEC) (Any One)

Students will have to choose any one from the given course

1. **Course Code: GEO-SEC-A-4-02-TH :Geographical InformationSystem**
2. **Course Code: GEO-SEC-A-4-02-TH :TourismManagement**

Generic Elective (GE) Course

Course Code: GEO-GE-02-TH: Geography of India

Course Code: GEO-GE-02-PR: Practical

Truncated syllabus of Undergraduate Course, 2021

GEOGRAPHY PROGRAMME COURSE (4th Semester)

DISCIPLINE SPECIFIC ELECTIVE - DSE

(Students will choose either Climate Change: Vulnerability and Adaptation or Rural Development)

CLIMATE CHANGE: VULNERABILITY AND ADAPTATION

Theory: COURSECODE:GEO-P-DSE-6-02-TH

Full Marks:40

Credits: 04

1. Science of climate change: understanding climate change; greenhouse gases and global warming; global climatic assessment, IPCC;
2. Climate change and vulnerability: physical vulnerability; economic vulnerability; social vulnerability;
3. Impact of Climate Change: Agriculture and water; flora and fauna; human health;

COURSECODE:GEO-P-DSE-6-02-PR

Full Marks:20

Credits: 02

PRACTICAL

1. Project report based on climate change field based case study among any one of the following:
 - a) Local level

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during fieldwork.
2. The word count of the report should be about 4000 to 5000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A4 size paper should be submitted in soft binding.

Further Readings

1. *IPCC. (2007) Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.*
2. *IPCC (2014) Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.*
3. *IPCC (2014) Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.*
4. *Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.*

5. *OECD. (2008) Climate Change Mitigation: What Do We Do? Organization and Economic Cooperation and Development.*
6. *UNEP. (2007) Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme.*
7. *Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer*
8. *Sen Roy, S. and Singh, R.B. (2002) Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions, Oxford & IBH Pub., New Delhi.*

RURAL DEVELOPMENT

Theory: COURSECODE: GEO-P-DSE-6-02-TH

Full Marks: 40

Credits: 04

1. Defining Development: Inter-Dependence of Urban and Rural Sectors of the Economy; Need for Rural Development, Gandhian Approach of Rural Development;
2. Rural Economic Base: Panchayat Raj System, Agriculture and Allied Sectors, Seasonality and Need for Expanding Non-Farm Activities, Co-operatives, PURA;
3. Target Group Approach to Rural Development: SJSY, MNREGA, Jan Dhan Yojana and Rural Connectivity.

COURSECODE: GEO-P-DSE-6-02-PR

Credits: 02

PRACTICAL

1. A case study on socio economic status of the people at any one of the following level:
 - a) Village level

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during fieldwork.
2. The word count of the report should be about 4000 to 5000 excluding figures, tables, photographs, maps, references and appendices.
3. One typed copy of the report on A 4 size paper should be submitted in soft binding

Reading List

1. *Gilg A. W., 1985: An Introduction to Rural Geography, Edwin Arnold, London.*
2. *Krishnamurthy, J. 2000: Rural Development - Problems and Prospects, Rawat Pubs., Jaipur*
3. *Lee D. A. and Chaudhri D. P. (eds.), 1983: Rural Development and State, Methuen, London.*
4. *Misra R. P. and Sundaram, K. V. (eds.), 1979: Rural Area Development: Perspectives and Approaches, Sterling, New Delhi.*
5. *Misra, R. P. (ed.), 1985: Rural Development: Capitalist and Socialist Paths, Vol. 1, Concept, New Delhi.*
6. *Palione M., 1984: Rural Geography, Harper and Row, London.*

7. *Ramachandran H. and Guimaraes J.P.C., 1991: Integrated Rural Development in Asia – Learning from Recent Experience, Concept Publishing, New Delhi.*
8. *Robb P. (ed.), 1983: Rural South Asia: Linkages, Change and Development, Curzon Press.*
8. *UNAPDI 1986: Local Level Planning and Rural Development: Alternative Strategies. (United Nations Asian & Pacific Development Institute, Bangkok), Concept Publs. Co., New Delhi.*
9. *Wanmali S., 1992: Rural Infrastructure Settlement Systems and Development of the Regional Economy in South India, International Food Policy Research Institute, Washington, D.C.*
10. *Yugandhar, B. N. and Mukherjee, Neela (eds.) 1991: Studies in Village India: Issues in Rural Development, Concept Publs. Co., New Delhi.*

COURSE CODE: GEO-P-DSE-6-02-CE: Seminar

SKILL ENHANCEMENT COURSE – SEC (ANY ONE)

Students will have to choose any one from the given course

GEOGRAPHICAL INFORMATION SYSTEM

COURSE CODE: GEO-SEC-A-4-02-TH Full Marks: 60 Credit: 02

1. Geographical Information System (GIS): Definition and Components.
2. Global Positioning System (GPS): Principles and uses; DGPS.
3. GIS Data Structures: Types (spatial and Non-spatial), raster and vector data structure.
4. Application of GIS: Land use mapping

Reading List

1. Bhatta, B. (2010) *Analysis of Urban Growth and Sprawl from Remote Sensing*, Springer, Berlin Heidelberg. 41
2. Burrough, P.A., and Mc Donnell, R.A. (2000) *Principles of Geographical Information System-Spatial Information System and Geo-statistics*. Oxford University Press
3. Heywood, I., Corneliu, S and Carver, S. (2006) *An Introduction to Geographical Information system*. Prentice Hall.
4. Nag, P. (2008) *Introduction to GIS*, Concept India, New Delhi.
5. Singh, R.B. and Murai, S. (1998) *Space Informatics for Sustainable Development*, Oxford and IBH, New Delhi.

TOURISM MANAGEMENT

COURSE CODE: GEO-SEC-A-4-02-TH Full Marks: 60 Credit: 02

1. Concepts, Nature and Scope, Inter-relationships of tourism, recreation and leisure; geographical parameters of tourism by Robinson.
2. Type of tourism: Nature tourism, Cultural tourism, Medical tourism, Pilgrimage tourism and Ecotourism
3. Tourism in India: Case studies of Himalaya and heritage;
4. National Tourism Policy

Reading List:

1. Boniface, B., Cooper, R., Cooper, C. 2016. *Worldwide Destinations: The Geography of Travel and Tourism*, vol. 1, 7th ed, Routledge.
2. Honey, M. 2008. *Ecotourism and Sustainable Development, Second Edition: Who Owns Paradise?* 2nd ed, Island Press.
3. Kale, V.S. (Ed) 2017. *Geomorphology of India*, Indian Institute of Geomorphologists.
4. Lew, A., Hall, C.M., Timothy, D.J. 2008. *World Geography of Travel and Tourism: A Regional Approach*, Butterworth-Heinemann.

GENERIC ELECTIVE (GE) COURSE

Course Code: GEO-GE-02-TH: Geography of India

Course Code: GEO-GE-02-PR: Practical

GEOGRAPHY OF INDIA

COURSE CODE: GEO-GE-02-TH F.M-40 Credit-4

1. Physiography, climate, natural vegetation and soil
2. Types of settlements, morphology of rural and urban settlements
3. Intensive farming (rice), plantation farming (tea and rubber), horticulture
4. Growth and distribution of population; demographic characteristics of population.

COURSE CODE: GEO-GE-02-PR PRACTICAL F.M-20 Credit-2

1. Geological map: Uniclinal and folded structure with given dips
2. Topographical maps: Interpretation of topographical map of India; relief, drainage and settlement (plateau region)

Reading List

1. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.*
2. Sharma, T. C. 2003: *India - Economic and Commercial Geography.* Vikas Publ., New Delhi.
3. Singh R. L., 1971: *India: A Regional Geography, National Geographical Society of India.*
4. Singh, Jagdish 2003: *India; A Comprehensive & Systematic Geography,* Gyanodaya Prakashan, Gorakhpur.
5. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography,* Methuen.
6. Tirtha, Ranjit 2002: *Geography of India,* Rawat Publishers, Jaipur & New Delhi.
7. Tiwari, R.C. (2007) *Geography of India.* Prayag Pustak Bhawan, Allahabad
8. Sharma, T.C. (2013) *Economic Geography of India.* Rawat Publication, Jaipur

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-GE-02-TH: Class Test

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Geography

STRUCTURE OF FOURTH SEMESTER (HONOURS)

Core Course (CC)

8. Course Code: GEO-H-CC-4-08-TH - Economic Geography
Course Code: GEO-H-CC4-08-PR-Practical
9. Course Code: GEO-H-CC-4-09-TH - Regional Planning and Development
Course Code: GEO-H-CC4-09-PR-Practical
10. Course Code: GEO-H-CC-4-10-TH - Field Work and Research Methodology
Course Code: GEO-H-CC-4-10-PR -Practical (Field Survey)

Skill Enhancement Course (SEC) (Any One)

Students will have to choose any one from the given course

1. Course Code: GEO-SEC-A-4-02-TH: Geographical InformationSystem
2. Course Code: GEO-SEC-A-4-02-TH: TourismManagement

GEOGRAPHY HONOURS COURSE (4th Semester)
DISCIPLINE SPECIFIC CORE COURSE -CC

ECONOMIC GEOGRAPHY

COURSE CODE: GEO-H-CC-4-08-TH Full Marks: 40 Credit: 04

1. Introduction: Concept of economic activity; factors affecting location of economic activity with special reference to agriculture (Von Thunen theory), Industry (Weber's theory).
2. Primary activities: subsistence and commercial agriculture and forestry
3. Secondary activities: Manufacturing (Cotton Textile, Iron and Steel), Concept of Manufacturing Regions, Special Economic Zones and Technology Parks.

COURSE CODE: GEO-H-CC4-08-PR Full Marks: 40 Credit: 02

PRACTICALS

1. Transport network analysis: connectivity and accessibility
2. Composite Index: comparison of developed and backward states

Practical Record: A project file covering all practical topics must be prepared.

Reading List

1. Alexander J. W., 1963: *Economic Geography*, Prentice-Hall Inc., Englewood Cliffs, New Jersey
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: *Economic Geography: A Contemporary Introduction*, Wiley-Blackwell.
3. Hodder B. W. and Lee Roger, 1974: *Economic Geography*, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: *Economic Geography: The Integration of Regions and Nations*, Princeton University Press.
5. Wheeler J. O., 1998: *Economic Geography*, Wiley.
6. Durand L., 1961: *Economic Geography*, Crowell.
7. Bagchi-Sen S. and Smith H. L., 2006: *Economic Geography: Past, Present and Future*, Taylor and Francis.
8. Willington D. E., 2008: *Economic Geography*, Husband Press
9. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: *The Oxford*

REGIONAL PLANNING AND DEVELOPMENT

COURSE CODE: GEO-H-CC-4-09-TH

Full Marks: 40

Credit: 04

1. Definition of region, evolution and types of regional planning: formal, functional, and planning regions and regional planning; need for regional planning; types of regional planning
2. Choice of a region for planning: Characteristics of an ideal planning region; delineation of planning region; Regionalization of India for planning (Agro Ecological Zones)
3. Measuring development: Indicators (economic, social and environmental); Human development.

COURSE CODE: GEO-H-CC-4-09-PR

Full Marks: 20

Credit: 02

PRACTICALS

1. Measuring inequality by Location Quotient; Measuring regional disparity by Sopher Index

Practical Record: A project file covering all practical topics must be prepared.

Reading List

1. Blij H. J. De, 1971: *Geography: Regions and Concepts*, John Wiley and Sons.
2. Claval P. L., 1998: *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975): *Regional Policy - Readings in Theory and Applications*, MIT Press, Massachusetts.
4. Gore C. G., 1984: *Regions in Question: Space, Development Theory and Regional Policy*, Methuen, London.
5. Gore C. G., Köhler G., Reich U. P. and Ziesemer T., 1996: *Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention*, Metropolis- Verlag, Marburg.
6. Haynes J., 2008: *Development Studies, Polity Short Introduction Series*.
7. Johnson E. A. J., 1970: *The Organization of Space in Developing Countries*, MIT Press, Massachusetts.
8. Peet R., 1999: *Theories of Development*, The Guilford Press, New York.
9. UNDP 2001-04: *Human Development Report*, Oxford University Press.
10. World Bank 2001-05: *World Development Report*, Oxford University Press, New

FIELD WORK AND RESEARCH METHODOLOGY

COURSE CODE: GEO-H-CC-4-10-TH Full Marks: 40

Credit: 04

1. Field work in geographical studies: Role, value, data and ethics of field-work
2. Defining the field and identifying the case study: Rural; urban; physical; human and environmental
3. Field techniques: Merits, demerits and selection of the appropriate technique; observation (participant and non-participant), questionnaires (open, closed, structured and non-structured); interview with special focus on focused group discussions

COURSE CODE: GEO-H-CC-4-10-PR

Full Marks: 20

Credit: 02

PRACTICAL (FIELD SURVEY)

1. Designing the field report: Aims and objectives, methodology, analysis, interpretation and writing the report.

Project Report

1. Each student will prepare an individual report based on primary and secondary data collected during field work within India
2. The duration of the field work should not exceed 10 days.
3. The word count of the report should be 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
4. One typed copy of the report on A 4 size paper should be submitted in soft binding.

Reading List

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Pubs. Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*. Concept Pubs. Co., New Delhi
6. Robinson A., 1998: "Thinking Straight and Writing That Way", in *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2(2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
9. Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-H-CC-4-08: Class Test

COURSE CODE: GEO-H-CC-4-09: Class Test

COURSE CODE: GEO-H-CC-4-10: Class Test

SKILL ENHANCEMENT COURSE – SEC (ANY ONE)

Students will have to choose any one from the given course

GEOGRAPHICAL INFORMATION SYSTEM

COURSE CODE: GEO-SEC-A-4-02-TH Full Marks: 60 Credit: 02

1. Geographical Information System (GIS): Definition and Components.
2. Global Positioning System (GPS): Principles and uses; DGPS.
3. GIS Data Structures: Types (spatial and Non-spatial), raster and vector data structure.
4. Application of GIS: Land use mapping

Reading List

1. Bhatta, B. (2010) *Analysis of Urban Growth and Sprawl from Remote Sensing*, Springer, Berlin Heidelberg. 41
2. Burrough, P.A., and Mc Donnell, R.A. (2000) *Principles of Geographical Information System-Spatial Information System and Geo-statistics*. Oxford University Press
3. Heywoods, I., Cornelius, S and Carver, S. (2006) *An Introduction to Geographical Information system*. Prentice Hall.
4. Nag, P. (2008) *Introduction to GIS, Concept India, New Delhi*.
5. Singh, R.B. and Murai, S. (1998) *Space Informatics for Sustainable Development*, Oxford and IBH, New Delhi.

TOURISM MANAGEMENT

COURSE CODE: GEO-SEC-A-4-02-TH Full Marks: 60 Credit: 02

1. Concepts, Nature and Scope, Inter-relationships of tourism, recreation and leisure; geographical parameters of tourism by Robinson.
2. Type of tourism: Nature tourism, Cultural tourism, Medical tourism, Pilgrimage tourism and Ecotourism
3. Tourism in India: Case studies of Himalaya and heritage;
4. National Tourism Policy

Reading List:

1. Boniface, B., Cooper, R., Cooper, C. 2016. *Worldwide Destinations: The Geography of Travel and Tourism*, vol. 1, 7th ed, Routledge.
2. Hall, C.M., Page, S.J. 2014. *The Geography of Tourism and Recreation: Environment, Place and Space* 4th ed, Routledge.
3. Honey, M. 2008. *Ecotourism and Sustainable Development, Second Edition: Who Owns Paradise?* 2nd ed, Island Press.
4. Kale, V.S. (Ed) 2017. *Geomorphology of India*, Indian Institute of Geomorphologists.
5. Lew, A., Hall, C.M., Timothy, D.J. 2008. *World Geography of Travel and Tourism: A Regional Approach*, Butterworth-Heinemann.
6. Mason, P. 2017. *Geography of Tourism: Image, Impacts and Issues*, Good fellow Publishers.

STRUCTURE OF FOURTH SEMESTER (PROGRAMME)

Discipline Specific Core Course (DSC)

Course Code: GEO-P-DSC-4-04-TH: Spatial Information Technology

Course Code: GEO-P-DSC-4-04-PR: Practical

Skill Enhancement Course (SEC) (Any One)

Students will have to choose any one from the given course

1. Course Code: GEO-SEC-A-4-02-TH: Geographical Information System

2. Course Code: GEO-SEC-A-4-02-TH: Tourism Management

GEOGRAPHY PROGRAMME COURSE (4th Semester)

COURSE CODE: GEO-P-DSC-4-04-TH Full Marks: 40 Credits: 04

SPATIAL INFORMATION TECHNOLOGY

1. Introduction: definitions, concept and historical development;
2. Spatial Information/Data: Web data sources; registration and projection; data structures; data interpolation and modelling.
3. Application of Spatial Information Technology

COURSE CODE: GEO-P-DSC-4-04-PR Full Marks: 20 Credits: 02

PRACTICAL

1. Identification of broad physical and cultural features from aerial photographs using pocket stereoscope;
2. Statistical techniques: Measures of central tendency

Practical Record: A project file covering all practical topics must be prepared.

Reading List

1. C. Esperança and H. Samet, *An overview of the SAND spatial database system, to appear in Communications of the ACM*, 1997.
2. H. Samet, *Spatial Data Structures in Modern Database Systems: The Object Model, Interoperability, and Beyond*, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 361-385.
3. H. Samet, *Applications of Spatial Data Structures: Computer Graphics, Image Processing, and GIS*, Addison-Wesley, Reading, MA, 1990. ISBN0-201-50300-0.
4. H. Samet, *The Design and Analysis of Spatial Data Structures*, Addison-Wesley, Reading, MA, 1990. ISBN0-201-50255-0.
5. H. Samet and W. G. Aref, *Spatial Data Models and Query Processing in Modern Database Systems: The Object Model, Interoperability, and Beyond*, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 338-360. <http://www.cs.umd.edu/~hjs/pubs/kim2.ps>

COURSE CODE: GEO-P-DSC-4-04-CE: Seminar

SKILL ENHANCEMENT COURSE – SEC (ANY ONE)

Students will have to choose any one from the given course

GEOGRAPHICAL INFORMATION SYSTEM

COURSE CODE: GEO-SEC-A-4-02-TH Full Marks: 60 Credit: 02

1. Geographical Information System (GIS): Definition and Components.
2. Global Positioning System (GPS): Principles and uses; DGPS.
3. GIS Data Structures: Types (spatial and Non-spatial), raster and vector data structure.
4. Application of GIS: Land use mapping

Reading List

1. Bhatta, B. (2010) *Analysis of Urban Growth and Sprawl from Remote Sensing*, Springer, Berlin Heidelberg. 41
2. Burrough, P.A., and Mc Donnell, R.A. (2000) *Principles of Geographical Information System-Spatial Information System and Geo-statistics*. Oxford University Press
3. Heywoods, I., Corneliuss, S and Carver, S. (2006) *An Introduction to Geographical Information system*. Prentice Hall.
4. Nag, P. (2008) *Introduction to GIS*, Concept India, New Delhi.
5. Singh, R.B. and Murai, S. (1998) *Space Informatics for Sustainable Development*, Oxford and IBH, New Delhi.

TOURISM MANAGEMENT

COURSE CODE: GEO-SEC-A-4-02-TH Full Marks: 60 Credit: 02

1. Concepts, Nature and Scope, Inter-relationships of tourism, recreation and leisure; geographical parameters of tourism by Robinson.
2. Type of tourism: Nature tourism, Cultural tourism, Medical tourism, Pilgrimage tourism and Ecotourism
3. Tourism in India: Case studies of Himalaya and heritage;
4. National Tourism Policy

Reading List:

1. Boniface, B., Cooper, R., Cooper, C. 2016. *Worldwide Destinations: The Geography of Travel and Tourism*, vol. 1, 7th ed, Routledge.
2. Honey, M. 2008. *Ecotourism and Sustainable Development, Second Edition: Who Owns Paradise?* 2nd ed, Island Press.
3. Kale, V.S. (Ed) 2017. *Geomorphology of India*, Indian Institute of Geomorphologists.
4. Lew, A., Hall, C.M., Timothy, D.J. 2008. *World Geography of Travel and Tourism: A Regional Approach*, Butterworth-Heinemann.

GENERIC ELECTIVE (GE) COURSE

Course Code: GEO-GE-02-TH: Geography of India

Course Code: GEO-GE-02-PR: Practical

GEOGRAPHY OF INDIA

COURSE CODE: GEO-GE-02-TH F.M:40 Credit-4

1. Physiography, climate, natural vegetation and soil
2. Types of settlements, morphology of rural and urban settlements
3. Intensive farming (rice), plantation farming (tea and rubber), horticulture
4. Growth and distribution of population; demographic characteristics of population.

COURSE CODE: GEO-GE-02-PR PRACTICAL F.M:20 Credit-2

1. Geological map: Uniclinal and folded structure with given dips
2. Topographical maps: Interpretation of topographical map of India; relief, drainage and settlement (plateau region)

Reading List

1. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.*
2. Sharma, T. C. 2003: *India - Economic and Commercial Geography.* Vikas Publ., New Delhi.
3. Singh R. L., 1971: *India: A Regional Geography, National Geographical Society of India.*
4. Singh, Jagdish 2003: *India; A Comprehensive & Systematic Geography,* Gyanodaya Prakashan, Gorakhpur.
5. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography,* Methuen.
6. Tirtha, Ranjit 2002: *Geography of India,* Rawat Publishers, Jaipur & New Delhi.
7. Tiwari, R.C. (2007) *Geography of India.* Prayag Pustak Bhawan, Allahabad
8. Sharma, T.C. (2013) *Economic Geography of India.* Rawat Publication, Jaipur

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-GE-02-TH: Class Test

Truncated syllabus of Undergraduate Course, 2021

SECOND SEMESTER

GEOGRAPHY HONOURS COURSE

CORE COURSE-CC

HUMAN GEOGRAPHY

COURSECODE:GEO-H-CC-2-03-TH

Full Marks: 40

Credit: 04

1. Defining Human Geography; Scope and content of Human Geography; contemporary relevance;
2. Space and society: cultural regions; race; religion and language;
3. Population growth and distribution with special reference to India; population composition; Demographic Transition Theory; Population Policy of India;

COURSECODE:GEO-H-CC-2-03-PR

Full Marks: 20

Credit: 02

PRACTICAL

1. Diagrammatic data presentation: circles (proportional concentric circle and proportional divided circle);
2. Thematic Mapping Techniques: properties, uses and limitations; Areal Data: Choropleth, Chorochromatic, Dot and Sphere, Proportional Cubes.

Practical Record: A project file covering all practical topics must be prepared.

COURSECODE:GEO-H-CC-2-04-TH

Full Marks: 40

Credit: 04

SETTLEMENT GEOGRAPHY

1. Settlements: Origin and growth of rural and urban settlements;
2. Types, patterns and morphology of rural settlements;
3. Theories of urban land use: Concentric Zone Theory; Sector Theory; Multiple Nuclei Theory.

COURSECODE:GEO-H-CC-2-04-PR

Credit: 02

PRACTICAL

1. Concept of levelling and surveying; Surveying by Prismatic Compass (closed traverse); Levelling by Dumpy Level along a given line by rise and fall and collimation method;
2. Geological Map; Drawing of sections on uniclinal and folded structures depicting unconformity.

Practical Record: A project file covering all practical topics must be prepared.)

Reading List

1. Chandna, R.C. (2010) *Population Geography*, KalyaniPublisher
2. Hassan, M.I. (2005) *Population Geography*, Rawat Publications,Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) *The Geography of Settlement*, Oliver & Boyd, London.
4. Johnston R; Gregory D, Pratt G. et al. (2008) *The Dictionary of Human Geography*, Blackwell Publication.
5. Jordan-Bychkov et al. (2006) *The Human Mosaic: A Thematic Introduction to Cultural Geography*. W. H. Freeman and Company, NewYork
6. Cuff J. D. and Mattson M. T., 1982: *Thematic Maps: Their Design and Production*, Methuen Young Books
7. Dent B. D., Torguson J. S., and Holder T. W., 2008: *Cartography: Thematic Map Design* (6th Edition), Mcgraw-Hill Higher Education
8. Gupta K. K. and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, NewDelhi.
9. Kraak M.-J. and Ormeling F., 2003: *Cartography: Visualization of Geo-Spatial Data*, Prentice-Hall.
10. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, NewDelhi.
11. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, KalyaniPublishers.
12. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: *Thematic Cartography and Geovisualization* (3rd Edition), PrenticeHall.
13. Tyner J. A., 2010: *Principles of Map Design*, The GuilfordPress.
14. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., NewDelhi

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-H-CC-2-03: Term Paper

COURSE CODE: GEO-H-CC-2-04: Seminar

Truncated syllabus of Undergraduate Course, 2021

SECOND SEMESTER

GEOGRAPHY PROGRAMME COURSE

DISCIPLINE SPECIFIC CORE COURSE-DSC

COURSECODE:GEO-P-DSC-2-02-TH

Full Marks:40

Credits: 04

HUMAN GEOGRAPHY

1. Introduction: Definition, scope and content of Human Geography;
2. Cultural Regions; Race; religion and language with reference to India;
3. Population growth and distribution with special reference to India;

COURSECODE:GEO-P-DSCC-2-02-PR

Full Marks: 20

Credits: 02

PRACTICAL

1. Thematic Mapping Techniques: Choropleth, Proportional Circles and Proportional Divided Circles

Practical Record: A project file covering all practical topics must be prepared.

References:

1. Aoyama, Y., Murphy, J.T., Hanson, S. 2010. *Key Concepts in Economic Geography*, Sage.
2. Chandna, R.C. 2016. *Geography of Population: Concepts, Determinants and Patterns*, Kalyani Publishers.
3. Coe N. M., Kelly P. F. and Young H. W., 2007: *Economic Geography: A Contemporary Introduction*, Wiley-Blackwell. Fouberg, E.H., Murphy, A.B., de Blij H.J. 2015. *Human Geography: People, Place, and Culture*, 11th ed, Wiley.
4. Ghosh, S. 1998. *Introduction to Settlement Geography*, Sangam Books Ltd.
5. Gregory, D., Johnston, R., Pratt, G., Watts., Whatmore, S. (Eds) 2009. *The Dictionary of Human Geography*, 5th ed, Wiley.
6. Knox, P.L., Marston, S.A. 2014. *Human Geography: Places and Regions in Global Context*, 6th ed, Pearson Education Limited.
7. Knox, P.L., McCarthy, L.M. 2011. *Urbanization: An Introduction to Urban Geography*, 3rd ed, Pearson Education Ltd.
8. Moseley, W.G., Perramond, E., Hapke, H.M., Laris, P. 2013. *An Introduction to Human-Environment Geography: Local Dynamics and Global Processes*, Wiley-Blackwell.
9. Norton, W. 2014. *Human Geography*, 8th ed, Oxford University Press.

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-P-DSC-2-02-CE: Class test

Truncated syllabus of Undergraduate Course, 2021

GENERIC ELECTIVE (GE) COURSE

Course Code: GEO-GE-02-TH: Geography of India

Course Code: GEO-GE-02-PR: Practical

GEOGRAPHY OF INDIA

COURSE CODE: GEO-GE-02-TH F.M-40 Credit-4

1. Physiography, climate, natural vegetation and soil
2. Types of settlements, morphology of rural and urban settlements
3. Intensive farming (rice), plantation farming (tea and rubber), horticulture
4. Growth and distribution of population; demographic characteristics of population.

COURSE CODE: GEO-GE-02-PR PRACTICAL F.M-20 Credit-2

1. Geological map: Uniclinal and folded structure with given dips
2. Topographical maps: Interpretation of topographical map of India; relief, drainage and settlement (plateau region)

Reading List

1. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective.
2. Sharma, T. C. 2003: *India - Economic and Commercial Geography*. Vikas Publ., New Delhi.
3. Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
4. Singh, Jagdish 2003: *India; A Comprehensive & Systematic Geography*, Gyanodaya Prakashan, Gorakhpur.
5. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
6. Tirtha, Ranjit 2002: *Geography of India*, Rawat Publishers, Jaipur & New Delhi.
7. Tiwari, R.C. (2007) *Geography of India*. Prayag Pustak Bhawan, Allahabad
8. Sharma, T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur

Important Note: Continuing evaluation will be as follows:

COURSE CODE: GEO-GE-02-TH: Class Test

SEMESTER – 6

(Truncated Syllabus and Question pattern for Hons and Programme in English)

HONOURS: CORE COURSES

Core Course 13: Modern European Drama

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Henrik Ibsen: *Ghosts*
- 2. Bertolt Brecht: *The Good Woman of Setzuan*
- 3. Eugene Ionesco: *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentation:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Readings

1. Constantine Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Core Course 14: Postcolonial Literatures

- Four questions to be answered from ten questions asked serially from all the five writers in the three units.
[15x4=60]

Unit I

Chinua Achebe: *Things fall Apart*

Unit II

1. Bessie Head: 'The Collector of Treasures'
2. Ama Ata Aidoo: 'The Girl Who Can'

Unit III

1. Pablo Neruda: *Tonight I can Write; The Way Spain was*
2. Mamang Dai: *Small Towns and the River; The Voice of the Mountain*

Suggested Topics and Background Prose Readings for Class Presentation

- Decolonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race and Gender
- Postcolonial Literature and Questions of Form

Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp.8–27.
2. Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

HONOURS: ELECTIVE COURSE:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Honours students in 6thSem as DSE Paper 3

Topic E: Indian Literature in English Translation: Poems and Stories

- Four questions to be answered from eight questions set serially and covering all the writers equally in Unit I and II. [15x4=60]

Unit I:

1. Rabindranath Tagore: *The Golden Boat, Conch, Arrival*
2. Jibanananda Das: *I shall return to this Bengal, Banalata Sen*

Unit II:

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking 2006).
2. Sarat Chandra Chattopadhyay: *Mahesh* (Drought and other Stories, Sahitya Academy Edition)

Topic F: Indian Literature in English Translation: Plays

- Four questions to be answered from eight questions set serially and covering both the texts equally from Unit I and Unit II. [15x4=60]

Unit I:

Girish Karnad: *Hayavadana*

Unit II:

Mahasweta Devi: *Mother of 1084*

Any one of the following Topics to be opted by the Honours students in 6th Sem as DSE Paper 4

Topic G: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts. [15x4=60]

1. Bapsi Sidhwa: *Ice Candy Man*
2. Khushwant Singh: *Train To Pakistan*
3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic H: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]

1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
2. Arthur Conan Doyle – *The Hound of the Baskervilles*
3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J. Edmund Wilson, “Who cares Who Killed Roger Ackroyd?”, *The New Yorker*, 20 June 1945.
2. George Orwell, *Raffles and Miss Blandish*, available at: www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html.
3. W.H. Auden, *The Guilty Vicarage*, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5.
[15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ.Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztaantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.

ELECTIVE FOR PROG:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Programme students in 6thSem as DSE Paper 2

Topic C: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Bapsi Sidhwa: *Ice Candy Man*
- 2. Khushwant Singh: *Train To Pakistan*
- 3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic D: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
- 2. Arthur Conan Doyle – *The Hound of the Baskervilles*
- 3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J.Edmund Wilson, "Who cares Who Killed Roger Ackroyd?", The New Yorker, 20 June 1945.
2. George Orwell, Raffles and Miss Blandish, available at: [www.georgeorwell.org/Raffles and Miss Blandish/O.html](http://www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html).
3. W.H. Auden, The Guilty Vicarage, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I.
[15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos: 18,64,65,73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth, Twelfth Night*

SEMESTER – 6

(Truncated Syllabus and Question pattern for Hons and Programme in English)

HONOURS: CORE COURSES

Core Course 13: Modern European Drama

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Henrik Ibsen: *Ghosts*
- 2. Bertolt Brecht: *The Good Woman of Setzuan*
- 3. Eugene Ionesco: *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentation:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Readings

1. Constantine Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Core Course 14: Postcolonial Literatures

- Four questions to be answered from ten questions asked serially from all the five writers in the three units.
[15x4=60]

Unit I

Chinua Achebe: *Things fall Apart*

Unit II

1. Bessie Head: 'The Collector of Treasures'
2. Ama Ata Aidoo: 'The Girl Who Can'

Unit III

1. Pablo Neruda: *Tonight I can Write; The Way Spain was*
2. Mamang Dai: *Small Towns and the River; The Voice of the Mountain*

Suggested Topics and Background Prose Readings for Class Presentation

- Decolonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race and Gender
- Postcolonial Literature and Questions of Form

Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp.8–27.
2. Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

HONOURS: ELECTIVE COURSE:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Honours students in 6thSem as DSE Paper 3

Topic E: Indian Literature in English Translation: Poems and Stories

- Four questions to be answered from eight questions set serially and covering all the writers equally in Unit I and II. [15x4=60]

Unit I:

1. Rabindranath Tagore: *The Golden Boat, Conch, Arrival*
2. Jibanananda Das: *I shall return to this Bengal, Banalata Sen*

Unit II:

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking 2006).
2. Sarat Chandra Chattopadhyay: *Mahesh* (Drought and other Stories, Sahitya Academy Edition)

Topic F: Indian Literature in English Translation: Plays

- Four questions to be answered from eight questions set serially and covering both the texts equally from Unit I and Unit II. [15x4=60]

Unit I:

Girish Karnad: *Hayavadana*

Unit II:

Mahasweta Devi: *Mother of 1084*

Any one of the following Topics to be opted by the Honours students in 6th Sem as DSE Paper 4

Topic G: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts. [15x4=60]

1. Bapsi Sidhwa: *Ice Candy Man*
2. Khushwant Singh: *Train To Pakistan*
3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic H: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]

1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
2. Arthur Conan Doyle – *The Hound of the Baskervilles*
3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J. Edmund Wilson, “Who cares Who Killed Roger Ackroyd?”, *The New Yorker*, 20 June 1945.
2. George Orwell, *Raffles and Miss Blandish*, available at: www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html.
3. W.H. Auden, *The Guilty Vicarage*, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5.
[15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ.Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztaantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.

ELECTIVE FOR PROG:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Programme students in 6thSem as DSE Paper 2

Topic C: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Bapsi Sidhwa: *Ice Candy Man*
- 2. Khushwant Singh: *Train To Pakistan*
- 3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic D: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
- 2. Arthur Conan Doyle – *The Hound of the Baskervilles*
- 3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J.Edmund Wilson, "Who cares Who Killed Roger Ackroyd?", The New Yorker, 20 June 1945.
2. George Orwell, Raffles and Miss Blandish, available at: [www.georgeorwell.org/Raffles and Miss Blandish/O.html](http://www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html).
3. W.H. Auden, The Guilty Vicarage, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I.
[15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos: 18,64,65,73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth, Twelfth Night*

SEMESTER – 6

(Truncated Syllabus and Question pattern for Hons and Programme in English)

HONOURS: CORE COURSES

Core Course 13: Modern European Drama

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]

1. Henrik Ibsen: *Ghosts*
2. Bertolt Brecht: *The Good Woman of Setzuan*
3. Eugene Ionesco: *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentation:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Readings

1. Constantine Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Core Course 14: Postcolonial Literatures

- Four questions to be answered from ten questions asked serially from all the five writers in the three units.
[15x4=60]

Unit I

Chinua Achebe: *Things fall Apart*

Unit II

1. Bessie Head: 'The Collector of Treasures'
2. Ama Ata Aidoo: 'The Girl Who Can'

Unit III

1. Pablo Neruda: *Tonight I can Write; The Way Spain was*
2. Mamang Dai: *Small Towns and the River; The Voice of the Mountain*

Suggested Topics and Background Prose Readings for Class Presentation

- Decolonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race and Gender
- Postcolonial Literature and Questions of Form

Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp.8–27.
2. Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

HONOURS: ELECTIVE COURSE:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Honours students in 6thSem as DSE Paper 3

Topic E: Indian Literature in English Translation: Poems and Stories

- Four questions to be answered from eight questions set serially and covering all the writers equally in Unit I and II. [15x4=60]

Unit I:

1. Rabindranath Tagore: *The Golden Boat, Conch, Arrival*
2. Jibanananda Das: *I shall return to this Bengal, Banalata Sen*

Unit II:

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking 2006).
2. Sarat Chandra Chattopadhyay: *Mahesh* (Drought and other Stories, Sahitya Academy Edition)

Topic F: Indian Literature in English Translation: Plays

- Four questions to be answered from eight questions set serially and covering both the texts equally from Unit I and Unit II. [15x4=60]

Unit I:

Girish Karnad: *Hayavadana*

Unit II:

Mahasweta Devi: *Mother of 1084*

Any one of the following Topics to be opted by the Honours students in 6th Sem as DSE Paper 4

Topic G: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts. [15x4=60]

1. Bapsi Sidhwa: *Ice Candy Man*
2. Khushwant Singh: *Train To Pakistan*
3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic H: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]

1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
2. Arthur Conan Doyle – *The Hound of the Baskervilles*
3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J. Edmund Wilson, “Who cares Who Killed Roger Ackroyd?”, *The New Yorker*, 20 June 1945.
2. George Orwell, *Raffles and Miss Blandish*, available at: www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html.
3. W.H. Auden, *The Guilty Vicarage*, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5.
[15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ.Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztaantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.

ELECTIVE FOR PROG:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Programme students in 6thSem as DSE Paper 2

Topic C: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Bapsi Sidhwa: *Ice Candy Man*
- 2. Khushwant Singh: *Train To Pakistan*
- 3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic D: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
- 2. Arthur Conan Doyle – *The Hound of the Baskervilles*
- 3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J.Edmund Wilson, "Who cares Who Killed Roger Ackroyd?", The New Yorker, 20 June 1945.
2. George Orwell, Raffles and Miss Blandish, available at: [www.georgeorwell.org/Raffles and Miss Blandish/O.html](http://www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html).
3. W.H. Auden, The Guilty Vicarage, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I.
[15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos: 18,64,65,73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth, Twelfth Night*

SEMESTER – 4

(Truncated Syllabus and Question pattern for Hons and Program in English)

HONOURS: CORE COURSES

Core course 8: British Literature: 18th Century

- Four questions to be answered from eight questions set serially from Unit I and II taken together. [15x4=60]

Unit I

1. William Congreve: *The Way of the World*
2. Daniel Defoe: *Robinson Crusoe*

Unit II

Thomas Gray: *Elegy Written in a Country Churchyard*

Suggested Topics and Background Prose Readings for Class Presentation:

- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Beginning of the Novel

Readings

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

Core Course 9: British Romantic Literature

- Three questions to be answered from eight questions set serially and covering all the poets from Units I, II and III taken together. [15x3=45]

Unit I

William Blake – *Introduction to the Songs of Innocence: 'The Lamb',
Songs of Experience: 'The Tyger'*

Unit II

1. William Wordsworth: *Tintern Abbey*
2. Samuel Taylor Coleridge: *Kubla Khan*

Unit III

1. Lord George Gordon Noel Byron: *On the Castle of Chillon*
2. Percy Bysshe Shelley: *Ode to the West Wind, Ozymandias*
3. John Keats: *Ode to a Nightingale, Ode to Autumn*

- One question to be answered from three questions asked serially from the text in Unit IV. [15x1=15]

Unit IV

Mary Shelley: *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentation:

- Literature and French Revolution
- Conception of Nature
- Reason and Romantic Imagination
- The Gothic

Readings

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp.594–611.

2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Core Course 10: British Literature: 19th Century

- Two questions to be answered from four questions set serially from the two texts in Unit I. [15x2=30]

Unit I

1. Jane Austen: *Pride and Prejudice*
2. Charles Dickens: *A Tale of Two Cities*

- Two questions to be answered from four questions set serially from the two poets in Unit II. [15x2=30]

Unit II

1. Alfred Tennyson: *The Lady of Shalott*, *Ulysses*,
2. Robert Browning: *My Last Duchess*, *The Last Ride Together*

Suggested Topics and Background Prose Readings for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Readings

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*,

ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

HONOURS: ELECTIVE COURSE:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I. [15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos. 18, 64, 65, 73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth*, *Twelfth Night*

ELECTIVE FOR BOTH HONS (CC=SEC) AND PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5. [15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.
6. L. Hamp-Lyons and B. Heasley. *Study Writing A Course in Written English for Academic and Professional Purposes*, CUP.

Additional Reference Books

7. Daniel G. Riordan, Steven E. Pauley. *Biztantra: Technical Report Writing Today*, 8th Edition (2004).

CORE COURSE FOR PROGRAM STUDENTS:

Discipline Specific Core

PAPER4: Literary Cross Currents

- Four questions to be answered from ten questions set serially and covering all the texts from Unit I and II. [15x4=60]

Unit I:

Mulk Raj Anand: *Coolie*

Unit II:

Poems: The Eighteenth Century and the Romantic Age: Four Poems

1. William Blake: London.
2. William Wordsworth: Composed upon Westminster Bridge.
3. Samuel Taylor Coleridge: Frost at Midnight.
4. John Keats: To Autumn.

Reading:

Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.

COMPULSORY FOR PROGRAM ONLY:

Language Core Course [LCC2]: English Language Core2

Paper2: Professional Writing Skill

- Four questions to be answered from eight questions set serially from the four topics.
[15x4=60]

1. Editorial
2. Notice
3. Report Writing
4. CV/Resume Writing

Recommended Reading:

Interact: A Course in Communicative English, Cambridge University Press.

SEMESTER – 4

(Truncated Syllabus and Question pattern for Hons and Program in English)

HONOURS: CORE COURSES

Core course 8: British Literature: 18th Century

- Four questions to be answered from eight questions set serially from Unit I and II taken together. [15x4=60]

Unit I

1. William Congreve: *The Way of the World*
2. Daniel Defoe: *Robinson Crusoe*

Unit II

Thomas Gray: *Elegy Written in a Country Churchyard*

Suggested Topics and Background Prose Readings for Class Presentation:

- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Beginning of the Novel

Readings

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

Core Course 9: British Romantic Literature

- Three questions to be answered from eight questions set serially and covering all the poets from Units I, II and III taken together. [15x3=45]

Unit I

William Blake – *Introduction to the Songs of Innocence: 'The Lamb',
Songs of Experience: 'The Tyger'*

Unit II

1. William Wordsworth: *Tintern Abbey*
2. Samuel Taylor Coleridge: *Kubla Khan*

Unit III

1. Lord George Gordon Noel Byron: *On the Castle of Chillon*
2. Percy Bysshe Shelley: *Ode to the West Wind, Ozymandias*
3. John Keats: *Ode to a Nightingale, Ode to Autumn*

- One question to be answered from three questions asked serially from the text in Unit IV. [15x1=15]

Unit IV

Mary Shelley: *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentation:

- Literature and French Revolution
- Conception of Nature
- Reason and Romantic Imagination
- The Gothic

Readings

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp.594–611.

2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Core Course 10: British Literature: 19th Century

- Two questions to be answered from four questions set serially from the two texts in Unit I. [15x2=30]

Unit I

1. Jane Austen: *Pride and Prejudice*
2. Charles Dickens: *A Tale of Two Cities*

- Two questions to be answered from four questions set serially from the two poets in Unit II. [15x2=30]

Unit II

1. Alfred Tennyson: *The Lady of Shalott*, *Ulysses*,
2. Robert Browning: *My Last Duchess*, *The Last Ride Together*

Suggested Topics and Background Prose Readings for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Readings

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*,

ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

HONOURS: ELECTIVE COURSE:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I. [15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos. 18, 64, 65, 73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth*, *Twelfth Night*

ELECTIVE FOR BOTH HONS (CC=SEC) AND PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5. [15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.
6. L. Hamp-Lyons and B. Heasley. *Study Writing A Course in Written English for Academic and Professional Purposes*, CUP.

Additional Reference Books

7. Daniel G. Riordan, Steven E. Pauley. *Biztantra: Technical Report Writing Today*, 8th Edition (2004).

CORE COURSE FOR PROGRAM STUDENTS:

Discipline Specific Core

PAPER4: Literary Cross Currents

- Four questions to be answered from ten questions set serially and covering all the texts from Unit I and II. [15x4=60]

Unit I:

Mulk Raj Anand: *Coolie*

Unit II:

Poems: The Eighteenth Century and the Romantic Age: Four Poems

1. William Blake: London.
2. William Wordsworth: Composed upon Westminster Bridge.
3. Samuel Taylor Coleridge: Frost at Midnight.
4. John Keats: To Autumn.

Reading:

Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.

COMPULSORY FOR PROGRAM ONLY:

Language Core Course [LCC2]: English Language Core2

Paper2: Professional Writing Skill

- Four questions to be answered from eight questions set serially from the four topics.
[15x4=60]

1. Editorial
2. Notice
3. Report Writing
4. CV/Resume Writing

Recommended Reading:

Interact: A Course in Communicative English, Cambridge University Press.

SEMESTER – 6

(Truncated Syllabus and Question pattern for Hons and Programme in English)

HONOURS: CORE COURSES

Core Course 13: Modern European Drama

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Henrik Ibsen: *Ghosts*
- 2. Bertolt Brecht: *The Good Woman of Setzuan*
- 3. Eugene Ionesco: *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentation:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Readings

1. Constantine Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Core Course 14: Postcolonial Literatures

- Four questions to be answered from ten questions asked serially from all the five writers in the three units.
[15x4=60]

Unit I

Chinua Achebe: *Things fall Apart*

Unit II

1. Bessie Head: 'The Collector of Treasures'
2. Ama Ata Aidoo: 'The Girl Who Can'

Unit III

1. Pablo Neruda: *Tonight I can Write; The Way Spain was*
2. Mamang Dai: *Small Towns and the River; The Voice of the Mountain*

Suggested Topics and Background Prose Readings for Class Presentation

- Decolonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race and Gender
- Postcolonial Literature and Questions of Form

Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp.8–27.
2. Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

HONOURS: ELECTIVE COURSE:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Honours students in 6th Sem as DSE Paper 3

Topic E: Indian Literature in English Translation: Poems and Stories

- Four questions to be answered from eight questions set serially and covering all the writers equally in Unit I and II. [15x4=60]

Unit I:

1. Rabindranath Tagore: *The Golden Boat, Conch, Arrival*
2. Jibanananda Das: *I shall return to this Bengal, Banalata Sen*

Unit II:

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking 2006).
2. Sarat Chandra Chattopadhyay: *Mahesh* (Drought and other Stories, Sahitya Academy Edition)

Topic F: Indian Literature in English Translation: Plays

- Four questions to be answered from eight questions set serially and covering both the texts equally from Unit I and Unit II. [15x4=60]

Unit I:

Girish Karnad: *Hayavadana*

Unit II:

Mahasweta Devi: *Mother of 1084*

Any one of the following Topics to be opted by the Honours students in 6th Sem as DSE Paper 4

Topic G: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts. [15x4=60]

1. Bapsi Sidhwa: *Ice Candy Man*
2. Khushwant Singh: *Train To Pakistan*
3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic H: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]

1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
2. Arthur Conan Doyle – *The Hound of the Baskervilles*
3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J. Edmund Wilson, “Who cares Who Killed Roger Ackroyd?”, *The New Yorker*, 20 June 1945.
2. George Orwell, *Raffles and Miss Blandish*, available at: www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html.
3. W.H. Auden, *The Guilty Vicarage*, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5.
[15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ.Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztaantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.

ELECTIVE FOR PROG:

DSE [Discipline Specific Elective Courses]

Any one of the following Topics to be opted by the Programme students in 6thSem as DSE Paper 2

Topic C: Partition Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Bapsi Sidhwa: *Ice Candy Man*
- 2. Khushwant Singh: *Train To Pakistan*
- 3. Bhisham Sahni: *Tamas*

Suggested topics and readings for Class Presentations:

- History
- Politics
- Partition

Topic D: Science Fiction and Detective Literature

- Four questions to be answered from eight questions set serially and covering all the texts.
[15x4=60]
- 1. Satyajit Ray – “Professor Shonku and the UFO” from *Incredible Adventures of Professor Shonku*
- 2. Arthur Conan Doyle – *The Hound of the Baskervilles*
- 3. H. R. F. Keating – *Inspector Ghote goes by Train*

Suggested topics and readings for Class Presentations:

- Crime across the media constructions of criminal identity
- Cultural stereotypes in crime fiction
- Crime fiction and cultural nostalgia
- Crime fiction and ethics

Readings:

1. J.Edmund Wilson, "Who cares Who Killed Roger Ackroyd?", The New Yorker, 20 June 1945.
2. George Orwell, Raffles and Miss Blandish, available at: [www.georgeorwell.org/Raffles and Miss Blandish/O.html](http://www.georgeorwell.org/Raffles_and_Miss_Blandish/O.html).
3. W.H. Auden, The Guilty Vicarage, available at: <harpers.org/archive/1948/05/the-guilty-vicarage/>
4. Satyajit Roy: *Incredible Adventures of Professor Shonku*, Penguin Books, 1994, Delhi.

ELECTIVE FOR PROG:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I.
[15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos: 18,64,65,73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth*, *Twelfth Night*

SEMESTER – 4

(Truncated Syllabus and Question pattern for Hons and Program in English)

HONOURS: CORE COURSES

Core course 8: British Literature: 18th Century

- Four questions to be answered from eight questions set serially from Unit I and II taken together. [15x4=60]

Unit I

1. William Congreve: *The Way of the World*
2. Daniel Defoe: *Robinson Crusoe*

Unit II

Thomas Gray: *Elegy Written in a Country Churchyard*

Suggested Topics and Background Prose Readings for Class Presentation:

- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Beginning of the Novel

Readings

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

Core Course 9: British Romantic Literature

- Three questions to be answered from eight questions set serially and covering all the poets from Units I, II and III taken together. [15x3=45]

Unit I

William Blake – *Introduction to the Songs of Innocence: 'The Lamb',
Songs of Experience: 'The Tyger'*

Unit II

1. William Wordsworth: *Tintern Abbey*
2. Samuel Taylor Coleridge: *Kubla Khan*

Unit III

1. Lord George Gordon Noel Byron: *On the Castle of Chillon*
2. Percy Bysshe Shelley: *Ode to the West Wind, Ozymandias*
3. John Keats: *Ode to a Nightingale, Ode to Autumn*

- One question to be answered from three questions asked serially from the text in Unit IV. [15x1=15]

Unit IV

Mary Shelley: *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentation:

- Literature and French Revolution
- Conception of Nature
- Reason and Romantic Imagination
- The Gothic

Readings

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp.594–611.

2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Core Course 10: British Literature: 19th Century

- Two questions to be answered from four questions set serially from the two texts in Unit I. [15x2=30]

Unit I

1. Jane Austen: *Pride and Prejudice*
2. Charles Dickens: *A Tale of Two Cities*

- Two questions to be answered from four questions set serially from the two poets in Unit II. [15x2=30]

Unit II

1. Alfred Tennyson: *The Lady of Shalott*, *Ulysses*,
2. Robert Browning: *My Last Duchess*, *The Last Ride Together*

Suggested Topics and Background Prose Readings for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Readings

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*,

ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

HONOURS: ELECTIVE COURSE:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I. [15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos. 18, 64, 65, 73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II. [15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth*, *Twelfth Night*

ELECTIVE FOR BOTH HONS (CC=SEC) AND PROG (DSC1=SEC1):

Ability Enhancement Elective Course

Skill Enhancement Course (SEC)

Paper: Business Communication

- Four questions to be answered from ten questions asked serially from topic numbers 1 to 5. [15x4=60]

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Summarizing annual report of companies
5. Writing minutes of meetings

Suggested Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. NewDelhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, NewDelhi.
5. *English for Business communication*: 2nd edition, CUP by Simon Sweeney.

OR

Paper: Technical Writing

- Four questions to be answered from eight questions asked serially from all the topics combined. [15x4=60]

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, letters, notices.

SUGGESTED READINGS

1. M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley. "Technical Report Writing Today" - Biztantra.
5. N.P. Sudharshana & C. Savitha. *English for Technical Communication*, CUP.
6. L. Hamp-Lyons and B. Heasley. *Study Writing A Course in Written English for Academic and Professional Purposes*, CUP.

Additional Reference Books

7. Daniel G. Riordan, Steven E. Pauley. *Biztantra: Technical Report Writing Today*, 8th Edition (2004).

CORE COURSE FOR PROGRAM STUDENTS:

Discipline Specific Core

PAPER4: Literary Cross Currents

- Four questions to be answered from ten questions set serially and covering all the texts from Unit I and II. [15x4=60]

Unit I:

Mulk Raj Anand: *Coolie*

Unit II:

Poems: The Eighteenth Century and the Romantic Age: Four Poems

1. William Blake: London.
2. William Wordsworth: Composed upon Westminster Bridge.
3. Samuel Taylor Coleridge: Frost at Midnight.
4. John Keats: To Autumn.

Reading:

Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.

COMPULSORY FOR PROGRAM ONLY:

Language Core Course [LCC2]: English Language Core2

Paper2: Professional Writing Skill

- Four questions to be answered from eight questions set serially from the four topics.
[15x4=60]

1. Editorial
2. Notice
3. Report Writing
4. CV/Resume Writing

Recommended Reading:

Interact: A Course in Communicative English, Cambridge University Press.

SEMESTER – 2

(Truncated Syllabus and Question pattern for Hons and Programme in English)

HONOURS: CORE COURSES:

Core Course 3: Indian Classical Literature & Indian Writing in English

- Two questions to be answered from four questions set with alternatives from the four authors, combining Unit I and II. [15x2=30]

UNIT: I

1. Kalidasa: *AbhijnanaShakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989)
2. Sudraka: *Mrcchakatika*, tr. M. M. Ramachandra Kale (New Delhi: Motilal Banarasidas, 1962)

UNIT: II

1. R.K. Narayan: *Swami and Friends*
 2. Anita Desai: *In Custody*
- Two questions to be answered from four questions set with alternatives from the four authors, combining Unit III and IV. [15x2=30]

UNIT: III

1. Kamala Das: *An Introduction, My Grandmother's House*
2. Nissim Ezekiel: *The Night of the Scorpion; Enterprise*

UNIT: IV

1. Mulk Raj Anand: 'Two Lady Rams'
2. Shashi Deshpande: 'The Intrusion'

Suggested Topics and Background Prose Readings for Class Presentation:

- The Indian Epic Tradition: Themes and Conventions

- Classical Indian Drama: Theory and Practice
- *Alankara* and *Rasa*
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

Readings

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp.100–18.
2. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp.158–95.
3. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp.v–vi.
4. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp.61–70.
5. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
6. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp.1–10.

Core Course 4: British Literature: Old English Period to 14th Century

Unit I:

- Two questions to be answered from five questions asked serially. [15x2=30]
 1. Heroic Poetry
 2. Christian Poetry
 3. Alliterative Poems
 4. Beginning of Prose
 5. Beginning of Drama

- Two questions to be answered from six questions asked serially from the texts, taking Units II and III together. [15x2=30]

Unit II:

Beowulf (First 3000+ lines)

Unit III:

Geoffrey Chaucer: *Prologue to the Canterbury Tales*, *The Wife of Bath's Tale* (Prologue)

Suggested Topics and Background Prose Readings for Class Presentation:

- Cultural and Historical background of Old English Period
- Religious Traditions in Old English Period
- Church and Drama

Readings:

1. Mark Atherton, *Complete Old English: Teach Yourself* (London: Hachette, 2012)
2. Peter Baker, *Introduction to Old English*, 3rd edn. (Chichester: Wiley-Blackwell, 2012)
3. John Blair, *The Anglo-Saxon Age: A Very Short Introduction* (Oxford: Oxford University Press, 2000).
4. Hugh Magennis, *The Cambridge Introduction to Anglo-Saxon Literature* (Cambridge: Cambridge University Press, 2011)
5. Joseph F. Tuso, *Beowulf* (Norton Critical Edition, 1975)
6. Asa Briggs, *A Social History of England*, 3rd Edition, Harmondsworth: Penguin, 1999

HONOURS: ELECTIVE COURSE:

Generic Elective (GE)

Paper 2: Selections from European Literature

- Two questions to be answered from six questions set serially from the three poets in Unit I. [15x2=30]

Unit I:

1. William Shakespeare: Sonnet nos. 18, 64, 65, 73
2. William Wordsworth: *Lucy Poems*
3. W.H. Auden: *The Unknown Citizen*

- One question to be answered from four questions set serially from the two texts in Unit II.

[15x1=15]

Unit II:

1. V. Woolf: *The Duchess and the Jeweller*
2. George Orwell: *Shooting an Elephant*

- One question to be answered from four questions set serially from the two texts in Unit III. [15x1=15]

Unit III:

William Shakespeare: *Macbeth, Twelfth Night*

CORE COURSE FOR PROGRAMME STUDENTS:

Discipline Specific Core: DSC

PAPER 2: Modern Indian Literature

- Four questions to be answered from eight questions set serially and equally covering the four texts. [15x4=60]

Short Stories:

1. Premchand: 'The Holy Panchayat'
2. R.K. Narayan: 'The M.C.C'
3. Saddat Hasan Manto: 'Toba Tek Singh'
4. Ismat Chughtai: 'Lihaaf'

Reading:

Selections from *Modern Indian Literature: Poems & Short Stories*, ed. Department of English, Delhi, OUP, 1999.

COMPULSORY FOR PROG ONLY:

Language Core Course [LCC2]: English Language Core2

PAPER 1: TECHNICAL WRITING SKILL

- Four questions to be answered from ten questions asked serially from these topics.

[15x4=60]

1. Paragraph Writing
2. Summary Writing
3. Formal and Informal Letter Writing
4. Dialogue Writing

Recommended Reading:

Interact: A Course in Communicative English, Cambridge University Press.

COMPULSORY FOR HONS & PROG:

ABILITY ENHANCEMENT COMPULSORY COURSE2(AECC2)

ENGLISH COMMUNICATION:

- Comprehension of a Prose piece—a text followed by five questions bearing 02 marks each [2x5=10]
- Two questions to be answered from four questions asked serially from topic numbers (b) and (c). [10x2=20]
- One question to be answered from two questions asked serially from topic number (d). [5x1=5]

a) Comprehension

- b) Formal and informal letter Writing
- c) CV, Resume Writing
- d) Notice

Suggested Reading:

Interact: A Course in Communicative English, Cambridge University Press.

UG BOS MEETING

SUBJECT: EDUCATION

DATE: 11/02/2021

MEMBERS PRESENT

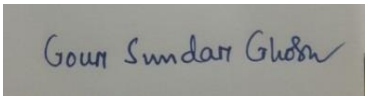
1. Dr. GourSundar Ghosh (Chair Person)
2. Dr. Amal Kumar Sarkar
3. Dr. Bikash Kali Barman
4. Dr. Dipty Subba
5. Dr. Dolly Dey
6. Dr. Sri Krishna Sarkar
7. Dr. Ritwika Laskar

The UG BOS Meeting for the subject Education was held online on 11/02/2021 & 15/02/2021 to discuss on matters related to reduction of UG (1+1+1 and Semester) syllabus as directed by the University of North Bengal.

RESOLUTION

The members unanimously decided to reduce the syllabus for 1+1+1 old system and the Semester- II, IV & VI and the syllabus was thus modified. The truncated syllabus is enclosed herewith.

The meeting ended with thanks to the Chair.



Gour Sundar Ghosh